



**Self-Assessment of high school students' Oral Performance in a Public Institution**

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Coordinator: María Rossana Ramírez Ávila

Modality: Action Research

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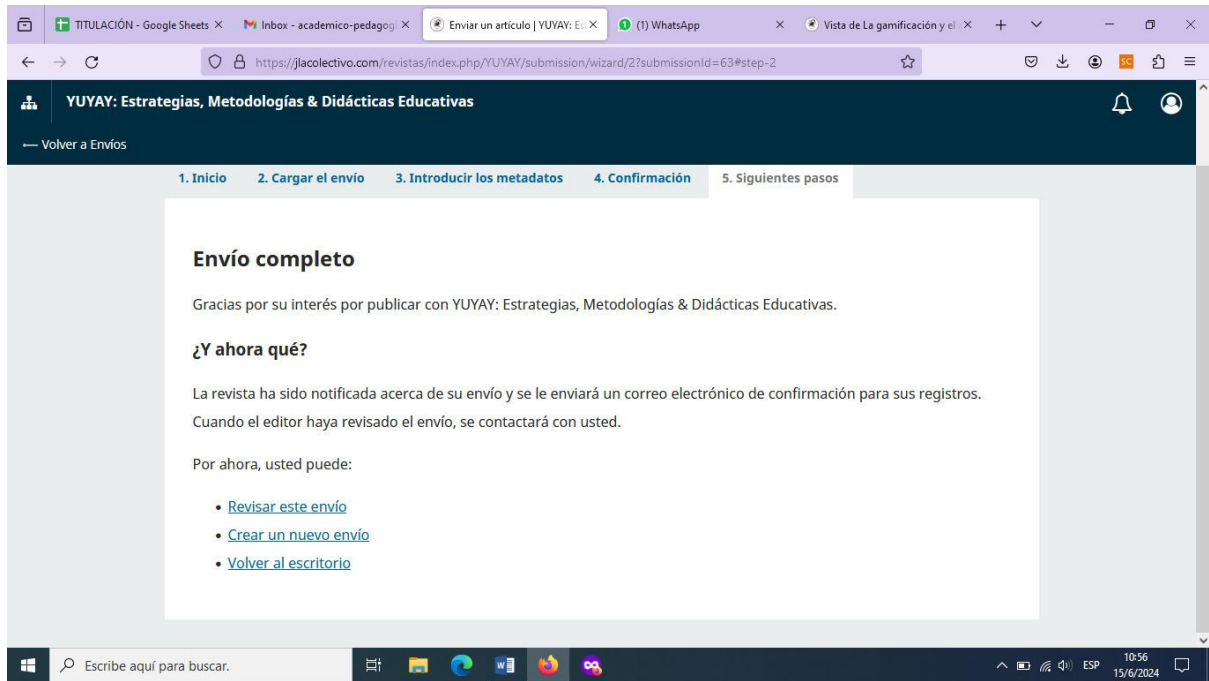
  
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# **Self-Assessment of high school students' Oral Performance in a Public Institution**

