

Using Video Self-Assessment to Improve Students English Oral Presentation Skills

Suphatra Sucharitrak^{*}

Abstract

The study aimed to explore the effectiveness of using video clip based self-assessment to improve students' performance of English oral presentation skills and investigate students' reaction towards the use of video clip based self-assessment. The participants were 30 senior year students of the English Language major studying the Project Presentation course. Two videos clips were recorded of each student while they were giving their presentation on topics of their choice. The self-assessment tools were developed and used to assess students' presentation performance on the course. The results revealed that video clip based self-assessment can reveal to students their presentation style strengths and weaknesses. The video clip can define the useful improvement areas to the participant such as presentation structure, content organization, presentation techniques, timing and pacing. Other improvement areas were also noted including facial expression and body language; moreover, watching the video clips can lower students' anxiety and increase confidence when presenting.

Keywords: Video Clip, Self-Assessment, Presentation Skills, Speaking skills

^{*} Department of English, Faculty of Liberal Arts and Science Kasetsart University Kamphaeng Sean
Email: suphatra.s@ku.ac.th

Introduction

English is used as the medium of international communication in various fields and has become the official language of the Association of Southeast Asian Nations (ASEAN) and the Asian Economic Community (AEC) (Biano & Slaughter, 2016). In many international workplaces and organizations, English becomes a necessary part of daily routine work and the basic requirement for communicating with one another. To achieve mutual understanding among the communicators, English competencies are required.

In relation to the need of developing English proficiency for students to be applied, the Bachelor of Arts Program in English at Kasetsart University Kamphaeng Saen Campus provides the compulsory language courses necessary to enhance students' ability to communicate in English effectively. One of the most important courses is Project Presentation Skills in English; a professional course. This course aims to enable students to plan a presentation, make effective use of visual aids, use body language and other signposting, and have the opportunity to improve their use of English speaking and develop their own presentation skills and techniques through English related project work. To achieve the objectives of the course, students are required to design and prepare their own presentations; teachers usually assess students' presentation performance by giving feedback to encourage improvement in the student's next oral presentation.

Assessment allows both instructor and student to monitor progress towards achieving the learning objectives ("Yale Center of Teaching and Learning: formative and informative assessment"). According to scholars (Huba and Freed, 2000, Stiggins, 2006, Johnstone, 1994), teachers can use different types of assessments to evaluate students, namely written tests, book reports, project work, homework exercises, and question-and-answer activities. These types of assessment involve a well-organized system to make the judgments (Gronlund & Linn, 1990). This can be accomplished only when teachers are in the classroom engaging in the assessment process. Also, teachers have to spend a great deal of their class time engaged in one assessment or another (Stiggins, 2001). These judgments often bring anxiety, fear, or disappointment to students. For some students, it may have a negative impact on their performance if they receive an unsatisfactory result.

To make students grow as learners, teachers can encourage them to self-assess their own skills by giving clear instructions and feedback. Many scholars agreed that regular monitoring and feedback are essential to improve student learning (Dandrea, 2007; Cheng & Kauper, 2010; Dancer & Kanvounias, 2005). Using self-assessment can lessen the burden on

teachers (Dickenson, 1987). In addition, it allows students to observe, analyze, and evaluate their own performance. In light of this, self-assessment is a great tool in achieving educational objectives and it is a necessary part of self-determination, self-knowledge and self-reflection. Using self-assessment can help students identify areas where they need to improve.

Video seems to be increasingly used for professional development and it is a great tool for student oral presentation self-assessment. Because standard assessment techniques of student performance on oral presentation skills are difficult for both teachers and students as the judgment can be subjective without any concrete evidence. To evaluate student oral presentation, video clip recordings can reflect students' performance, and they can be viewed as many times as necessary allowing students to develop their own performance. According to scholars' views, video can also be considered as an important part of learning, and it can reflect the strengths and areas for personal improvement, reinforce learner motivation, and relate learning to individual needs (Oscarson, 1989, Nunan, 1988, and Dickinson, 1987, Harris, 1997). In addition, video recording in the classroom has been widely used in language testing for oral language communication skills and self-assessment provides the checklist for evaluating students' presentation performance.

There have been very few studies conducted on the effectiveness of using video clip based self-assessment for students' English oral-presentation skills in Thailand. The problem in academic performance among Thai university students is the lack of both confidence and competency in oral presentation skills. It is essential for teachers to help students overcome these obstacles. Thus video clips have not been used as a mechanism for students' self-assessment in the English oral presentation class at Kasetsart University KPS course; the researcher is interested in using self-assessment to evaluate students' oral presentation skills in the Project Presentation in English course by requiring them to watch their presentation video clip and give their response. They would give their feedback and comments on specific parts of their performance based on a self-assessment checklist in order to improve for the next presentation. The researcher wanted to find out whether students' presentation performance improves and to know the students' reactions toward the use of video clip based self-assessment.

