



**Influence of Self-Assessment Facilitated by Flipgrid to Improve EFL
Students' Speaking Skills Performance**

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The 2020 was a year unlike any other. The whole world faced an unprecedented crisis due to COVID-19 pandemic. In the educational field, this emergency led to the massive closure of schools and the abrupt shift to online classes to prevent the spread of the virus and mitigate its impact. In that context, teachers and students face first-hand the difficulty that this new reality implies.

During the last two years, the curriculum had to be adapted to the emergency. Teachers had to adapt the way of teaching and assessment and students had to quickly adapt to this learning method that requires the use of technology. The participants in this study were children between 10 and 11 years old from a public school, beginners in the early stages of English as a foreign language.

After insightful observation during their English class, it was noticed that most of the learners did not want to speak in English, they were so nervous and anxious that they did not remember simple vocabulary or basic grammar structures. Those who tried to speak in English had problems with pronunciation. In addition, the understanding of the students was limited, they could not answer simple questions about themselves, such as basic personal information (e.g., name, address, family, nationality). These weaknesses were more affected in online classes, where many students did not want to turn on their cameras or microphones to participate, making teaching and learning even more difficult. Furthermore, they could not self-assess their oral performance using a checklist because they had no prior knowledge of its use.

The goal of this research was to improve the speaking skill performance of the students through the use of self-assessment. Therefore, it was important to provide students with activities that enhance their vocabulary and pronunciation so they can

understand and communicate in simple words, and simple sentences. Another objective was to reduce anxiety so students would be more confident in speaking English.

It is important to mention that according to the English Proficiency Index (EPI) study, from the firm Education First (2021), which details the level of English of the inhabitants of Latin American countries and the entire world. Ecuador received the lowest scores in the region, with at least 40 points below the regional average, ranking 90th out of 112 countries that were part of the study.

Thus, it is necessary to make an effort to overcome the challenges and introduce communicative language teaching activities in the classroom. Choosing the right ways to teach and assess, students will improve their communication, understanding and confidence in speaking English. So, in the future, the English level of participants of this study will be better.

Literature Review

This study focused on improving speaking skills performance through the use of self-assessment. To better understand how this research was conducted, it is necessary to review the following definitions of speaking skills and self-assessment, why they are important, challenges and ways to use it to improve the quality of work and achieve learning objectives.

Speaking Skills

According to Boonkit (2010), “Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue” (p.1305). This skill allows us to share information, ideas, thoughts and opinions in a way that the listener can understand the message. Therefore, speaking is the first skill that students must learn. However, in order to use the English language, students need to acquire the necessary vocabulary and structures

to be able to communicate. So, before students learn to speak a foreign language as their first output, students hear words, phrases, or sentences as their first input. Also, it is important for teachers to introduce activities in the classroom that capture the attention and interest of students to develop their speaking skills, these activities will help prepare them for similar contexts in real life (Arifin, 2018).

Importance and difficulties in speaking skills

Nowadays, the desired outcome of the language learning process is the ability to communicate proficiently. Consequently, as Al-Nawrasy (2013) said, “many students equate being able to speak a language as knowing the language and, therefore, view learning the language as learning how to speak the language” (p.243). Then, success is measured in the ability to think in English, use common expressions, that is, maintain a fluid conversation (Nunan,1991).

However, speaking English fluently is often the skill that students find the most difficult. Especially in an EFL context, where exposure to the English language is limited, due to the interacting with the teacher is the only opportunity students have to practice the language (Al-Nawrasy, 2013). Another important reason to consider is the lack of confidence in terms of anxiety about making mistakes, taking into account that speaking requires pronunciation, grammar and vocabulary. Thus, most students cannot speak English confidently, especially for communicating in real situations with international speakers. The question is, how to increase the speaking confidence and oral competence of EFL students? (Boonkit, 2010).

To improve speaking skills, it is important to engage students in the use of language, giving them opportunities to practice what they have learned in class; for example, offering opinions, expressing ideas, giving advice, making announcements, reporting news, requesting information or asking questions, providing instructions, and

much more. This practice not only gives confidence, but also helps learners to better understand the functional aspect of the target language (Qureshi, 2007).

