



Utilizing Self-Evaluation to Improve Presentation Skills

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This paper will discuss the findings from an exploratory study on the benefits of incorporating learner self-evaluation of oral presentation skills. To assess the efficacy of self-evaluation, two research questions were asked. Firstly, were learners able to accurately evaluate their own presentation performance? Secondly, did learners find the self-evaluation process beneficial? Data was collected from a sample of 122 first/second-year students across three Japanese universities. Students were asked to complete a self-evaluation rubric following their midterm presentation. Additionally, learners completed a reflection questionnaire on their perspectives of the self-evaluation process. Results showed that learners were able to accurately assess their performance on most of the presentation competencies, and that they found the process beneficial. In future, it is recommended that learners receive further training on how to use feedback and self-evaluation scores to improve their overall performance.

本稿は、口頭発表スキルに学習者の自己評価を取り入れることの利点に関する予備的研究から得られた知見について述べる。自己評価の有効性を検証するために、学習者は自分のプレゼンテーション・パフォーマンスを正確に評価できたか、また自己評価プロセスに有益性を感じたか、という二つの研究課題を設定した。データは、日本の3大学の1年生・2年生122名から収集し、対象の学生は、中間発表後に自己評価ルーブリックに記入するよう求められた。さらに、学生は自己評価プロセスに対する考え方について、振り返りアンケートに回答した。その結果、学生はほとんどのプレゼンテーション能力について自分のパフォーマンスを正確に評価でき、そのプロセスが有益であると感じていた。今後、学習者は、総合的なパフォーマンスを向上させるために、フィードバックや自己評価のスコアをどのように活用するかについて、さらなるトレーニングの実施が推奨される。

Research has shown that successful language learners are often able to self-assess their own ability (Brown, 2007). Reflective practices and self-reflection have been shown to benefit learners and improve future performance (Dhanarattigannon & Thienpermpool, 2022). As learners become aware of their strengths and weaknesses, they are better able to understand their current level of competence. Additionally, self-evaluation can help focus learners and inform them on what is needed to achieve more positive outcomes in future evaluations. This paper will look specifically at how learner self-evaluation can be used in the assessment of oral presentation skills. The paper begins by giving background to the current situation and existing research on self-evaluation. Following this, the methods used in this research project are explained in detail. The paper then presents the results of the study and discusses their implications for the use of self-evaluation in improving oral presentation skills.

Background

In many Japanese school contexts, English language learners are often very experienced in rote memorization of grammar and vocabulary (Kikuchi, 2013). Speaking activities are often conducted irregularly for learners prior to entering university (Koizumi & Yano, 2019). This can sometimes mean that learners are unfamiliar with more communicative oral tasks such as presentations. Furthermore, Japanese classrooms are usually teacher-centered (Tanaka et al., 2020), and students are inexperienced with self- or peer-assessment (Cornelius & Kinghorn, 2014). However, these teacher-learner roles can sometimes shift in university classrooms (Wakabayashi, 2008). Additionally, at university, presentations are widely used to assess oral communication (Miles, 2014). This suggests that upon entering university, learners are expected to perform a type of assessment that they are inexperienced with, without having a clear understanding of teacher expectations or an idea of their own abilities. Research has shown that self-evaluation and reflective practice can greatly benefit language learners (Kumar et al., 2023). Self-evaluation has been shown to help build motivation (Adams & King, 1995),



promote critical thinking (Andrade, Du, & Mycek, 2010), and help learners become more autonomous (Blanche & Merino, 1989). Self-evaluation also helps bridge the gap between student and teacher interpretations of evaluation criteria (Shimo, 2011). However, some researchers have expressed concern about the validity of self-evaluation (Brown et al., 2015) and the effect of personality on students' self-evaluation scores (Gaffney, 2018). While these concerns are valid, it is hoped that through training in self-assessment, learners can develop the skills to better reflect on their performance in giving oral presentations and make future improvements in their English language learning. To assess the effectiveness of such activity, the following research questions were asked:

RQ1. Are students able to accurately evaluate their oral presentation skills?

RQ2. Is the self-evaluation process beneficial for students?

Method

This action research project aimed to collect learners' impressions of self-evaluation and assess its effectiveness in developing oral presentation skills. The method and materials used for this study are outlined below.

Participants

To address the research questions, 122 first and second-year students across three Japanese universities participated in the study. Learner proficiency ranged from Common European Framework of Reference (CEFR) A2 to CEFR B2. All classes were part of the learners' compulsory language education. All participants gave informed consent, and the project was cleared by the university's institutional review board.

Materials

For research question 1, a grading rubric adapted from Pond et al. (2021) was used to provide feedback to the students (Appendix A). The learners used a translated version of the same grading rubric to complete their self-evaluation. The grading rubric was broken down into nine skill areas, and each skill was graded on a Likert scale from 1 (poor) to 5 (excellent).

For research question 2, a questionnaire was created using Google Forms to elicit student perspectives on the self-evaluation process (Appendix C). The questionnaire

consisted of seven closed questions, six of which invited learners to choose a response on a Likert scale from 1 (strongly disagree) to 5 (strongly agree). Questions included asking how easy they found it to identify their own presentation strengths and weaknesses, and whether they felt that self-evaluation helped them improve for their final presentation. All questions were translated into Japanese to ensure learners' understanding.