**Universidad Casa Grande**

**Coordinator: MSc. María Rossana Ramírez Ávila**

Presented by: **Sonia Carvajal**



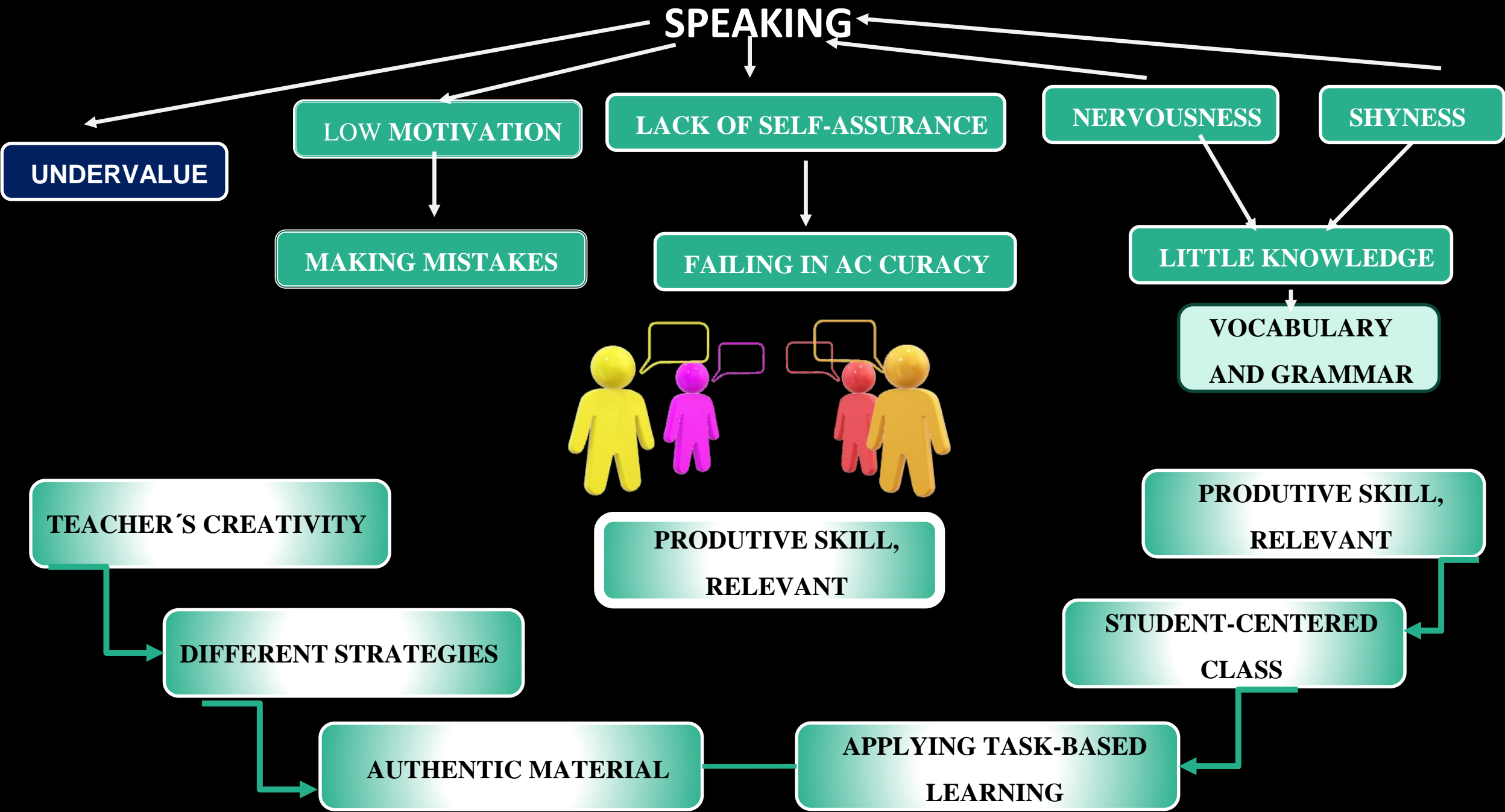
# Belief 1

MAIN AIM OF THIS RESEARCH IS TO DEMONSTRATE THAT SELF-ASSESSMENT AIDS TO HAVE BETTER RESULTS IN STUDENTS' ORAL PERFORMANCE IN ENGLISH AS A SECOND LANGUAGE.



## Research questions

1. What is the impact of using self-assessment to promote speaking skill?
2. What are the students 'perspectives concerning to self- assessment, the checklist and the impact in speaking skill?



(Leong and Ahmadi P. 12017; Paneerselvam & Mohamad, 2019; Yasin et al., 2017; Rao, 2019; Hue 2019; Kehing and Yunus, 2021; Rafidiyah et al., 2018)

# Methodology:

QUALITATIVE AND QUANTITATIVE HIGH SCHOOL OF QUITO

A MONTH AND A HALF



A CONTROL AND A TREATMENT GROUP

ORAL PRETEST – POSTTEST

PARTICIPANTS



**QUESTIONAIRE**

La información obtenida con el presente cuestionario tiene por objeto fundamentar los resultados obtenidos con la aplicación de la autoevaluación y la mejora que implica en los resultados de la destreza de hablar en inglés como Lengua Extranjera.  
Después de la intervención

Grupo experimental

¿Haber tenido un fundamento gramatical, le sirvió para su desempeño en la parte oral?