Self-assessment

Self-assessment is defined as students analyzing the quality of their own work, based on explicit criteria. Thus, they can identify elements that can be improved and do a better job in the future, to achieve predefined goals (Rolheiser & Ross, 2001). So, this technique encourages students to reflect and become active in their own learning progress (Boud, 1995). One of the most important benefits of self-assessments is that it increases the self-confidence of the students, motivates them to devote more resources or personal efforts to achieve higher goals and enabling them to make better decisions not only in their career but also in their daily lives (Rolheiser & Ross, 2001).

Self-assessment is ongoing, monitors and regulates the performance of tasks as they occur. It is scaffolded, the teacher shares the goals of the unit and provides support during the learning process. Students do their assignments following the rubric, self-assessing and reflecting on teacher feedback that guides their efforts and strategies (Andrade & Du, 2007). In other words, self-assessment enables students and teachers to reach the goals set at the beginning of the unit, as it gives them a clearer understanding of the things that need improvement (Gehringer, 2017).

According to Brookhart and Moss (2019), “Formative Assessment is an active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence of learning with the express goal of improving student achievement” (p. 6). To sum up, self-assessment is an important tool for teachers because it provides valuable feedback, continually monitoring behavior of the students through planning, correcting mistakes, and improving goals and expectations (Hattie & Timperley, 2007).

Speaking and Self-Assessment

Marzuki et al. (2020) mentioned, “self-assessment is one of alternative ways to evaluate students’ speaking talent in English. Through this evaluation, students are allowed to discover, know, and develop their speaking skill” (p. 208). Self-assessment influences the speaking skills of the students positively and assists students in increasing their speaking self-efficacy (confidence and belief in their ability), self-regulation (awareness of research, time management, independence), and engagement (Masruria, 2021).

Self-assessment practices help improve the speaking skills of students. Furthermore, they have generally positive attitudes towards the notion of self-assessment in the future (Ariafar, 2013). In addition, self-assessment allows students to identify their strengths and weaknesses, which motivates them to continue improving (Sintayani & Adnyayanti, 2022).

Challenges of self-assessment

Some challenges of self-assessment are that students may not understand the assessment criteria and do not know how to apply them either. Low self-evaluations lead students to develop negative orientations toward learning, select unrealistic personal goals, adopt ineffective learning strategies, put forth little effort, and make excuses for poor performance (Rolheiser & Ross, 2001). However, foreign language students are usually at a disadvantage when it comes to assessing their own English language learning. It should be noted that self-assessment is important because it helps students to be motivated to learn and to reflect on their own learning. (Jamrus & Razali, 2019).

Self-evaluation can be subjective; students may not be sincere and even overestimate their own performance. Students need to learn to evaluate their own work

the same way their teacher does. They need to understand how important it is to be honest and transparent (Frederiksen & Collins, 1989; Stiggins, 2001; Wiggins, 1998; authors cited in Andrade & Du, 2007).

Teachers and students must implement strategies that encourage and foster honest self-reflection in order to achieve meaningful educational impact. For example, do not force students to display realistic but negative self-assessments in front of their classmates, and encourage them to share their self-assessments with trusted people, such as a best friend or family member. (Brown & Harris, 2014).

How to train students to self-assess

There are four stages to use self-assessment; involve students in defining the scoring rules, coach students to apply self-evaluation, provide proper feedback and help them develop productive goals and action plans (Rolheiser & Ross, 2001, p.7-8).

Following these recommendations, students will be able to evaluate their own work, develop their judgment skills, decide what is right or wrong, and what actions they must take in order to achieve the desired objective.

Alternative ways to apply self-assessment

There are some ways to apply self-assessment, it is important for teachers to use direct observation, real life activities, apply previously-learned skills to new contexts and work collaboratively and cooperatively to help students get better at self-evaluations. Furthermore, portfolios provide students with the opportunity to self-assess their own progress (Gehring, 2017).