Procedure

Students gave three presentations over a 15-week semester. Firstly, learners delivered an unassessed mini-presentation in week 2 so that the teacher could gain an understanding of the learners' current proficiency levels. Following this, whole-class feedback was given to inform learners of teacher expectations and areas for improvement for the first assessed presentation. In the following weeks, learners were taught the presentation skills they would subsequently be assessed on and introduced to the grading rubric to ensure they were familiar with how they were to be graded. In week 7, learners gave their midterm presentation.

After completing the midterm presentation, learners completed a self-evaluation rubric, scoring themselves on how well they achieved the presentation goals. They were then given feedback by the instructor using the same rubric, as well as personalized written feedback. Learners were then asked to compare their self-evaluations with the teacher's feedback. Learners were then given further training on giving oral presentations before their final presentation. After the final presentation, learners completed an anonymous questionnaire to assess their perspectives on the self-evaluation process.

Results

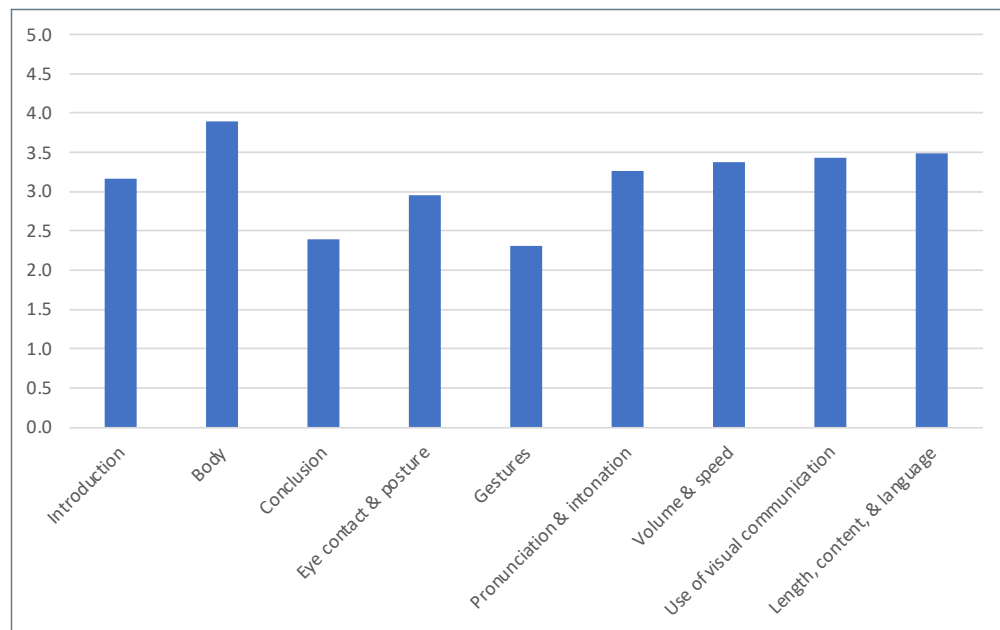
The following section will outline the results of both the self-evaluation and student perspective survey, as well as presentation performance.

Midterm Presentation Performance

Results of the teacher's assessment of the midterm presentation (Figure 1) showed the mean ratings for each of the nine presentation competencies. This data would later be compared to learners' self-evaluations to assess their accuracy in self-assessment of oral presentation skills. Overall presentation strengths and weaknesses were also used by the teacher to give whole-class feedback and help learners improve for presentation 2.



Figure 1.
Mean Ratings of Teacher Evaluation of Midterm Presentation Performance by Skill (N = 122)