Purposes of the study

(1) To explore the effectiveness of using video clip based self-assessment to improve students' performance of English oral presentation skills;

(2) To investigate students' reaction towards the use of video clip based self-assessment after presenting.

Procedure

Subjects

The subjects of the study were 30 fourth year students of the English Language Major studying the Project Presentation course at Kasetsart University Kamphaeng Saen Campus and purposively selected to serve the purpose of the study. Students were expected to be involved in-class presentation practices and then make their own presentations. The students were assigned to give two individual 5 minute presentations on the topics they chose. Video clips of each of the two students' presentations were recorded in class. After each presentation had completed, the students could get the copy of their own video clips to watch for one week, and the self-assessment checklist to help them evaluate their performance. The self-assessment checklist from the first video clip and the second video clip could assist students' to reflect on their own presentation skills and techniques development over the two presentations. Ten students were interviewed to examine students' reaction toward the use of video clip based self-assessment.

Methodology

The instruments used for this research were self-assessment checklist and semi-structured Interview.

The study was composed of two major phases: the self-assessment checklist development and self-assessment implementation. Developing a self-assessment checklist was composed of four steps. The procedural steps were: (1) reviewing related literature on self-assessment and evaluation for oral presentation skills. (2) study the course description of the Project Presentation course. The focus was on the language features used for academic presentation, how to make an effective presentation, how to make effective use of the equipment which was stated in the course syllabus. (3) defining the scope of the self-assessment checklist used to evaluate presentation skills and performance through the video clips. The self-assessment was centered on the introduction (opening of a presentation), main part (using 'signposting' through a presentation) and conclusion techniques (summarize the

key points, highlight, explain and final statement) in the first part. The second part was concentrated on core presentation skills such as pronunciation, fluency, pausing, rhythm, stress, intonation, volume, pacing, grammar and vocabulary during the presentation. (4) the self-assessment checklist was validated by the experts to see whether it had appropriate content for evaluating the presentation skills performance. The self-assessment was implemented with 30 fourth year students of the English Language Major who were taught inside the instructional hours of the Project Presentation course, during the second semester of the 2017 academic year at Kasetsart University, Kamphaeng Saen Campus. In the study, each item on the self-assessment form was explained to the subjects in order for them to gain an understanding of what to look for in the video clip. Two 5 minute presentations on topics of their choice were assigned to the students during the course. The first self-assessment video clip was released to the students the day after their presentation and they allowed to evaluate it for one week to reflect their own performance. The students had to make their own notes on areas for improvement in their second presentation. After the second video clips with a self-assessment was given to each of the students, again the students had a week for review and to compare whether the initial video performance review helped them improve their second presentation. Semi-structured interviews were administered to explore students' reaction to the use of video clip based self-assessment after the two presentations. Fifteen students were asked to provide the researcher with more in-depth information. The interviews were conducted individually after each final presentation.

Result of the study

The results of this study are presented in three parts:

1) Results of self-assessment checklist development

The self-assessment and presentation skills checklist was adapted from Grussendorf (2007), Cheng & Kauper (2010). The self-assessment checklist consisted of three main sections, totaling 27 items and giving 62 points. The first section was about the presentation structure used when delivering the speech and the second section focused on core presentation skills. To assess the video clips, the presentation structure was employed at the beginning and comprised of 7 items with 7 points: welcome the audience, making a self-introduction, introducing the topic, explaining why the topic is important, outlining the talk, dealing with each part, and organizing the talk (time, handouts, and questions). The middle part related to the main body of the talk relating to signposting throughout a presentation. It consisted of 8

items with 8 points: stating the topic again, explaining the objectives, signaling the beginning of each part, talking about the topic, signaling the end of each part, highlighting the main points, outlining the main ideas in bullet point form and telling the audience the talk has come to the end of the main part. The ending part was the conclusion. It emphasized signposting and consisted of 5 items with 5 points: signaling the end of the talk, summarizing the key points, highlighting one important point, explaining the significance, and make the final statement.

The second section was on core oral presentation skills such as pronunciation, fluency, pausing, rhythm, stress, intonation, volume, pacing, grammar and vocabulary during the presentation. The rating scales from 2-6, with 42 points total, were used to evaluate students' own specific skills and their performance.

The last section was the open section for written comments about the overall presentation performance and ability to communicate successfully with the audience. This included the strengths and weaknesses, plan for improvement in the next presentation, etc.

2) Results of the effectiveness of using video clip based self-assessment for oral English presentation skills

The students' first and second videos based self –assessments were analyzed after each presentation. Two video clip based self-assessment scores were compared. The results show that the mean score of students in presentation 2 was higher than that of presentation 1 as shown in Table 1.