Innovation

The lesson plan (appendix 1) was based on Understanding by Design (Wiggins & McTighe, 2005). The three stages are: identifying desired results, determining acceptable evidence and plan learning instruction. In this process, educators design

learning experiences to achieve specific learning goals at the end of the unit. This study aimed to improve speaking skills performance through the self-assessment methodology.

During the innovation, the students worked on their unit: How to protect the environment, which had a length of 4 weeks, two hours per week, one hour synchronous and the other asynchronous. The synchronous mode was given by Teams, a video conference platform. The asynchronous mode through WhatsApp, an electronic messaging application. In addition, PowerPoint presentations and Flipgrid, a video discussion platform, were used.

The purpose of the innovation was that the students to communicate by using basic grammar structures. Such as, simple present of verb to be, so they can give opinion and share ideas about how to help their communities and protect the environment. Use of can/cannot to give instructions, use there is/there are to describe pictures, vocabulary related to the topic, intelligible pronunciation so their information will be easy to understand and how to assess themselves to improve their fluency and confidence. So that, in the long term and on their own, they can make responsible decision with the immediate environment, communicate it in simple sentences, and simple words.

The innovation started in December 2021, during the first week, the students were introduced to the unit topic and the new way in which the class was going to be developed. The students watched the introductory video, they mentioned in Spanish what they saw in the video, what the message was, and what actions they can do to protect the environment. The teacher talked about the environmental problems in the community. Students showed interest in the topic, they tried to participate by sharing

some English examples but it was noticeable that they had problems remembering vocabulary and using basic grammar structures to share an opinion.

In order to have a global vision of what the students had to achieve at the end of the unit, the final task was presented with a video based on the mentor's text. Also, the students were instructed on the benefits and purpose of self-assessment and the checklist (Appendix 2) to learn how to assess themselves. Furthermore, the teacher uses the Gradual Release of Responsibility (GRR) model to provide scaffolding for students, so they can do it themselves. After observing and practicing together the new vocabulary and grammar about environmental problems the students were instructed on the first practice.

The innovation was assessed with four videos, after each video, students used the self-assessment tool to assess their presentation, and each week they had to improve the areas they identified in the self-assessment that needed improvement. During the first week students also had to learn to use Flipgrid platform. Once the first video was on the Flipgrid platform, each student self-assessed using the checklist.

During the second and third week, students reinforced basic grammatical structures and practiced vocabulary related to the topic. They learned about causes and effects of environmental problems. Also, solutions to protect the environment and help their communities. The students kept practicing through recording the videos and self-assessing their own work.

During the last week, the students worked on their final performance, they watched a video and discussed together in Spanish about what a campaign is and what its purposes are. Then, a review of lessons one, two and three was carried out to remember vocabulary and grammar. In addition, the students had to use this information to make a poster and prepare their final practice of the unit based on their previous self-

assessments, taking into account all the suggestions and comments of the teacher.

Finally, the students had to watch and listen to their final task video and individually use a checklist to assess themselves.

Research Methodology

Action research is a form of systematic research that teachers undertake to try to solve problems and improve their own professional practices (Mertler, 2014). Research reports show how the investigator diagnoses the problem, proposes a solution, and reports the results. In other words, action research improves the practices of school members, develops the ability to become self-evaluative, and enhances the quality of education (Efron & Ravid, 2019).

The aim of this action research was to investigate how the application of self-assessment improves the speaking performance among sixth grade students of a public school. Also, help students improve their fluency and become more autonomous learners, who are able to give an opinion and communicate it in simple sentences, who are confident and motivated to make an effort, invest time and resources to achieve their goals. This action research followed a process to collect data from students. There were two specific research questions.

Research question 1: Does the implementation of self-assessment improve the speaking skills performance among sixth grade students in a public school in Guayaquil through the use of Flipgrid?

Research question 2: What are the perspectives of the students regarding self-assessment?

To answer the first question, an adapted version of the Cambridge speaking rubric based on a previous checklist was used to measure the progress of the students, considering the use of the first recording as pretest and the last recording as posttest.