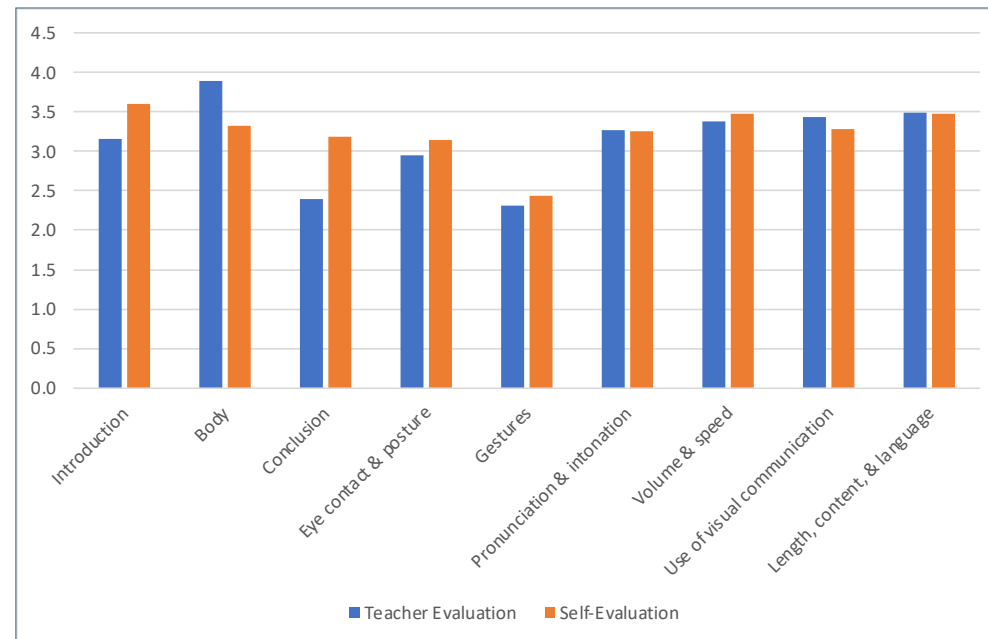


As revealed in the above chart, learners demonstrated some aptitude in the delivery of the body of the presentation ($M = 3.89$, $SD = 0.53$). Likewise, learners showed similar ability in their presentation length, content, and their use of English ($M = 3.48$, $SD = 0.61$). To a lesser extent, learners showed acceptable competence in pronunciation and intonation ($M = 3.26$, $SD = 0.49$), volume and speed ($M = 3.38$, $SD = 0.61$), and use of visual communication ($M = 3.43$, $SD = 0.57$). The weakest areas of most learners' presentations were in the use of gestures ($M = 2.31$, $SD = 1.21$) and in the delivery of the conclusion section ($M = 2.39$, $SD = 0.70$).

Student Self-Assessment Accuracy

Figure 2 below displays the mean scores for the teacher's evaluation and learners' self-assessment of the nine presentation competencies.

Figure 2.
Comparison of Mean Ratings of Midterm Presentation and Student Self-Assessment by Skill (N = 122)



As indicated, learners showed a good ability to accurately self-assess many of the presentation competencies. Specifically, learners were able to accurately evaluate their performance in the performative skills of their presentation. Additionally, learners were able to accurately assess the performance in the length, content, and language criteria on the grading rubric, with both the average teacher evaluation (TE) and student evaluation (SE) being the same ($TE = 3.48$, $SE = 3.48$). Learners demonstrated similar accuracy in evaluating their pronunciation and intonation ($TE = 3.26$, $SE = 3.25$). Furthermore, learners showed reasonable ability in self-evaluating their eye contact ($TE = 2.95$, $SE = 3.14$), use of gestures ($TE = 2.31$, $SE = 2.43$), volume and speed ($TE = 3.38$, $SE = 3.47$) and use of visual communication ($TE = 3.43$, $SE = 3.28$).

However, learners struggled to accurately evaluate their delivery of the organizational elements of their presentations. In particular, learners were unable to assess their delivery



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of the presentation conclusion (TE = 2.39, SE = 3.18). This discrepancy of 0.79 points on the five-point scale indicated that learners overestimated their performance by almost one point, or grade rating, in the rubric criteria. Likewise, learners also overestimated their delivery of the introduction (TE = 3.16, SE = 3.60), demonstrating an almost half-point difference between learner and teacher evaluations. Finally, learners greatly underestimated their delivery of the body section of their presentation (TE = 3.89, SE = 3.32). Implications of these discrepancies will be further examined in the discussion section.

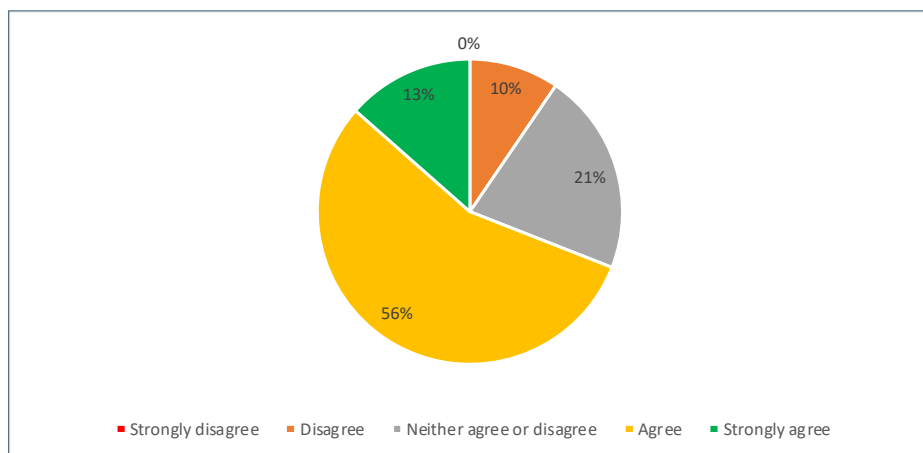
Responses to the Student Reflection Questionnaire

Learners completed a reflection survey on the benefit of the self-evaluation process immediately after receiving teacher feedback on their final presentation performance. The questionnaire was conducted in Japanese and the items have been translated here for discussion purposes.

Firstly, over half the learners reported that they already had an idea of their presentation strengths and weaknesses (Figure 3). However, over 20% of learners neither agreed nor disagreed with the statement, while a small number of learners felt they did not have a clear idea of their presentation abilities.

Figure 3.