SI  NO

¿Haber tenido una lista de vocabulario guía, le sirvió para su desempeño en la parte oral?

SI  NO

¿En qué medida tener conocimientos de pronunciación le ayudó a tener más confianza para expresarse de forma oral en inglés?

|      |      |              |       |
|------|------|--------------|-------|
| NADA | POCO | MEDIANAMENTE | MUCHO |
|------|------|--------------|-------|

¿La lista de verificación (checklist) le sirvió como guía para saber qué debe mejorar en su desempeño oral?

Mark 0 = of no importance and 10 = of very great importance:

|   |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

¿Considera que la lista de verificación (checklist) le da una guía para saber cómo su docente le evaluará o que se espera de usted en una evaluación oral?

SI  NO

¿Cuán útil fue la lista de verificación (checklist) en el proceso de autoevaluación? Mark 0 = of importance and 10 = of very great importance:

|   |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

¿Mejoró su desempeño en la destreza oral (Speaking) en inglés después de aplicar la autoevaluación?

|        |           |           |
|--------|-----------|-----------|
| MEJORO | NO MEJORÓ | FUE IGUAL |
|--------|-----------|-----------|

¿Cuál fue el **impacto** que tuvo la autoevaluación en su desempeño oral en inglés?

Mark 0 = of importance and 10 = of very great importance:

|   |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

| T. G.     | N  | Min  | Max   | M    | S D  | p value |
|-----------|----|------|-------|------|------|---------|
| Pretest   | 10 | 2.50 | 5.00  | 3.00 | 0.94 | 0       |
| Post-test | 10 | 3.30 | 9.95  | 5.21 |      |         |
| C. G.     |    |      |       |      |      |         |
| Pretest   | 15 | 2.50 | 8.00  | 4.47 | 2.13 | 0       |
| Post-test | 15 | 2.10 | 10.67 | 5.26 |      |         |



# Instruments

## A RUBRIC

reliability utility comparison a questionnaire production requirements established by the Ministry of Education

| DESCRIPTORS          | POINTS                                                                                                                                                                                                                                                 | 1-2 | POINTS                                                                                                                                                                                                                                                         | 3-4 | POINTS                                                                                                                                                                                                                                                                                                           | 5 |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>Grammar</b>       | Shows limited control of affirmative and negative sentences in simple present.<br><br>Describe with difficulty simple aspects of his/her everyday life using simple words provided he/she can prepare in advance.                                      |     | Shows good control of affirmative and negative sentences in simple present<br><br>Can describe with some difficulty simple aspects of his/her everyday using simple words provided he/she can prepare in advance.                                              |     | Shows excellent control of affirmative and negative sentences in simple present.<br><br>Can describe simple aspects of his/her everyday life using simple words provided he/she can prepare in advance.                                                                                                          |   |
| <b>Vocabulary</b>    | Has a limited repertoire of words. Uses only one to two sequence words, one conjunction and 0 to 6 action verbs related to a description of their daily life.<br><br>Cannot link words or groups of words with very basic linear connectors            | 0,5 | Has an intermediate repertoire of words. Uses two to three sequence words, two conjunctions and 7 to 10 action verbs related to a description of their daily life.<br><br>Can link words or groups of words with very basic linear connectors with difficulty. | 1   | Has an excellent repertoire of words. Uses four sequence words: after that, first, then, <u>Finally</u> ; three conjunction-and but-so-, and 11 to 15 action verbs related to a description of their daily life.<br><br>Can link words or groups of words with very basic linear connectors without any problem. | 2 |
| <b>Pronunciation</b> | Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort.<br><br>Can reproduce a limited range of sounds as well as the stress on simple, familiar words and phrases with a lot of pauses and doubts. | 1   | Pronunciation of an acceptable repertoire of learnt words and phrases can be understood with no effort.<br><br>Can reproduce a limited range of sounds as well as the stress on simple, familiar words and phrases with certain pauses.                        | 2   | Pronunciation of the repertoire of learnt words and phrases can be understood easily.<br><br>Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases in a noticeable speed.                                                                                | 3 |