Thus, the teacher interpreted the results to check the impact and significant changes after applying the innovation. To answer the second question, the researcher used a semi-structured interview, which is a flexible format of open-ended questions to obtain information.

Participants

The study was developed in a public elementary school located in Mapasingue, a popular place north of Guayaquil, Ecuador. 38 sixth grade students, aged between 10 and 11 years, were invited to participate in the study. Parental consent was provided from 18 students. Eight of the eighteen students did not complete the pretest or posttest and were excluded from the analysis. The final sample size for the study was 10 students, 60% were male and 40% female. They come from humble families with low income. The ethnicity of the students is mestizo and their mother tongue is Spanish.

Instruments

Self-assessment checklist: The checklist was used by the students to self-assess and reflect on their progress through the four recorded videos. The checklist consisted of the following scale: “yes, sometimes, not yet”. Students read the statements and self-assess in Spanish due to their English level. There were seven statements that were practiced and self-assessed after each practice.

The full checklist can be seen in Appendix 2. It was certified by an expert from Casa Grande University.

Speaking skills performance rubric: To answer the question number one, the teacher developed and applied a rubric (appendix 3) to gather and score the pretest and posttest. The rubric implemented to assess the speaking skills of the students through the uses of recorded videos was based on a previous checklist and adapted from the Cambridge English Speaking Performance Assessment at Level A1 Movers. According

to Wiggins (2013), “helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.”

(p.3). So, in that context, creating a rubric made it possible to focus on specific components and provide feedback to the students.

The first video was considered as the pretest, students had to record a video talking about the environmental problems in their communities and upload the video to Flipgrid platform. The last video was considered as the posttest, students had to present an environmental campaign to help the community. The campaign aimed to raise environmental awareness, it was necessary to show to the audience what are some environmental problems in their community, mentioning the causes, effects and solutions of these problems. The role of the students was to be an expositor (they wanted to help their community). The audience was the teacher, classmates, friends and family. The students had to record themselves (1-2 min), include photos from their community, pictures and use real resources (Water bottles, plastic bags, and paper, among others). Then, the students had to upload the video to Flipgrid platform.

The rubric was constructed with the following descriptors: vocabulary, grammar, pronunciation, organization and Body Language/ creativity. Each one was evaluated on five points by measuring the speaking development of the students. It was on a 0 to 5 scale, with zero being the lowest score and five being the highest.

- a. Vocabulary and grammar criteria, the lowest score corresponded to “Performance does not satisfy the Band 1 descriptor.”, while the highest score corresponded to “Uses a range of appropriate vocabulary when talking about environmental problems, effects and solutions. Uses a range of some simple structures correctly (verb to be in present, there is/there are, can/cannot) but

makes some mistakes, although meaning is generally clear. Can join ideas with some simple linkers (e.g., and, but, then, when)”.

- b. Pronunciation criteria, the lowest score corresponded to “Performance does not satisfy the Band 1 descriptor.”, while the highest score corresponded to “Is mostly intelligible. Has limited control of word stress and intonation”.
- c. Organization and body language/creativity criteria, the lowest score corresponded to “Performance does not satisfy the Band 1 descriptor”, while the highest score corresponded to “Speaking is well organized with a clear structure. Almost always uses natural, relaxed body language to emphasize ideas although there may be hesitations and some pausing. Use required materials to support the presentation (Pictures, water bottles, plastic bags, and paper, among others)”.

The full rubric can be seen in Appendix 3. It was certified by an expert from Casa Grande University.

Interview: A semi-structured interview was the instrument to collect qualitative data and answer question number two (appendix 4): What are the perspectives of the students regarding self-assessment? It consisted of five questions and was conducted at the end of the innovation to analyze not only the perspective but also the results, challenges and feelings of the students about the innovation. The responses to the interview were written in Spanish so that the students could explain their answers clearly and individually. Transcripts were made for the analysis.

Data Analysis

The data used to answer the first research question were the scores obtained from the innovation pre- and posttest. It was analyzed and tabulated in an Excel spreadsheet in order to test the impact of self-assessment on speaking skills

performance, descriptive statistics were used: mean, mode, median, minimum, maximum, and standard deviation. In addition, a paired-sample t-test was used to compare pretest and posttest results. The analysis was done using the Analytics Tools Pack.