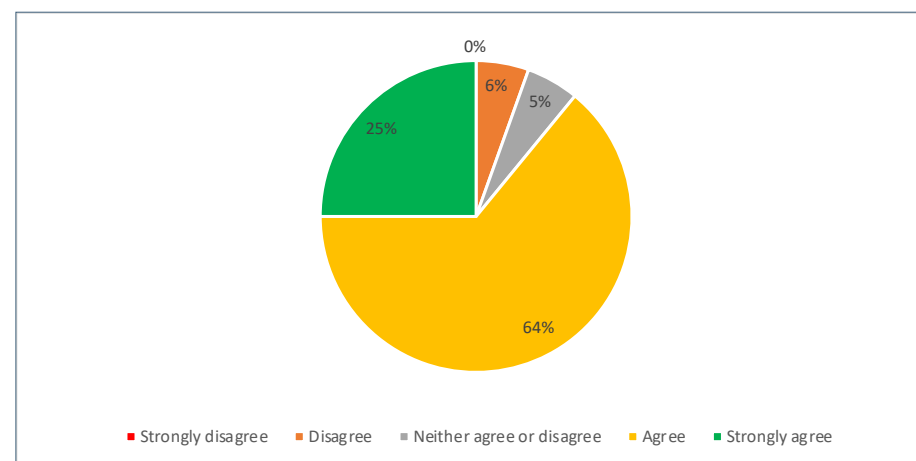
Item 1: Before doing the presentation self-evaluation I already had a clear idea of my presentation strengths and weaknesses. (N = 122)



Following this, learners largely agreed that they found it easy to identify their strengths and weaknesses in the self-evaluation (Figure 4). Only a small number reported finding it difficult.

Figure 4.

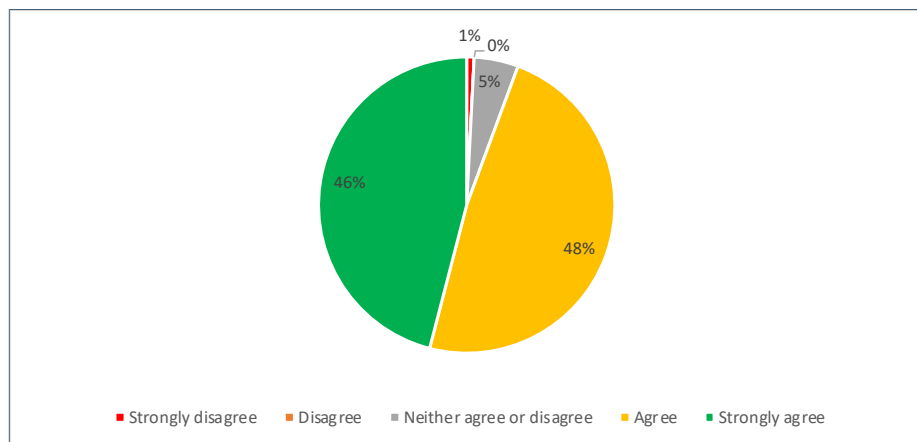
Item 2: It was easy to identify my presentation strengths and weaknesses in the presentation self-evaluation. (N = 122)



Most learners found that the self-evaluation process helped them to consider their strengths and weaknesses, with 94% either agreeing or strongly agreeing with item 3 (Figure 5). However, 1% (one student) strongly disagreed that the self-evaluation helped them consider their presentation proficiencies and limitations.

**Figure 5.**

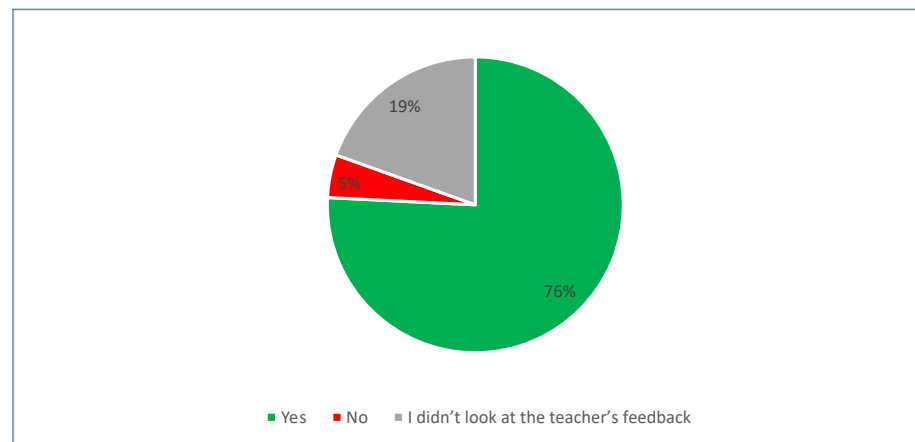
Item 3: The presentation self-evaluation helped me to consider my presentation strengths and weaknesses. (N = 122)



The majority of the learners compared their self-evaluations with the feedback the teachers sent them (Figure 6). However, 20% of the learners reported not looking at the teacher's feedback, while 5% of them looked at the teacher's feedback, but did not compare it to their self-evaluation.

Figure 6.

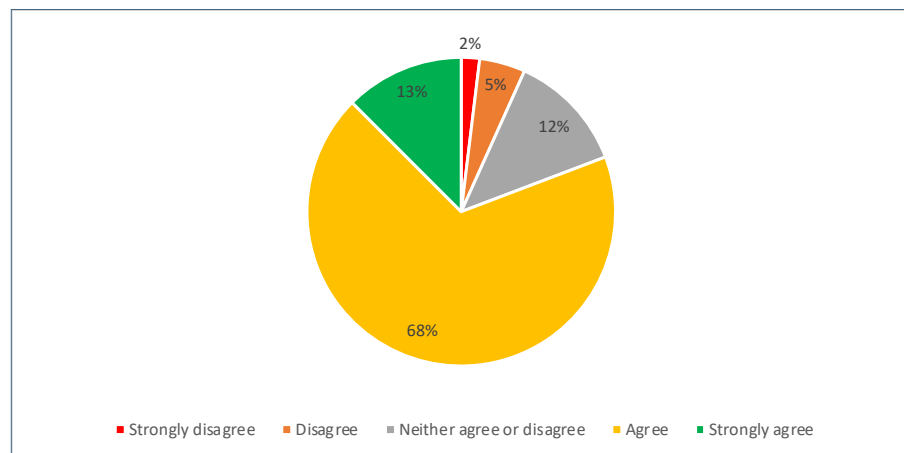
Item 4: Did you compare your presentation self-evaluation with the feedback the teacher sent to you? (N = 122)



Most learners either agreed (68%) or strongly agreed (13%) that their self-evaluation matched well with the teacher's assessment (Figure 7). Additionally, 13% of learners neither agreed nor disagreed with the statement in item 5, which indicates that their assessment matched well in some areas but not others. Few either disagreed (5%) or strongly disagreed (2%).