Table 1. Video clip based self-assessment scores

	N	Mean	Std.Deviation	Std.Error Mean
Presentations No. 1	30	41.50	5.625	1.027
Presentations No. 2	30	46.20	4.999	0.913

To examine whether students' performance of English oral presentation skills ability increased significantly, two video clip based self-assessment scores for oral English presentation skills were compared and calculated for statistical differences. The descriptive statistic results are presented in Table 2.

Table 2. Paired test comparison of the presentation No.1 and presentation No.2 scores

	Paired Difference					t	df	Sig(1-tailed)
	Mean	Std.Deviation	Std.Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Presentation no.1 & 2	4.70	2.769	0.505	3.666	5.734	9.298	29	0.000

*p<0.05

The table above reveals the statistical differences between the pair tests, the 95% Confidence Interval of the Difference, the *t* value, the *df*, and the one-tailed p-value is 0.000. The one tailed p-value shows that there was a significant difference at the level of 0.05. This can prove that the students' performance of English oral presentation skills ability improved after self-assessing the first video clips.

3) Results of the students' opinions towards the use of video clip based self-assessment The data gathered from the students' written comments and semi-structured interviews were reviewed to explore their opinion towards the use of video clip based self-assessment. The students' response relating to what they have learned from watching their presentation via the video clips, can be classified into two areas. Firstly, could the video clips reflect their real performance of the presentation structure they used when delivered the content? Three students commented after they watched their videos, they realized that they had forgotten to tell the audience the outline of the talk, which was by far the most important parts of the presentation opening. Others mentioned that watching the video over and over again they could see that they used less appropriate signposting words or phrases which may have confused the audience. Or they did not add the signal words between messages so it was hard for the audience to follow the presentation. Secondly, could the video clips allow them to reflect on their presentation skills? Half of the students mentioned that they lacked practice, this can be the result of a lack of confidence and fear to talk- they could notice from their video assessment that they read directly from the screen or paper. Four students said that watching their presentation video clips could help them identify the appropriate volume and how fast or slow they should articulate when they speak. Two students stated that watching the video clips help them to reflect the personality and other presenting skills necessary for being a professional presenter.

Discussion and Recommendation

1) Discussion on the findings of the effectiveness of using video clip based self-assessment for oral English presentation skills

Regarding the finding, the mean scores of students' video clip based self-assessment in presentation 2 ($\bar{X}=46.20$) were higher than that of presentation 1 ($\bar{X}=41.50$) and the students' performance of English oral presentation skills ability increased significantly in presentation 2. The reasons might be because the self-assessment checklist was developed to assist the practices of class presentations skills and the video clips with the self-assessment checklist helped students reflect on the strength and weaknesses of their presentation performance. Students can see that the video clips would be a useful tool to evaluate their performance as they can watch as often as they want to improve their oral presentation skills until perfect. These findings agreed with many research studies. Aksel & Kahraman (2014) determine the effectiveness of video project assignments on foreign language learning. The finding of using video assignments provided the students with an opportunity to reflect on their own learning and their language performance improvement. Yamkate & Intratat (2012) studied the ways video recordings facilitate students' evaluation of their oral presentation skills and their use of those evaluations to improve their performance. The result showed that video recordings enabled students to see their weaknesses and strengths and to repeatedly view any specific part of their weak points, and watching video helped them to learn about the strengths of good presenters, which motivated them to improve their oral presentation skills. From the research by Sihem (2013), it was found that videotapes could be used as an important technique in enhancing the skill of speaking; hence it helps to increase their performance.

2) Discussion on the findings of the students' opinion towards the use of video clip based self-assessment

Based on the data obtained from the written comments and the semi-structured interview, it was found that the students had positive opinions toward the use of video clip based self-assessment. Numerous studies corroborate these data (Abdullah, 2011; Guo, 2013; Richie, 2016). This is because self-assessment tools provided useful guidelines for students to focus on, both the presentation structure and core language skills when they watched their video clips and wrote their own reflection. These activities may make a positive impact on them developing their presentation skills for the second presentation. Moreover, using video

clip based self-assessment can eliminate students' anxiety for the next presentation and increase self-confidence in presenting.

Suggestions for Further Study

The results and interpretation of this study lead to recommendations for further studies, which are as follows.

1) This study was conducted with fourth year English major at Kasetsart University Kamphaeng Saen Campus and the students' performance in English oral presentation skills improvement. It is advisable that the study should be conducted with other students at other institutions who possess the same background knowledge to see if the use of video clip based self-assessment improves students' performance in English oral presentation skills.

2) The use of video clip based self-assessment in this study was based on two English oral presentations. It is recommended that additional presentations with video clip based self-assessment for students to watch and give their reflection should be produced to enhance students' self-regulation in language learning.

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