The answers obtained in the interview were the data used to answer the second research question. The interview was conducted in Spanish. So, the responses of the students were transcribed.

Ethical Considerations

Ethical practices must engage in all steps of the research process (Creswell & Guetterman, 2019). All participants involved in the research study were volunteers and were informed about the purpose of the innovation, the future benefit, they were also encouraged to participate honestly. In addition, a written authorization was required. In Action Research it is always important to have the formal written authorization signed (informed consent) or nondisclosure agreement to guarantee that the use of the information is purely for academic research and that it will not be shared with third parties for commercial or other purposes (Zeni, 1998).

Results

To answer the first research question: Does the implementation of self-assessment improve the speaking skills performance among sixth grade students in a public school in Guayaquil through the use of Flipgrid? Descriptive statistics analysis was applied to show the impact after applying the innovation, the pretest and posttest with all components that were part of the innovation development (vocabulary and grammar, pronunciation, organization and body language/ creativity) were compared. Each skill was rated from one to five points based on the rubric. The results obtained

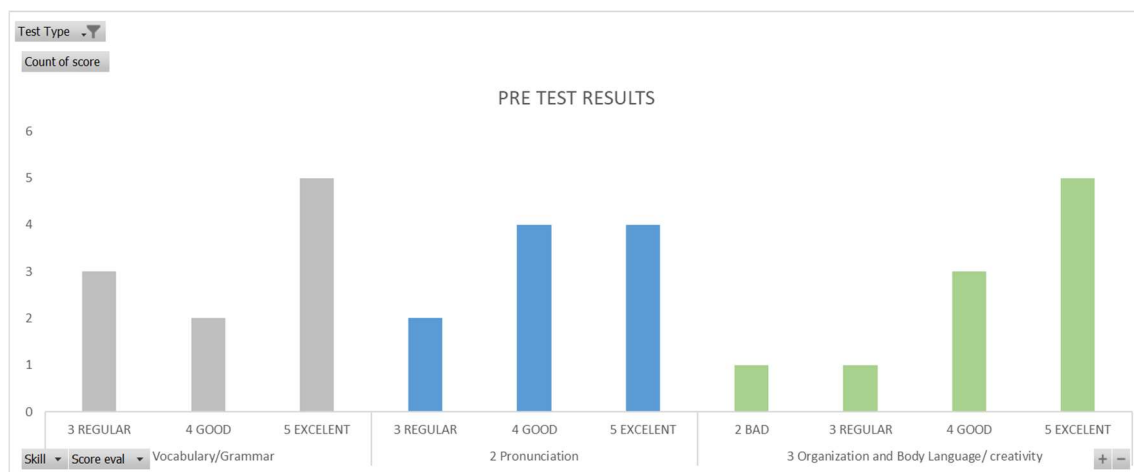
after analyzing the quantitative data showed that all the components improved according to the following description.

Pretest Speaking Skills Performance Rubric Scores.

In Figure 1, the X-axis shows the division between the three criteria; gray for Vocabulary and Grammar, blue for Pronunciation and green for Organization, and Body Expression/Creativity. Where 5 means excellent, 4 good, 3 Regular, 2 bad, 1 poor, 0 very poor. While the Y-axis shows the number of students who got that grade. If any of the ranges are not displayed, it means that none of the students earned a grade associated with that range. The mean, median and mode were calculated for each criterion. The pretest results for Vocabulary and Grammar were 4.2 Mean, 4.5 Median and 5 Mode, results for Pronunciation were 4.2 Mean, 4 Median and 5 Mode, and finally the results for Organization and Body Language/ creativity were 4.2 Mean, 4.5 Median and 5 Mode. A distribution of scores can be seen in Figure 1.

Figure 1.

Pretest results.