**Figure 7.**

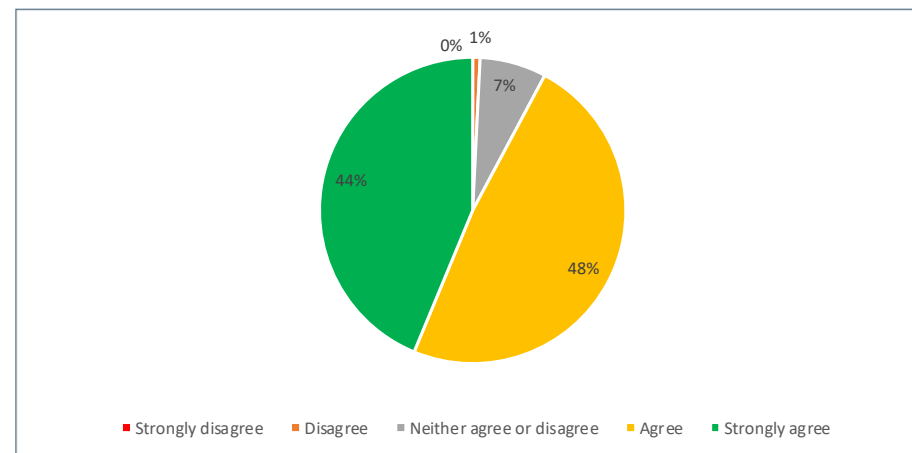
Item 5: The strengths and weaknesses I identified in my presentation self-evaluation matched the teacher's feedback well. (N = 122)



Most learners felt that self-evaluation of the midterm presentation helped them improve in the final presentation, with 44% strongly agreeing and 48% agreeing with item 6 (Figure 8). Furthermore, 7% of learners neither agreed nor disagreed with the statement, while 1% (one learner) strongly disagreed.

Figure 8.

Item 6: Identifying my first presentation strengths and weaknesses in my presentation self-evaluation helped me to improve my second presentation. (N = 122)

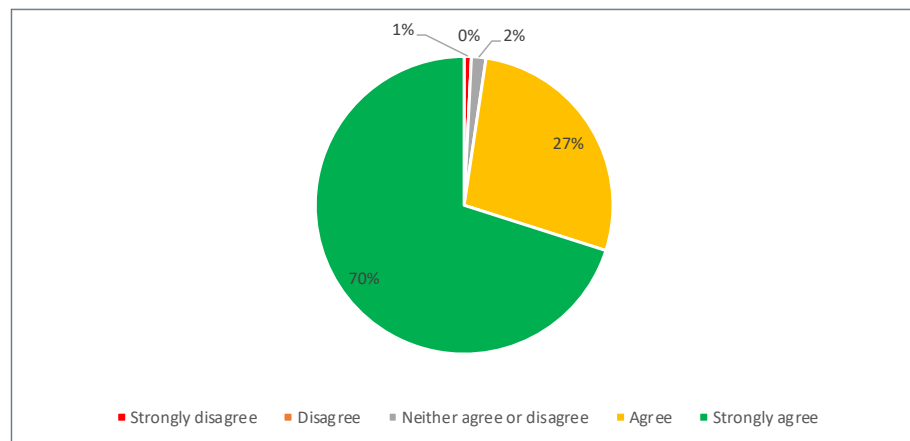


Finally, most learners strongly agreed (70%) or agreed (28%) that reflecting on performance could help them improve their English in the future (Figure 9). A small percentage neither agreed nor disagreed (2%), while 1% disagreed.



Figure 9.

Item 7: Reflecting on my own performance can help me improve my English in the future. (N = 122)