|   |                                                                     |
|---|---------------------------------------------------------------------|
| 1 | I can use negative sentences in simple present tense appropriately. |
| 2 | I can use affirmative sentences in present tense appropriately.     |
| 3 | I can apply conjunctions correctly.                                 |
| 4 | I use sequence words in real context.                               |
| 5 | I can include action verbs in my descriptions.                      |
| 6 | My pronunciation is good.                                           |
| 7 | My ideas are developed coherently and clearly.                      |
| 8 | I can describe and talk about my daily life orally.                 |

## THE CHECKLIST

Categories that were connected to the rubric

# Quantitative results

WHAT IS THE IMPACT OF USING SELF-ASSESSMENT TO PROMOTE SPEAKING SKILL?

|                 | TREATMENT GROUP-SELF-ASSESSMENT                   | CONTROL GROUP           |
|-----------------|---------------------------------------------------|-------------------------|
| MINIMUM POSTEST | RESULT IS HIGHER THAN THE PRETEST                 | SAME RESULTS            |
| MAXIMUM GRADE   | IMPROVED IN 4 POINTS                              | IMPROVED IN 2 POINTS    |
| MEAN            | GOT BETTER RESULTS THAN THE CONTROL GROUP IN 1,95 | 1,2                     |
| <i>p value</i>  | 0.0                                               |                         |
| GRAMMAR         | GOT HIGHER RESULTS 2 TO 4                         | 1 POINT HIGHER : 4 TO 5 |
| VOCABULARY      | HIGHER RESULTS                                    | SAME RESULTS            |
| PRONUNCIATION   | HIGHER RESULTS                                    | SAME RESULTS            |

## QUALITATIVE RESULTS - SELF-ASSESSMENT

### WHAT IS THE STUDENTS' PERSPECTIVE CONCERNING TO SELF-ASSESSMENT, THE CHECKLIST AND THE IMPACT IN SPEAKING SKILL?



- **GRAMMAR, VOCABULARY AND PRONUNCIATION - IMPROVE ORAL PERFORMANCE**

- Facilitated their understanding
- Creation of sentences in their minds
- Understand words - pronounce them
- Generated confidence

- **THE CHECKLIST SUPPORTED THE STUDENTS IN THEIR ORAL IMPROVEMENT- TEACHERS' EXPECTATIONS – EVALUATION**

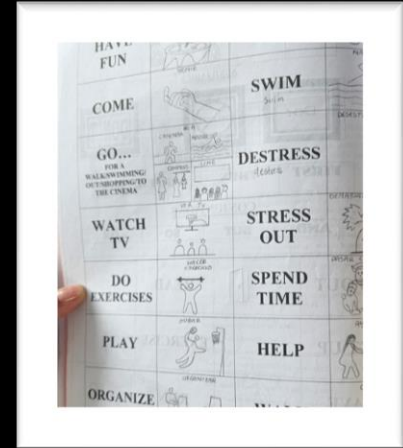
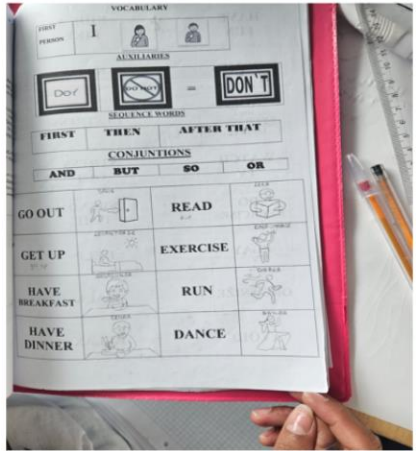
- Know mistakes
- What to improve -Study
- Beneficial
- Supported them
- Teachers help