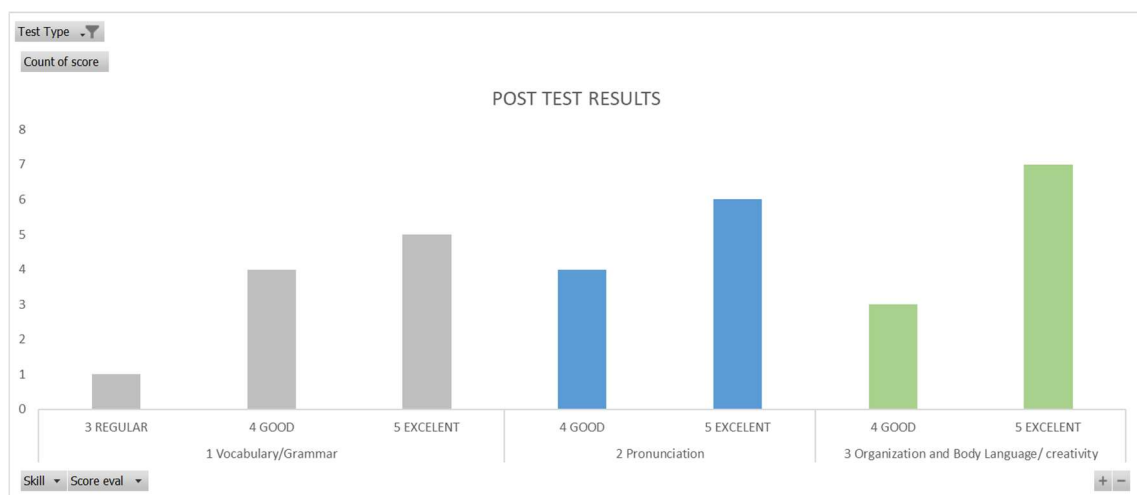
Posttest Speaking Skills Performance Rubric Scores

In Figure 2, the X-axis shows the division between the three criteria; gray for Vocabulary and Grammar, blue for Pronunciation and green for Organization, and Body Expression/Creativity. Where 5 means excellent, 4 good, 3 Regular, 2 bad, 1 poor, 0

very poor. While the Y-axis shows the number of students who got that grade. If any of the ranges are not displayed, it means that none of the students earned a grade associated with that range. The mean, median and mode were calculated for each criterion. The posttest results for Vocabulary and Grammar were 4.4 Mean, 4.5 Median and 5 Mode, results for Pronunciation were 4.6 Mean, 5 Median and 5 Mode, and finally the results for Organization and Body Language/ creativity were 4.7 Mean, 5 Median and 5 Mode. A distribution of scores can be seen in Figure 2.

Figure 2.

Posttest results.



Statistical Comparison of Pretest and Posttest

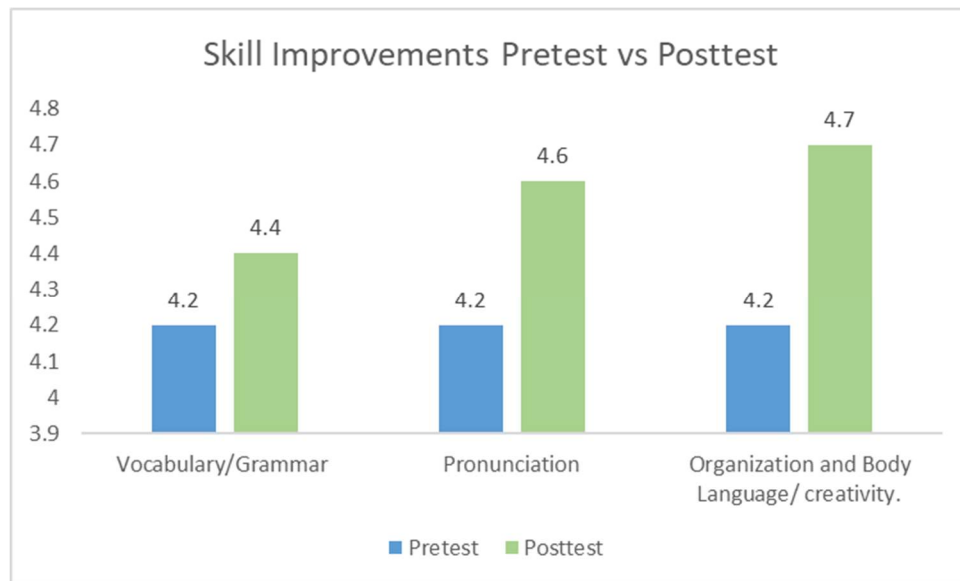
Figure 3 shows the results of the pretest and posttest for each criterion of the speaking rubric. Vocabulary/Grammar, Pronunciation and Organization and Body Language / creativity. The blue color represents the mean pretest score. The green color represents the mean posttest score.