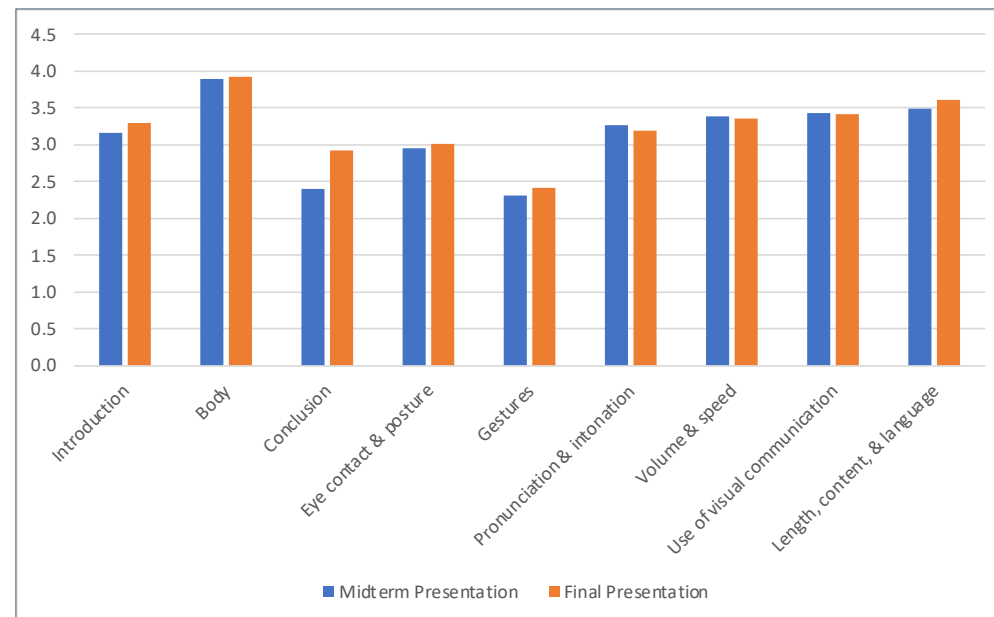


Comparison of Midterm and Final Presentations

A comparison of students' midterm and final presentation evaluations revealed changes in learner performance (Figure 10).

Figure 10.

Comparison of Mean Teacher Evaluation of Midterm Presentation and Final Presentation. (N = 122)



The results show that learners were able to make an improvement on their presentation conclusion with a mean improvement of 0.53 points on the five-point Likert scale. Learners showed very small improvements in their delivery of the introduction (0.14), use of gestures (0.11), and in the length, content, and language criteria (0.12). Students showed little improvement in the body, and eye contact and posture skills. Small decreases were recorded in the students' pronunciation, volume and speed, and use of visual communication. The implications of this will be further discussed in the next section.

Discussion & Conclusion

Research question 1 asked whether students were able to accurately assess their oral presentation skills. As Figure 2 demonstrates, learners showed strong ability to self-evaluate the oral performance categories of pronunciation and intonation, length,



content, and language. This suggests that learners may have previously had feedback on their oral performance prior to taking this class. Furthermore, learners showed reasonable ability to self-evaluate the other performative attributes such as use of gestures, eye contact and posture, and volume and speed.

However, learners had difficulty in self-evaluation of the organizational attributes in their presentation. Learners overestimated their performance in the delivery of the introduction and the conclusion and underestimated their delivery of the body. This is somewhat surprising as these attributes are assessed objectively, and the criteria for achievement were clearly outlined in the grading rubric. For example, to achieve 5 out of 5 points in the introduction section, learners needed to give a greeting, state their name, introduce the topic, give a reason for their presentation, and outline the contents of their presentation. For each item missed in the introduction, learners would lose one point.

Learners consistently overestimated their performance by an average of one point, which would suggest that learners believed they had included more than they actually did. One of the most common areas in which learners missed the opportunity to gain points in the introduction was by forgetting to say their name or give a greeting. This discrepancy could be attributed to nervousness as learners give their presentations in front of the whole class. It also demonstrates that self-evaluation can be somewhat unreliable, either due to learners being unable to clearly recall how they performed or not carefully reading the grading criteria on the self-assessment form. It is possible that this was also the case for the underestimation of performance in the body section. To achieve a full score, learners needed to have three clear main points and link each of their main points well with transitions between sections. Learners possibly believed that they were being graded on the quality of the body section rather than the delivery, although more investigation is needed to determine these divergences.

Research question 2 considered whether the learners found the self-evaluation process beneficial. The results of the student survey revealed that learners felt able to complete the self-evaluation, found it beneficial, and considered it useful for future improvement. Notably, 92% of learners either agreed or strongly agreed that they felt self-evaluation helped them improve in presentation 2. Additionally, the number of learners (98%) who felt that reflecting on their performance could help them improve their English in the future supports the inclusion of self-evaluation in English language classrooms.

However, some learners did not compare their self-evaluation with the teacher's feedback. Specifically, 20% of learners did not look at the teacher's feedback, while 5% of learners stated that they did not compare their self-evaluation with their teacher's feedback, meaning they looked at both, but did not compare them. The number

of learners that did not look at the teacher's feedback may be explained by lack of motivation and learners perhaps not having a strong desire to improve, or it might be due to learners only looking at their overall score rather than examining their feedback in detail. There is also a possible issue with student surveys of this kind as both results could be influenced by learner "prestige bias" (Dörnyei & Dewaele, 2022), or trying to give an answer they feel is good or desirable. Again, more investigation is needed into learners' beliefs about the self-evaluation process.

While student surveys can reveal important information about learner beliefs, it can also be argued that for the self-evaluation process to be beneficial, learners need to improve in subsequent performance. In terms of presentation scores, while a very slight improvement in mean presentation performance was made overall, no significant improvements were made following the self-evaluations. One positive outcome, however, was that learners managed to make improvements to their introduction and conclusion sections. This indicates that highlighting errors learners were making in these sections can help them improve their performance. However, learners received lower overall scores in the pronunciation and intonation, volume and speed, and use of visual communication (slide design) sections. It seems unlikely that learners' pronunciation and speed of delivery would deteriorate over the course of the semester. Therefore, it is thought that this fall in scores could be explained by stricter grading in the final presentation, or through learner fatigue at the end of the semester.