- **SELF-ASSESSMENT**

- Find mistakes
- Raised security
- Got satisfactory results

# Discussion

**SELF-ASSESSMENT - IMPROVE STUDENTS' ORAL PRODUCTION**



**CLT: LEARNING BY DOING**

**STUDENT-CENTERED - ACTIVE PARTICIPANTS - TRAINED**

**TRACK- SELF-MONITOR - RECOGNIZE - SELF- REFLECT IMPROVE**

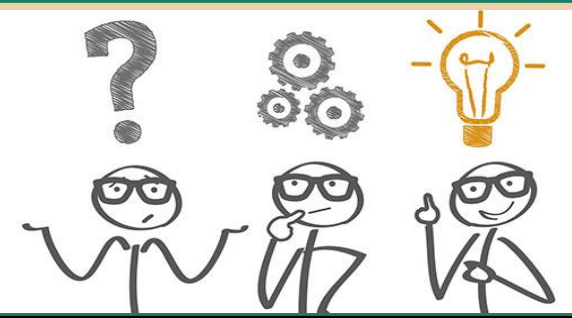
**EVALUATE THEIR PROGRESS -INDEPENDENT LEARNER**

GOOD FOUNDATION OF GRAMMAR – VOCAB. PRONUNCIATION

A GOOD NUMBER OF WORDS (Bangun and Simanjuntak, 2022)

PRONUNCIATION CAUSES INSECURITY (Burns and Seidlhofer, 2019)

SUPPORT RESULTS



LOWER INSECURITIES : ASK QUESTIOS TO TEACHERS- KNOW WHAT TO IMPROVE

ENCOURAGES STUDENTS TO PARTICIPATE IN CLASS de Saint Léger, 2009

PROMOTES A GOOD CLASSROOM ENVIRONMENT

SELF –  
ASSESSMENT  
MOTIVATION

AVOID MISMATCHING – STUDENT - TEACHER Jin (2021)

BENEFITS- LIMITATIONS:

SUPPORT RELATIONSHIP

CONFIDENCE

PERFORMANCE

# Checklist – Audios

FOUNDATION OF CRITERIA

| CHECKLIST                                                              |     |           |         |
|------------------------------------------------------------------------|-----|-----------|---------|
| Categories                                                             | Yes | Sometimes | Not yet |
| 1. I can use negative sentences in simple present tense appropriately. |     | X         |         |
| 2. I can use affirmative sentences in present tense appropriately.     |     | X         |         |
| 3. I can apply conjunctions correctly.                                 |     | X         |         |
| 4. I use sequence words in real context. <i>No evaluate</i>            |     | X         |         |
| 5. I can include action verbs in my descriptions.                      |     |           |         |
| 6. My pronunciation is good and my ideas are coherent and clear.       |     |           | X       |
| 7. I can describe and talk about my daily life orally.                 | X   | X         |         |

LIST OF CRITERIA - ACCOMPLISHMENT

HAVE TIME TO EVALUATE THE PERFORMANCE OF THE STUDENTS AVOIDING RUSHES OR BIAS

(Jamrus et al., 2019; Hales and Pronovost, 2006)



# Conclusions

## SELF ASSESSMENT

- RAISED ORAL PERFORMANCE – DRAWBACKS - PROGRESS -
- CONFIDENCE-SELF-INVOLVEMENT -MOTIVATION -SELF REGULATION- SELF

## REFLEXION

- MORE AWARE ABOUT GRAMMAR, VOCABULARY AND PRONUNCIATION

# Belief 2

## Findings

MORE TIME – MORE PRACTICE

VISUAL WRITING AIDS

CREATE MORE ORAL PRACTICES

RELATION – TEACHER STUDENT

STATE OF MIND

STUDENT INVOLVEMENT

RECORDINGS: AVOID MISJUDGEMENTS – ANALYSIS





## Appendix

Available upon request