Analyzing the results, we evidence that the most notable improvement was in the skill Organization and Body Language/ creativity where the increase is 11.90% ($(4.7 \text{ Posttest Score} - 4.2 \text{ Pretest score}) / 4.2 \text{ Pre-Test Score}$). For Pronunciation the increase was 9.52% ($(4.6 \text{ Posttest Score} - 4.2 \text{ Pretest score}) / 4.2$

Pre-Test Score) and for Vocabulary/Grammar the increase was 4.76% (4.4 Posttest Score – 4.2 Pretest score) / 4.4 Pre-Test Score). We evidence an overall improvement on the posttest results compared to the pretest.

Figure 3.

Skill Improvements between Pretest and Posttest.



Inferential Statistics

A paired-sample *t*-test as used to explore the research question, “Does the implementation of self-assessment improve the speaking skills performance among sixth grade students in a public school in Guayaquil through the use of Flipgrid?” In a paired-sample *t*-test, the null hypothesis is that there is no difference between dependent groups. The alternative hypothesis is that there is a difference between dependent groups. The two-tail value is 0.01 which is less than 0.05 that means the alternative hypothesis is accepted. The paired-sample *t*-test provided evidence that self-assessment significantly improved students speaking skills performance.

Table 1

Descriptive statistics of pretest and posttest total scores.

	N	MIM	MAX	M	SD	P(T<=t) two-tail
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						p Value < 0.05
Pretest	10	10.00	15.00	12.60	2.37	0.01
Posttest	10	11.00	15.00	13.70	1.57	

Note: N= Sample. MIN= Minimum MAX= Maximum M= Mean. SD= Standard Deviation.

In table 1, the pretest and posttest total rubric score were compared. The posttest shows an increase in the mean compared to the pretest. The posttest has an increase in the minimum of 1.0 point. However, the maximum score remains the same in both tests. Also, the standard deviation showed that in the posttest the results were closer to the mean than in the pretest with 2.37 and 1.57 points. So, the results support the alternative hypothesis.

Concerning the second research question: What are the perspectives of the students regarding self-assessment? an interview was applied after carrying out the innovation addressed to reveal the points of view of the students. There are some extracts that show the results of this interview were positive.

“I felt good because that way I know where I can improve.” (S.1).

“I felt very good because that way I learned a lot.” (S.2).

“I felt very good because that way I know what I need to improve.” (S.3).

“When I did the self-assessment, I felt calm.” (S.4).

“I felt comfortable because I evaluated myself. (S.6).

S1 and S3 in their self-assessment feedback told the evaluator that they can improve their speaking skills, this generates positivity in them and develops commitment to learning. S4 and S6 in their self-assessment feedback told the evaluator that they felt calm and comfortable, this gives them confidence to keep going even when they fail. S2 in the self-assessment feedback told the evaluator that he/she learned

more, this raises awareness and will provide good progress in their learning. In general, the students had positive feedback on the self-assessment, they gained confidence and commitment to improve their speaking skills, which is important for them in their learning path.

There were some challenges that the students faced during the innovation that are important to keep in mind for future research.

“My challenge was to learn the pronunciation because they are new words in another language” (S.1).

“I felt nervous about the pronunciation but then I felt good because I learned.” (S.2).

“The challenges were to learn the vocabulary with its respective pronunciation.” (S.3).

“When I recorded the videos, I felt nervous and I also felt good.” (S.4).

“I felt a little frustrated because the pronunciation did not come out.” (S.5).

“The challenge was to speak in English and pronounce all the words together.” (S.6).

S1 and S3 mention the lack of knowledge about vocabulary as one of the main challenges they perceived. This was the main barrier to progress. With more practice, this problem can be addressed. S4 and S5 provided feedback on the challenges. They felt frustrated and afraid because they could not speak fluently. This barrier can also be resolved with more practice as well. S2 and S6 provided feedback on the challenges. They believed that the main problem was not having a good performance in pronunciation, this barrier can also be overcome by practicing a lot.

In general, the problems the students perceived as lack of vocabulary, pronunciation, and frustration can be addressed by practicing more frequently.

However, the results show an improvement, the students enjoyed working on the innovation and the progress in their learning was evident.

Discussions

Concerning the first question: Does the implementation of self-assessment improve the speaking skills performance among sixth grade students in a public school in Guayaquil through the use of Flipgrid? The results provided evidence that significantly improved the speaking skills performance of the students. This is in line with Marzuki et al. (2020) who mentioned, “self-assessment is one of alternative ways to evaluate students’ speaking talent in English. Through this evaluation, students are allowed to discover, know, and develop their speaking skill” (p.208).

Concerning the second question, what are the perspectives of the students regarding self-assessment? The results of the interview indicated that students had a positive attitude toward self-assessment. Moreover, students perceived self-assessment as a useful activity to locate their errors and know what they need to improve. This result is aligned to Ariaifar (2013) and Sintayani & Adnyayanti (2022) studies.

Furthermore, it was observed that students felt less nervous when speaking English. Which is connected to the studies from Masruria (2021) where self-assessment influenced the speaking skills of the students positively and assisted students in increasing their speaking self-efficacy (confidence and belief in their ability), self-regulation (awareness of research, time management, independence), and engagement. Additionally, the most important benefit was that the students felt more confident to speak in English. According to Thomas (2019) “Formative assessments generally just need to be checked, not graded, as the point is to get a basic read on the progress of individuals, or the class as a whole”.

Conclusions

In conclusion, the use of pedagogical techniques has a significant impact on the learning process of the students. The innovation showed evidence that self-assessment significantly improved speaking skill performance of the students through the use of technological devices, role-playing, and recording videos with real problems based on their environment. Consequently, the implementation of tasks that involve the real world and represent meaningful activities such as making, creating, producing or solving problems has a great impact on student learning. Using the checklist was a valuable experience that allowed students to recognize their mistakes and set learning goals to correct them. In addition, the perspectives of the students about self-assessment were positive. After the innovation, the students felt less nervous, improved communication, confidence and motivation.

Limitations

For many students it was the first time they used the checklists to self-assess. Time is needed to teach them how to use this tool before applying the innovation. The self-assessment is based on the honesty of the students. Therefore, they must begin to recognize their flaws and start working to improve them. If students are dishonest and give false or unrealistically high grades, they will never begin to learn for themselves. In order to complete the activities the internet was required, some students did not have internet permanently at home. The students needed to record their presentation. It was challenging for them, not only because they had to overcome their nerves to speak in English, but also because they first needed to learn how to use the Flipgrid platform.

Recommendations

It is highly recommended to set goals that students fully understand so they know how this activity will help them improve. Be sure to include self-assessment activities after each lesson to consolidate new knowledge. Also, at the end of the

module to reinforce the knowledge of various lessons and ensure that the students do not have gaps in their learning. These activities should include the use of multimedia resources such as self-recorded videos, interactive games and real-life situations to ensure the engagement of the students in their learning path. It is very important to provide feedback from the teacher to the students on whether they are performing the activities correctly. Finally, it is essential to monitor the learning progress and performance improvement of each student to ensure that no one falls below the general level of the course.

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Appendix 1

Lesson Plan

Available upon request.

Appendix 2

Checklist

Available upon request.

Appendix 3

Rubric

Available upon request.

Appendix 4

Interview Questions

Available upon request.

Appendix 5

Consent letters

Available upon request.

Appendix 6

E – Portfolio

Available upon request.