Limitations

This study has a number of limitations and areas of improvement for subsequent investigations. Firstly, this was a short-term study encompassing only a single semester, and learners completed only one self-evaluation. For more improvement, perhaps a more long-term self-evaluation process could be more beneficial. Additionally, in the study, learners were taught presentation skills over the course of the 15-week semester. This means that they were still being taught new skills after the midterm presentation. This is not ideal as it makes comparison between the midterm and final presentations difficult. Furthermore, the nature of self-reported questionnaire data is sometimes unreliable. Dörnyei and Dewaele (2022) point out some of the problems associated with questionnaires such as unreliable respondents and self-deception. Additionally, learners successfully identified their weakest area, gestures, but were unable to make improvements in this area. Learners could perhaps benefit from more direct instruction and by viewing examples of good practice in this aptitude. Finally, learners only had the opportunity to voice their opinions on the self-evaluation process through closed



questions in the survey. Inclusion of open questions might reveal better insights into learner beliefs about self-assessment.

Suggestions for Future Research

To improve on the current study, it is suggested that learners need to engage more actively with their self- and teacher-evaluation. For example, having learners identify differences between their self-evaluations and the teacher feedback, choosing one or two areas to improve on for their final presentation, and deciding a concrete plan for how to make these improvements could lead to improved presentation performance. Additionally, learners only completed a single self-evaluation over the course. By including a final self-evaluation, it would be possible to determine if learners were able to improve in their ability to self-evaluate. Furthermore, the inclusion of peer-assessment could also bring potential benefits in terms of learner experience and future improvement. This would eliminate problems associated with self-reported data. However, learners would need extensive instruction on how to accurately and tactfully assess each other's performance. Finally, further investigation of some of the outlying answers to the survey could be revealing. For example, one student answered that they strongly disagreed that self-reflection could help them improve their future performance. Further investigation into these beliefs could provide valuable insights.

Pedagogical Implications

This project was initiated because the teacher believed that learners often deliver a presentation, and once it is finished, never reflect on it, or consider what was successful or unsuccessful about it, thus limiting opportunities for future improvement. Self-reflection and evaluation can help learners consider their performance and formulate their own goals for improvement. Overall, the learners were able to self-assess their own oral presentation performance well, and they overwhelmingly felt it was beneficial. Therefore, careful use of self-evaluation should be considered in other classroom contexts to help learners develop autonomy and build the skills necessary for future improvement.

Bio Data

Leon Townsend-Nakai currently teaches at Kwansei Gakuin University. His research interests include learner autonomy, self-assessment, CALL and teaching listening. <leon.townsend.nakai@kwansei.ac.jp>

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Appendix A

Presentation grading rubric (English)

	Poor (Fail) 1	Below expectations (Fail) 2	Satisfactory (Pass) 3	Good (Pass) 4	Excellent (Pass) 5	YOUR SCORE
Introduction	There was no introduction section.	Included one or two of the following points: self intro, topic, reason, outline, instructions	Included three of the following points: self intro, topic, reason, outline, instructions	Included four of the following points: self intro, topic, reason, outline, instructions	Included all of the following points: self intro, topic, reason, outline, instructions	
Body	No structure or logical sequence. No transitions or sequence markers.	Satisfactory structure and order. Occasional use of sequence markers but no transitions.	Good structure with a logical order. Used sequence markers and occasional transitions.	Well-structured with a logical order. Good use of transitions and sequence markers.	Very clear and logical structure. Used clear transitions to introduce each section and used sequence markers.	
Conclusion	There was no conclusion section.	Included only one or two of the following points: summary, recommendations, saying thanks, asking for questions.	Included three of the following points: summary, recommendations, saying thanks, asking for questions.	Included all of the following points: summary, recommendations, saying thanks, asking for questions.	Included all the conclusion points with extensive details in the summary and recommendation sections.	
Eye contact and posture	Didn't face the audience and didn't make eye contact.	Made eye contact only occasionally. Very often looked at the screen, poster or looked at notes	Made eye contact reasonably often. Also often looked at the screen, poster or looked at notes.	Made eye contact most of the time. Very occasionally looked at the screen, poster or looked at notes.	Made eye contact all the time. Always faced the audience. Didn't use notes.	
Gestures	Didn't use any gestures.	Occasionally used gestures.	Used gestures some of the time.	Used gestures most of the time.	Used clear gestures all the time.	
Pronunciation and Intonation	Didn't make any attempt to use appropriate pronunciation and intonation.	Occasionally used appropriate pronunciation and intonation. Sometimes difficult to listen to and follow.	Used appropriate pronunciation and intonation some of the time. Fairly easy to listen to and follow.	Used appropriate pronunciation and intonation most of the time. Easy to listen to and follow.	Used appropriate pronunciation and intonation all the time. Very easy to listen to and follow.	
Volume and speed	Too quiet or too fast to be intelligible.	Occasionally spoke loudly and slowly enough. Difficult to understand at times.	Spoke loudly and slowly enough some of the time. Mostly easy to understand.	Spoke loudly and slowly enough all of the time. Easy to understand.	Louder and slower than natural voice all the time. Very easy to understand.	



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Use of visual communication	Didn't use any visual communication, or visual aids were not appropriate.	Used some satisfactory visual communication. Occasionally introduced or described them.	Used some good visual communication. Introduced or described them some of the time.	Used some very good visual communication. Introduced and described them most of the time.	Used high-quality visual communication. Introduced and described each slide clearly and logically.	
Length, content and language	Much shorter than required. Inadequate or copied content.	Meets minimum time requirement. Satisfactory content but inaccurate use of language and/or vocabulary.	Appropriate length with good content. Regular errors with language and/or vocabulary	Appropriate length with very good content. Occasional errors with language and/or vocabulary.	Appropriate length with excellent, well researched content. Accurate use of language and/or vocabulary.	

Appendix B

Presentation grading rubric (Japanese)

	Poor (Fail) 1	Below expectations (Fail) 2	Satisfactory (Pass) 3	Good (Pass) 4	Excellent (Pass) 5	YOUR SCORE
Introduction	導入部がない	次のポイントの1つまたは2つが含まれている:自己紹介、トピック、理由、概要、助言	次の3つのポイントが含まれている:自己紹介、トピック、理由、概要、助言	次の4つのポイントが含まれています:自己紹介、トピック、理由、概要、助言	次のすべてのポイントが含まれています:自己紹介、トピック、理由、概要、助言	
Body	構成が悪い・順序が論理的でない・トランジション(話の移行)・シーケンスマーカー(列挙の接続詞・序列副詞)を使用していない	おおむね良い構成と順序・時々シーケンスマーカーを使用できているが、トランジションはできていない	良い構成と論理的な順序・シーケンスマーカーを使用できている・たまにトランジションを使用できている	論理的な順序で適切に構成されている・トランジションとシーケンスマーカーを適切に使用できている	非常に明確で論理的な構成である・わかりやすいトランジションとシーケンスマーカーを使用して各項を説明している	
Conclusion	結論がない	次のポイントの1つまたは2つだけが含まれている:総括(まとめ)、提案、感謝の言葉、質問を聞く	次の3つのポイントが含まれている:総括(まとめ)、提案、感謝の言葉、質問を聞く	次のすべてのポイントが含まれている:総括(まとめ)、提案、感謝の言葉、質問を聞く	次のすべてのポイントが上手に含まれている:総括(まとめ)、提案、感謝の言葉、質問を聞く	
Eye contact and posture	オーディエンス(聞き手)と向き合っていない・アイコンタクトをしていない	たまにしかアイコンタクトをしていない・スクリーンやポスター、メモを見たりすることがよくある	時々アイコンタクトをしているがスクリーンやポスター、メモを見たりすることもよくある	ほぼ常にアイコンタクトをしている・ごくたまにスクリーンやポスター、メモを見ている	常にアイコンタクトをしている・常にオーディエンスと向き合っている・メモを使用していない	
Gestures	ジェスチャーを使用していない	たまにジェスチャーを使用している	時々ジェスチャーを使用している	ほぼ常にジェスチャーを使用している	常にわかりやすいジェスチャーを使用している	
Pronunciation and Intonation	適切な発音とイントネーションを使用していない	たまに適切な発音とイントネーションを使用している・時々聞き取りが難しい場合がある	時々適切な発音とイントネーションを使用している・聞き取りできる	ほぼ常に適切な発音とイントネーションを使用している・聞き取りやすい	常に適切な発音とイントネーションを使用している・とても聞き取りやすい	



Townsend-Nakai: Utilizing Self-Evaluation to Improve Presentation Skills

Volume and speed	静かすぎるもしくは速すぎて理解できない	たまに大きな声でゆっくりと話せている・時々わかりにくい場合がある	時々大きな声でゆっくりと話せている・おおむねわかりやすい	常に大きな声でゆっくりと話せている・わかりやすい	常に大きな声でゆっくりと自然に話せている・とてもわかりやすい	
Use of visual communication	ビジュアルコミュニケーション(スライド・グラフ・チャート・写真)を使用していない・あるいは適切ではない	おおむね良いビジュアルコミュニケーションをいくつか使用している・たまにそれらを紹介または説明している	良いビジュアルコミュニケーションをいくつか使用している・時々それらを紹介または説明している	非常に良いビジュアルコミュニケーションをいくつか使用している・ほぼ常にそれらを紹介して説明している	高品質のビジュアルコミュニケーションを使用している・各スライドを明確かつ論理的に紹介し、説明している	
Length, content and language	規定最小時間より短い・不適當またはコピーされたコンテンツである	規定最小時間を満たしている・おおむね良い内容だが、言語や語彙の使用が不正確である	良い内容・適切な長さである・たまたび言語や語彙の誤りがある	非常に良い内容・適切な長さである・たまに言語または語彙の誤りがある	優れた、十分に調査された内容・適切な長さ・言語と語彙を正確に使用している	

Appendix C

Student Reflection Survey

Question	Response				
1. Before doing the presentation self-evaluation I already had a clear idea of my presentation strengths and weaknesses.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
2. It was easy to identify my presentation strengths and weaknesses in the presentation self-evaluation.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
3. The presentation self-evaluation helped me to consider my presentation strengths and weaknesses.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
4. Did you compare your presentation self-evaluation with the feedback the teacher sent to you?	No		I didn't look at the teacher's feedback		Yes
5. The strengths and weaknesses I identified in my presentation self-evaluation matched the teacher's feedback well.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
6. Identifying my first presentation strengths and weaknesses in my presentation self-evaluation helped me to improve my second presentation.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
7. Reflecting on my own performance can help me improve my English in the future.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree