Going Beyond L2 Learning
- The Effects of Self-Assessment on Student Metacognition, Self-Regulated Learning and Self-Reflection

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Abstract

This study aimed to examine the benefits of self-assessment in second language (L2) learning, specifically focusing on metacognition, self-regulated learning, and self-reflection. Sixteen university students from D. University voluntarily participated in the study after completing an online English (L2) presentation course in either 2020 or 2021. The participants' proficiency levels varied from beginner to intermediate.

By conducting in-depth interviews and employing thematic analysis to explore participants' perspectives and experiences, the study uncovered a profound recognition of the significance of self-assessment in relation to metacognitive abilities and personal growth. The findings underscored the transformative impact of self-assessment on L2 presentation skills and metacognition. Assisted by a specifically designed rubric, these effects encompassed a comprehensive understanding of preparation requirements, identification and improvement of strengths and weaknesses, and heightened engagement and progress in the learning process.

Additionally, students highlighted the positive influence of self-assessment on self-regulated learning. They explained that self-assessment served as a motivator for diligent preparation, the timely completion of tasks, improved time management, and persistent efforts to enhance their performance. Moreover, students demonstrated a proactive mindset by taking ownership of their learning, setting goals, monitoring their progress, and adjusting their strategies accordingly.

Lastly, students expressed a keen recognition of the significance of self-assessment, acknowledging its unique potential for objective self-reflection. They recognized that this benefit of self-assessment, followed by teacher feedback, could reach beyond the scope of their presentations and influence various aspects of future disciplines and contexts that would be essential for life-long learning.

These benefits suggest that combining self-assessment with detailed rubrics and precise teacher feedback enhances its value, thus fostering dynamic, learner-centered L2 education.

Key Words: Self-Assessment, L2 Presentation, Metacognition, Self-Regulated Learning, Self-Reflection
1. Introduction

The exploration of various learning strategies in English as a Foreign Language (EFL) contexts has received considerable attention as second language (L2) education progressively embraces learner-centered approaches. Numerous studies have specifically examined the attitudes and strategies adopted by successful L2 learners to identify influential factors that affect their learning outcomes (Zimmerman & Schunk, 2001; Tseng & Schmitt, 2008).

Alongside factors such as motivation, attitude, and social support, the strategic utilization of learning approaches by L2 learners, coupled with their level of autonomy, is widely recognized as critical for achieving language proficiency. Among these strategies, the effective implementation of metacognition, problem-solving, and self-regulated learning assumes a significant role in empowering L2 learners to take control of their own learning process and greatly influences their overall success in L2 learning.

In L2 classrooms, self-assessment has emerged as a valuable learning strategy, and is often employed in conjunction with teacher feedback and/or peer assessment. While all three forms of assessment share the common objective of evaluating learning and performance, self-assessment is particularly acknowledged for its distinct characteristics of fostering self-regulated learning and enhancing motivation (Kim, 2022).

Self-assessment empowers learners to actively participate in evaluating their own learning, leading to heightened awareness of their strengths and weaknesses. Furthermore, it fosters reflection on learning experiences and promotes self-regulation in the learning process. Despite the acknowledged benefits of self-assessment in L2 education, the exploration of its broader implications and effectiveness beyond L2 learning remains limited.

Therefore, the purpose of this study is to examine the role of self-assessment in L2 learning within the context of learning abilities and attitudes. Specifically, this research aims to explore the correlation between self-assessment and metacognition, and investigate how self-assessment in L2 presentation classes can enhance learners’ understanding of their learning processes and outcomes. Additionally, the study will investigate the impact of self-assessment on self-regulated learning and self-reflection, and explore how learners who actively engage in self-assessment show a proactive mindset and achieve improved learning outcomes.

In pursuit of this aim, three main research questions were formulated:

1) Does self-assessment of L2 presentations contribute to the development of metacognition?
2) Does self-assessment of L2 presentations enhance self-regulated learning?
3) Does self-assessment of L2 presentations cultivate self-reflection?

2. Literature Review

2.1. Self-Assessment and Self-Evaluation in L2 Learning

Self-assessment is generally defined as the evaluation activities undertaken by students to examine, assess, and comprehend their performance in order to make informed decisions about their abilities (Boonan & Ducan, 2005; Bourke, 2018). However, according to Boud (2013), the process of self-assessment goes beyond simply assigning grades to one's work. Instead, it involves students reflecting on their achievements, monitoring their progress during the learning process, and evaluating their understanding compared to established performance standards (Paris, 2001).

In addition to self-assessment, the term “self-evaluation” is commonly used in the literature. Rolheiser & Ross (2000) define self-evaluation as the act of students judging the quality of their work based on evidence and explicit criteria, with the intention of improving their future work. As Boud (2013) points out, self-evaluation is often used interchangeably with self-assessment, despite some researchers' attempts to differentiate between the two (Siegesmund, 2017).
Extensive research emphasizes the significance of self-assessment in L2 education, highlighting its potential benefits for L2 learning and motivation enhancement. According to Brown and Harris (2013), self-assessment facilitates a more precise understanding of one's own knowledge and skills. When learners actively participate in the assessment process, they are better able to identify knowledge gaps and areas that require improvement. Chen (2008) agrees that self-assessment empowers students to identify patterns of strengths and weaknesses, which in turn facilitates their growth as learners and cultivates a critical attitude towards the learning process.

Moreover, Oskarson (1989) claims that self-assessment plays a pivotal role in promoting learning, raising the level of awareness, fostering goal orientation, broadening the scope of assessment, and distributing assessment responsibility. That is, self-assessment enables learners to develop an awareness of their goals, monitor their learning process and progress, and evaluate their understanding in relation to curriculum-defined objectives (Butler & Lee, 2010). Consequently, students are encouraged to engage in reflective practices to evaluate the quality of their work and consider its alignment with the intended goals (Andrade, 2014). Accordingly, students foster motivational beliefs and self-efficacy through their active participation in assessing their learning performance, ultimately taking ownership of their academic pursuits in the long term.

On the other hand, self-assessment provides valuable insights to teachers about students' progress, allowing them to tailor their instruction and support more effectively (Kim, 2022). Teachers can use self-assessment as a tool for formative assessment to guide students toward their learning goals and provide timely feedback. This collaborative approach to assessment promotes a positive teacher-student relationship, as students feel empowered and valued as active contributors to their own learning (Stefani, 1998). Moreover, self-assessment encourages open communication and dialogue between teachers and students, creating a supportive learning environment where both parties work together toward shared educational objectives.

2.2. Self-Assessment and Metacognitive Abilities

2.2.1. Development of Metacognition

Self-assessment holds significant value in the context of L2 learning by acting as a driving force in promoting metacognition, which is crucial for learners' awareness and monitoring of their learning process (Peters, 2013). While cognitive skills are essential for task performance, metacognitive skills enable learners to understand how these tasks are performed and to reflect on their thinking and learning strategies (Rivers 2001). In other words, self-assessment not only helps learners acquire the necessary cognitive skills for a task but also enhances their metacognition, allowing them to gain insights into their learning approach and make informed decisions about their learning strategies. By actively engaging in self-assessment, L2 learners can develop a deeper understanding of the learning process itself, leading to more effective language acquisition and improved overall performance (ibid.).

Boud (2013) explains that metacognition entails an individual's awareness and understanding of their own thought processes and encompasses an understanding of one's thinking and learning mechanisms. Engaging in self-assessment enables L2 learners to develop a more comprehensive understanding of their metacognitive processes. Through self-assessment, learners can identify their strengths and weaknesses, recognize effective learning strategies, boost motivation, and make informed decisions to improve their language proficiency.

Sigesmund (2016) asserts that self-assessment, a reflective and formative process in which students evaluate their performance based on criteria and determine areas for improvement, enhances metacognition. In a subsequent study, Sigesmund (2017) further explores the advantageous use of self-assessment as a means to foster metacognition. It is important to note that students often exhibit overconfidence in their abilities and tend to overestimate their performance,
a phenomenon referred to as the Dunning-Kruger effect (Kruger & Dunning, 1999; Sigesmund, 2017). As a result of this cognitive bias, these students not only perform poorly but also struggle to recognize their shortcomings. This lack of self-awareness and accurate self-assessment limits their motivation and efforts to address areas of weakness and improve their learning outcomes (Dunning et al., 2003). Consequently, the lack of metacognitive ability impedes academic success and also hinders the development of the self-regulated learning skills required in various learning environments (Sigesmund, 2017).

Numerous empirical studies, including research conducted by Andrade and Valtcheva (2009), consistently highlight the positive impact of self-assessment on the development of metacognitive skills in students. Engaging in self-assessment not only leads to significant improvements in metacognition but also facilitates the cultivation of essential skills such as planning, monitoring, and evaluating one's own learning. Through the process of reflecting on their learning, learners gain a deeper understanding of the subject matter, acquire new knowledge, refine their skills, and adopt effective strategies. This heightened self-awareness empowers learners to make informed decisions about their learning approaches, ultimately leading to enhanced academic performance. The evidence-based findings underscore the value of self-assessment as a powerful tool for fostering metacognitive growth and empowering learners to take control of their educational journey.

2.2.2. Enhancement of Self-Regulated Learning

Self-assessment encompasses another crucial concept of learner autonomy and supports the process of self-regulated learning, which involves monitoring and regulating one's own learning. By engaging in self-assessment, learners are empowered to take an active role in their L2 learning and make informed decisions such as setting achievable goals and developing effective learning strategies (Boud, 2013; Kim, 2022).

This approach promotes student learning and engagement, as students become more autonomous and independent in their learning process (Boud, 2013). It aligns with a learner-centered approach, as highlighted by Race (2015) in various case studies that emphasize the role of reflection and the significance of student engagement. These perspectives emphasize the transformative power of self-assessment in fostering learner autonomy and promoting effective language learning strategies.

Furthermore, according to Blue (1994), self-assessment is essential in motivating students to exert greater effort and enhance their confidence, leading to higher levels of achievement. As a result, students maintain a heightened interest and attentiveness toward specific assignments, which ultimately contributes to their accuracy and success. This finding is in line with research by Zimmerman and Schunk (2001), who observed that students who actively participated in self-assessment exhibited increased motivation, self-efficacy, and autonomy compared to their peers who did not engage in this practice.

Numerous studies provide evidence that the self-regulatory capacity of learners plays a crucial role in their initial motivation, strategic learning, time management, class engagement, and task exertion (Tseng & Schmitt, 2008). This capacity not only has a significant impact on academic outcomes but also poses challenges in enhancing self-regulation in L2 classrooms, necessitating the use of strategic approaches. To facilitate learners' development of self-regulated learning skills, motivational factors can serve as catalysts that boost interest and effort in the time-consuming process of L2 learning. One effective strategy for promoting self-regulation is the incorporation of self-assessment, which can encourage learners to take ownership of their learning and make informed decisions about their progress (Kim, 2022). By leveraging self-assessment as a tool, learners can effectively navigate the complexities of L2 learning and foster their development.
2.2.3. Cultivation of Self-Reflection for Life-Long Learners

Self-assessment is a valuable tool for developing self-reflection and enables individuals to engage in critical evaluation of their work, pinpoint areas for improvement, and cultivate a profound understanding of their learning processes and personal growth. The notion of “reflection” in learning, introduced by Boud, Keogh, and Walker (1985), encompasses the practice of self-assessment and the critical examination of one's learning experiences. This process of reflection empowers individuals to delve into the depths of their learning experiences, gain insights into their strengths and weaknesses, and pave the way for enhanced performance and future growth.

Hatton and Smith (1995) conducted a study on self-assessment and found that it promotes self-reflection and encourages individuals to be responsible for their own learning. Self-assessment helps individuals develop a deeper understanding of their strengths and weaknesses, leading to the adoption of more effective learning strategies. This reflective process fosters a sense of ownership and accountability for one's learning, ultimately contributing to personal growth and academic success in the future.

In the same vein, Sadler (1989) proposed a model of self-assessment that emphasizes the importance of reflection. Through self-assessment, individuals gain a heightened understanding of their progress, and this self-awareness facilitates the ability to adapt to different learning contexts. Consequently, self-assessment plays a crucial role in fostering self-reflection and supporting life-long learning.

At the heart of lifelong learning lies a growth mindset and an unwavering commitment to continuous improvement throughout one's life (Kim, 2022). In the face of rapid technological advancements, it is imperative for individuals to continually update and expand the knowledge and skills that can be applied in their personal and professional lives. However, mere access to educational resources does not guarantee successful learning outcomes. To thrive in an ever-changing world, learners must become active and autonomous participants and cultivate qualities such as self-determination, self-regulation, social responsibility, and critical awareness (Gavrilyuk, 2015).

3. Methods

3.1. Participants

This research involved the participation of sixteen university students (nine males and seven females) from D. University in Korea. These students had successfully completed an online L2 presentation course during either the 2020 or 2021 semester and volunteered to be part of the study.

Upon enrollment, the majority of participants were classified as beginners based on a preliminary level test conducted prior to class registration. However, two participants demonstrated an intermediate level of proficiency, as determined by their speaking performance in the initial assignment test administered by the instructor (Table 1). Notably, despite the varying levels of proficiency, all participants lacked prior experience in English presentation classes and self-assessment.

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The participants were selected from three distinct classes to ensure a diverse representation encompassing different academic majors and varied language learning experiences. They demonstrated high levels of engagement and motivation throughout the learning process, and their willingness to share personal experiences and insights gave the researcher a comprehensive range of perspectives for this study.

3.2. Class Instruction

*College English 2: Presentation* was a compulsory 3-credit course designed to enhance the presentation skills of students and help them overcome speaking anxiety. As a result of the pandemic, the class had to be conducted online, which presented numerous challenges for both students and instructors. Consequently, the instructor employed various strategies to surmount these difficulties and achieve the objectives of the class.

One of the primary aims of the L2 presentation class was to aid students in alleviating their fear of public speaking by giving them more opportunities to address their peers. To accomplish this, the instructor introduced a novel approach to the class structure. By providing access to the lecture video one week prior to the scheduled session, students were given a two-week window to thoroughly comprehend the content and practice their presentation assignment.

Another vital component of the class was the self-assessment assignment. Before giving a presentation during class, students were required to record their presentations and submit them along with their self-assessments. While the initial presentation was exempt from self-assessment, the subsequent five presentations were to be filmed and submitted with their respective self-assessments.

The self-assessment component was significant because it compelled students to approach the presentation assignment with greater care and diligence. Additionally, this component served as a guide for students not only to assess their progress but also to discern areas that required refinement. Through the process of observing their presentations and critically assessing their performance, students were encouraged to identify both their strengths and weaknesses, enabling them to actively work toward enhancing their public speaking skills.

The presentation topics covered in the class included planning and delivering presentations on various subjects, such as ‘a person you admire’, ‘a recommended vacation spot’, ‘a survey you conducted’, ‘the functioning or production process of something’, ‘a current issue’, and ‘a movie or TV show’. Students were mandated to deliver their presentations online during the designated class hours, when presentations created by peers were shared. This facilitated their ability to rehearse and showcase their presentations within a formal setting and offered valuable practice in an environment that closely emulated real-life situations. Also, to mitigate potential distractions and promote active engagement during online class hours, students were instructed to concurrently engage in peer assessment while attentively listening to their peers' presentations. This strategic approach effectively encouraged a focus and concentration on the assigned task, while also offering a valuable opportunity for mutual learning and constructive feedback exchange among students.

Given the emphasis on self-assessment in the L2 Presentation class to cultivate the ability of students to evaluate their own performance and pinpoint areas for growth, the instructor gave comprehensive instructions on conducting self-assessment. This encompassed elucidating the importance of self-assessment as well as providing guidance on using the rubric for assessing their presentations. At the onset of the course, students were furnished with the rubric, which was periodically revised to encompass additional presentation skills and expressions for their practice.

The rubric served as a pivotal instrument for students, serving dual purposes of facilitating self-assessment and aiding in presentation preparation. A total of five rubrics were given to students, with slight modifications made in each unit to accommodate the introduction of new skills. By comprehending the rubric’s expectations, students were
able to customize their presentations to align with the specified criteria. This approach enabled them to concentrate on honing the requisite skills and expressions that needed improvement, thus ensuring that their presentations were effective and well-structured.

As part of the process, the instructor assessed each presentation assignment and gave feedback prior to students preparing for their subsequent presentations. The feedback offered precise recommendations pertaining to areas of proficiency and areas requiring improvement to give students a deeper understanding of their strengths and weaknesses. In addition to aligning with the rubric's criteria, the feedback encompassed other crucial facets including content, organization, and effective delivery. This comprehensive feedback framework enabled students to develop a holistic understanding of their performance and supported ongoing skill development.

In an effort to surmount other challenges inherent to the online class, proactive measures were taken to offer supplementary comments and assistance to students through the e-campus platform. This approach sought to compensate for the drawbacks inherent in the online learning context and provide an avenue for students to receive personalized attention. The instructor remained readily accessible to address queries, provide clarifications, and offer further feedback on students' presentations to ensure that they received the necessary support to enhance their public speaking skills.

3.3. Data Collection and Analysis

Data for the study was collected from December 20, 2020 to December 20, 2022 through in-depth interviews conducted with 16 participants using Zoom. The interview duration ranged from 60 to 70 minutes, and in certain instances, extra interviews were conducted to provide further clarification and incorporate the students' responses. Participants were provided with semi-structured interview questions in advance to prepare their responses. The interviews were conducted in an open and conversational style, allowing participants to freely share their thoughts and experiences in their own words.

The interviews were recorded with the participants' informed consent and transcribed by an assistant. The transcriptions underwent meticulous scrutiny and analysis using the thematic analysis method, which involved carefully examining the data to identify patterns or themes and organizing them into meaningful categories.

The initial step in the process of thematic analysis involved becoming acquainted with the transcripts to gain a comprehensive understanding of the data and identifying any emerging themes. This entailed carefully reviewing the transcripts multiple times and documenting the key points expressed by the participants. Then the data was methodically coded and organized into thematic categories, with each theme representing a distinct aspect of the participants' experiences and perceptions regarding self-assessment in L2 presentations.

During the coding process, meaningful phrases, words, or sentences in the transcripts were identified and grouped into categories based on shared meaning or themes. This process was iterative, and the themes were refined and redefined as needed based on the data.

Once the themes were established, the data was analyzed to explore the relationships between the themes and to identify any patterns or trends. This analysis involved examining connections between the themes and exploring how they intersected with one another. Additionally, the analysis delved into participants' attitudes and beliefs regarding self-assessment and investigated how these attitudes and beliefs influenced their language learning experiences.
4. Findings and Discussion

4.1. Does Self-Assessment of L2 Oral Presentations Contribute to the Development of Metacognition?

In order to explore the potential benefits of self-assessment, the students were asked to provide perspectives and observations on whether and how their engagement in self-assessment practices contributed to the enhancement of their presentation skills. Their feedback offered valuable information that shed light on the effectiveness and impact of self-assessment as a tool for improvement in L2 presentations. Additionally, this research gained a deeper understanding of the role self-assessment played in fostering not only skill development within the context of presentations but also metacognitive abilities such as metacognitive awareness, self-regulated learning and self-reflection.

First of all, the students' responses highlighted a strong sense of metacognition throughout their learning experiences. Their engagement in self-assessment and reflection indicated a deep awareness of their own learning processes, strengths, and weaknesses. By actively assessing their presentations, they demonstrated the ability to monitor and regulate their learning, which is a crucial aspect of metacognition.

Students H and M showed a clear metacognitive awareness by engaging in repeated self-assessment. This deliberate practice allowed them to refine their presentation skills and gain a comprehensive understanding of their strengths and weaknesses. Furthermore, the students' recognition of deficiencies and shortcomings in their presentations illustrated a metacognitive understanding of their performance. They actively sought opportunities for improvement and implemented strategies to address these areas, whether through re-recording their presentations or reflecting on past performances. By actively evaluating their performance, they took ownership of the learning process and the initiative to enhance their delivery.

Also, student C’s metacognitive awareness was evident in her ability to anticipate potential deficiencies in the preparation and presentation process. By being cognizant of these potential shortcomings, the student took a proactive approach to correcting and improving her actual presentation. Moreover, student E claimed that the iterative process allowed him to observe a tangible enhancement in his overall presentation skills. By reflecting on his previous presentations and identifying areas of improvement, the student actively adjusted his subsequent performances. The student's commitment to elaboration exhibited his metacognitive competence in monitoring his progress and adapting his own strategies accordingly.

A: With repeated self-assessment, I was able to refine my presentation skills and identify my strengths and weaknesses.

M: By repeatedly watching and listening to my presentation, I gained a clear understanding of its shortcomings. It made me re-record my presentation, resulting in a more elaborate and improved delivery.

C: I was already aware of the potential shortcomings that could arise in my presentation throughout the preparation and delivery stages. So I corrected them when I recorded the actual presentation, which resulted in an improved and better evaluated performance.

E: By giving six presentations and conducting five self-assessments throughout the semester, I saw a tangible improvement in my overall presentation skills. Being clear about what I lacked in my previous presentation helped me improve the subsequent ones.

On the other hand, students F and L put a strong emphasis on the importance of self-assessment and the
use of the assessment rubric as a guiding tool to improve presentation skills, which reflected a solid understanding and application of metacognitive strategies in their learning process. They recognized that aligning their presentations with the criteria outlined in the rubric enabled them to identify points requiring further attention. This process also indicates a metacognitive awareness of their own strengths and weaknesses and a proactive approach to skill development.

Similarly, student G pointed out the value of keeping a record of assessment assignments as metacognitive practices. This approach enabled her to track the progress before and after each presentation and identify patterns of growth and deficiencies to address. By actively analyzing her performance, she engaged in metacognitive monitoring to better understand what she did well and how she could further enhance her presentation skills.

F, L: The assessment rubric provided served as a valuable tool in identifying areas for improvement by aligning my presentation with its criteria. This provided a straightforward assessment of which aspects required enhancement.

G: I kept a record of assessment assignments in order, and compared them before and after each presentation. It helped me develop my presentation skills by understanding what I did and how I improved it throughout the semester.

Likewise, the students’ responses reflected a high level of metacognition in terms of their presentation skills development. With repeated self-assessment and reflection, the students were able to identify the strengths and weaknesses of their presentation skills and make conscious efforts to improve them. Furthermore, by setting goals and reflecting on their progress, the students were able to develop a deeper understanding of their presentation skills and improve them over time. The use of strategies by students such as re-recording and watching presentations indicated a willingness to engage in critical self-assessment, which is a key aspect of metacognitive abilities.

4.2. Does Self-Assessment of L2 Oral Presentations Enhance Self-Regulated Learning?

The analysis of comments by students regarding self-assessment and self-regulated learning presented meaningful observations of their experiences and growth throughout the presentation class. The students’ views revealed that some initially encountered difficulties in fully engaging with the class and maintaining focus, especially in the context of online learning. However, the introduction of assessment assignments played a crucial role in fostering self-regulated learning among the students. These assignments acted as a catalyst and motivated them to take charge of the learning process by diligently preparing and recording their presentations in advance. The recognition of the importance of timely completion and evaluation of work demonstrated an increasing commitment to effective time management.

Students A, L, and B shared their initial difficulties in the presentation class but overcame them by completing assessment assignments and developing focus on their tasks. Similarly, students O and P emphasized the urgency of timely completion and self-assessment, acknowledging that postponing assignments or neglecting presentation evaluation would hinder their progress. This awareness reflects their self-regulated learning approach as they took responsibility for managing their time and prioritizing tasks. Along the same lines, student M’s positive mindset and active participation in class activities and assignments exemplify his elevated motivation and sense of responsibility in achieving his learning goals.

A, L, B: At the beginning, I did not engage in the class for two reasons. The ‘presentation’ class felt burdensome, and I struggled to concentrate during online sessions. However, the assessment
assignments compelled me to focus. To fulfill these assignments, I had to prepare and record my presentations in advance. It served as a driving force, without a doubt.

O, P: How could I delay the assignments or evaluate my presentation without completing them? There was no choice but to complete everything before the online class.

M: Because the class was not a one-sided learning experience, it motivated me to actively participate in all activities and complete the assignments. I couldn't afford to skip anything, so I diligently completed all the required tasks for the presentation assignments.

Compared to this group of students, many other students displayed a more positive attitude toward self-regulated learning. They approached self-assessment with a mindset that embraced the challenges and recognized the value it brought to their learning process. The initial difficulties student F and I encountered did not discourage them but rather served as motivation to persist and improve. Similarly, students G and N were able to overcome their initial barriers regarding their presentations through dedication and repeated practice, and gained confidence in their abilities.

The ability of students A, D, and J to reflect on their shortcomings and take proactive steps to address them showed a high level of self-regulation. Furthermore, these students actively engaged in the preparation and practice required for their presentations. They understood the importance of self-assessment as a means to evaluate their progress and recognized the necessity of consistent effort and hard work in achieving improved outcomes.

F, I: Of course it was difficult at first, but I found self-assessment interesting and meaningful because my presentation skills gradually improved.

G, N: Like other peers, I was shy and disappointed with my presentations for a while, but I gained confidence later on. I paid more attention and practiced over and over, so I learned that I could do better as long as I work harder.

A, D: In order to be better assessed by myself, I had to prepare a lot. From brainstorming the presentation topic, writing the script, making note cards, and so on, every step required me to put in effort and make sure I did my best.

J: I believe every student in the class was serious about the presentation assignments. I enjoyed listening to presentations by other students and tried to improve mine each time. Since I had already invested a lot of time and energy into my presentation, I hoped not to make any mistakes while presenting in class.

By taking ownership of their learning process, they demonstrated key elements of self-regulated learning, such as setting goals, monitoring their performance, and adjusting their strategies accordingly. Importantly, these students exhibited a growth mindset and a strong commitment to continuous improvement. They were willing to invest the necessary time and energy to achieve their desired outcomes. This positive attitude toward self-regulated learning not only enhanced their presentation skills but also facilitated a sense of empowerment and self-efficacy.

4.3. Does Self-Assessment of L2 Oral Presentations Affect Self-Reflection?

The final analysis of the students' responses on self-assessment revealed their profound recognition of its significance in their self-reflection and personal growth. In addition to considering the feedback received from the teacher, these students strongly asserted the importance of assessing their presentations through their own lens.
They highlighted the invaluable opportunity for self-reflection and the ability to perceive themselves in a more objective manner, leading to a deeper understanding of their strengths and weaknesses. The students emphasized the value of repeated self-assessment, acknowledging its role in helping them confront their challenges and address their shortcomings.

Both students C and H showed a keen recognition of the significance of self-assessment, which provided a unique opportunity for objective self-reflection. By evaluating their performance from their own perspective and considering teacher feedback, they acquired a comprehensive understanding of their presentations and overcome a self-centered mindset. While it can be disheartening to have recurring mistakes, they also acknowledged the confidence boost that came with thorough preparation.

These students displayed a strong sense of self-awareness and effectively used self-assessment as a means of addressing challenges and building confidence.

Furthermore, students K and D acknowledged notable changes in their approach to self-assessment. They exhibited dedication and diligence by putting in extra effort to prepare for their presentations and meticulously reviewing their performances. This proactive attitude toward self-improvement resulted in an active engagement in self-dialogue during the assessment process. Through this critical self-evaluation, they fostered personal growth in an educational setting. It is important to note that this process of self-reflection is essential for effective L2 learning because it enables students to make steady progress toward their L2 learning goals.

C: While the professor’s feedback provided more objective and precise assessment, I believe that assessing my presentation from my own perspective was equally important. I realized while comparing both assessments that my assessment was self-centered. It offered an opportunity to view myself more seriously and objectively, which was meaningful self-reflection.

H: It is easy to approach and evaluate one’s work with a self-centered or subjective mindset, but with repeated self-assessment and professor’s precise feedback, I was able to identify areas where I was lacking. It was disheartening to see myself making the same mistakes, but I also felt a sense of confidence when I was well-prepared.

K: Although assessing myself only five times in a single semester may not have brought about dramatic changes, there have been notable shifts in my attitude. I took my self-assessment seriously by diligently preparing for presentations, practicing in front of a mirror, and reflecting on the entire process. Without the self-assessment assignments, I would have simply submitted my work without reviewing and reflecting on it.

D: I gained a profound understanding of why my English skills were lacking and why my grades were not satisfactory. At the beginning of the semester I felt nervous, passive, and unpolished in my presentations, but significant changes occurred after the midterm exam. I became less nervous. And at every step, I found myself asking, “Isn’t there a way to improve this?”.

Other students recognized that self-reflection extended beyond the realm of presentations and could positively influence various aspects of their educational pursuits. These responses highlighted how self-reflection enhanced their self-awareness, and allowed them to identify their strengths and weaknesses and overall self.

Student B emphasized the broader impact of self-assessment in various areas, not just presentation abilities. She noted the value of objective self-assessment and how it enhanced her ability to apply this skill effectively in other academic contexts, particularly through the benefits of self-reflection. Similarly, student G experienced a
transformation in her perception of studying through self-reflection. Her comment reflected a positive shift in attitude toward studying. This change in mindset demonstrated the power of self-reflection in reshaping the students’ viewpoints toward learning and instilling a sense of personal responsibility and commitment.

Lastly, student K extended the concept of self-reflection beyond the context of presentations. He drew parallels between assessing the performance of students in the game of Go and his approach to studying. In doing so, he highlighted the significance of self-reflection in evaluating progress and identifying areas for improvement. By reflecting on mistakes and actively seeking solutions, both Go players and students can recognize the broader application of self-reflection beyond the specific context of the game. This transferability of self-reflection skills was viewed as the ability to apply this valuable skill to different areas of learning and life.

B: Objective self-assessment had a significant positive impact in various aspects, not only on my presentation abilities but also in other classes. It enabled me to gain a clear understanding of how to address my strengths and weaknesses in other classes.

G: Overall, my perception of studying underwent a transformation. It is no longer seen as a passive task I am unwilling to engage in, but rather as a crucial responsibility that I am accountable for.

K: Just as in playing Go, where we review our moves to identify mistakes and find solutions, a similar approach is ultimately necessary in our studies and lives. It is essential to regularly assess whether I am on the right track or if adjustments need to be made.

5. Conclusion

This study examined the metacognitive benefits of self-assessment in L2 presentation classes. The analysis of interview data from university students yielded conclusions that contributed to our understanding of the role of self-assessment in L2 learning.

First, the students’ responses showed the effectiveness of self-assessment in both the enhancement of L2 presentation skills and the development of metacognition. Their engagement in self-assessment practices demonstrated a strong sense of metacognitive awareness as they actively monitored and scrutinized learning outcomes. With repeated self-assessment, students were able to refine their presentation skills and gain a comprehensive understanding of their strengths and weaknesses. Additionally, the iterative process of self-assessment showcased a proactive approach by anticipating potential deficiencies and taking corrective measures to improve overall L2 presentation skills. Moreover, students emphasized the importance of using assessment rubrics as guiding tools and keeping records of assessment assignments to identify areas for improvement and track their progress.

Furthermore, the influence of self-assessment on self-regulated learning was evident. Students initially faced difficulties with the presentation assignments, but the implementation of self-assessment assignments facilitated the development of self-regulated learning. These assignments motivated students to take charge of the entire learning process from thorough preparation to the self-assessment of recorded presentations. They recognized the importance of timely completion of assignments, showing an increased self-awareness and commitment to effective time management. Students successfully overcame initial challenges by adopting a positive attitude that viewed obstacles as motivation for improvement. They exhibited persistent efforts to enhance their performance and showed a proactive approach toward self-regulated learning. This was obvious in their willingness to take ownership of learning, set goals, monitor progress, and adjust their
Going Beyond L2 Learning—The Effects of Self-Assessment on Student Metacognition, Self-Regulated Learning and Self-Reflection

strategies accordingly.

The final analysis of the students’ comments on self-assessment revealed their profound recognition of its significance in self-reflection and personal growth. They demonstrated the importance of objective self-reflection by engaging in repeated critical self-assessment and by incorporating precise feedback provided by the teacher. These practices enabled them to develop a more objective perspective. Additionally, the students recognized that self-assessment had a broader impact on various aspects of their ongoing education, including the cultivation of life-long learning skills.

Through an examination of the perspectives and experiences of students, this study showed the advantages and implications of integrating self-assessment practices into L2 education. This study ultimately aimed to contribute to the expanding body of knowledge on self-assessment and its potential benefits in L2 education that can empower educators to effectively combine self-assessment in their language teaching practices, thereby enhancing the overall quality of L2 classrooms.

However, the results of this study should be interpreted in light of several limitations that need be addressed in future research. First, the data primarily focused on beginner-level students in a university setting, which limited the generalizability of the findings to other student levels. Second, the data were collected after the final grade had been determined, and the students interviewed were from the researcher's own class, potentially introducing bias in their responses. Therefore, in order to validate the findings more effectively, future studies should aim to gather more diverse and objective data.

References


## Appendix

Sample Rubric for Self-Assessment (Rubric 3 for Unit 4)

<table>
<thead>
<tr>
<th>Presentation Skills</th>
<th>Excellent 5</th>
<th>Good 4</th>
<th>Average 3</th>
<th>Poor 1-2</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking vs. Reading (Note Cards)</td>
<td>Reads only direct quotes</td>
<td>Reads very little</td>
<td>Reads sometimes</td>
<td>Reads most of presentation</td>
<td></td>
</tr>
<tr>
<td>Voice Volume</td>
<td>Audible to everyone in the room</td>
<td>90% audible</td>
<td>80% audible</td>
<td>Hard to understand</td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Very clear and correct</td>
<td>Clear and correct</td>
<td>Mispronounces sometimes</td>
<td>Mumbles or mispronounces words</td>
<td></td>
</tr>
<tr>
<td>Pace</td>
<td>Engaging, neither too fast nor too slow</td>
<td>Neither too fast nor too slow</td>
<td>Slow or fast</td>
<td>Too slow or too fast, many fillers</td>
<td></td>
</tr>
<tr>
<td>Posture</td>
<td>Always stands up straight, looks confident</td>
<td>Stands up straight</td>
<td>Shifts around sometimes</td>
<td>Sits down or shifts around very often</td>
<td></td>
</tr>
<tr>
<td>Gesture</td>
<td>Always shows objects clearly</td>
<td>Shows objects clearly</td>
<td>Little gesture</td>
<td>No gesture</td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Perfect eye contact</td>
<td>Eye contact with almost everyone</td>
<td>Little eye contact</td>
<td>Very little or no eye contact</td>
<td></td>
</tr>
<tr>
<td>Preparedness</td>
<td>Completely prepared and rehearsed</td>
<td>Prepared but needs 2 more rehearsals</td>
<td>Somewhat prepared but lacks rehearsal</td>
<td>Not prepared</td>
<td></td>
</tr>
<tr>
<td>Time-Limit</td>
<td>3:30-40</td>
<td>3:20-29</td>
<td>3:10-19</td>
<td>–3:00</td>
<td>4:00–</td>
</tr>
<tr>
<td>Visual Aids</td>
<td>10</td>
<td>7-9</td>
<td>4-6</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>Props</td>
<td>Uses props very effectively to make the presentation better</td>
<td>Uses props properly to make the presentation better</td>
<td>Uses irrelevant props or misuse props</td>
<td>Uses no props</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Complete Sentences</td>
<td>99-100%</td>
<td>80-98%</td>
<td>70-79%</td>
<td>–69%</td>
<td></td>
</tr>
<tr>
<td>Topic Knowledge</td>
<td>Full understanding of the topic</td>
<td>Good understanding of the topic</td>
<td>Good understanding of parts of the topic</td>
<td>Poor understanding of the topic</td>
<td></td>
</tr>
<tr>
<td>Opener &amp; Closer</td>
<td>Strong opener and closer</td>
<td>Good opener and closer</td>
<td>Weak opener or closer</td>
<td>Poor or no opener and closer</td>
<td></td>
</tr>
<tr>
<td>Questions &amp; Comments</td>
<td>Invites and answers questions well</td>
<td>Invites and answers questions</td>
<td>Invites or answers questions</td>
<td>No questions and comments</td>
<td></td>
</tr>
</tbody>
</table>

Total Points________
L2 학습에서의 자기평가 효과
- 메타인지, 자기주도 학습, 자기 성찰 능력을 중심으로

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초록
본 연구의 목적은 영어(L2) 학습에서 활용되는 자기평가가 L2 능력을 향상시키는 효과와 이에 어떠한 역할을 하는지를 탐색하는 것이었으며, 구체적으로 메타인지, 자기조절 학습, 자기 성찰에 초점을 두었다. 이는 D. 대학의 교양 필수교과인 L2 발표 수업을 2020년 또는 2021년에 온라인으로 수강한 학생 16명의 자발적인 참여로 이루어졌으며, 그들의 영어 능력은 초급 또는 중급으로 분류되었다.
본 연구에 사용된 심층 인터뷰는 자기평가에 대한 학생들의 견해와 경험을 설명하는 방식으로 진행되었고, 이를 통해 수집된 자료는 주제 분석 방법을 적용하여 분석했다. 그 결과, 자기평가가 L2 학습에서 메타인지와 자기의 발전에 중요한 역할을 한다는 유용한 결론을 도출하였다.
첫째, 자기평가가 자기주도 학습에 긍정적으로 작용한다는 점도 강조되었다. 학생들의 발표 준비와 연습, 실제 발표, 그리고 활명까지의 모든 과정이 정해진 일정 내에 완수되어야 자기평가 과제를 수행할 수 있었다. 따라서, 철저한 시간 관리와 지속적인 과제 수행 노력이 필요하다고 인식하는 데도 도움이 되었고, 목표 설정, 학습 과정의 모니터링, 상황에 따른 학습 전략의 보완, 수정을 통해 스스로가 학습의 주체가 되는 전위적인 자세를 갖게 하였다.
마지막으로, 학생들은 자기평가가 객관적인 시각으로 자기주도를 찾아가는 점에서 자기평가가 갖는 독특하고도 중요한 가치를 인정하였다. 교수자의 피드백이 제공될 때 더욱 강화되는 경향을 보인 객관적 자기 성찰은 학생들의 발표 능력에 국한되지 않고, 향후 마주할 학습 기회와 다양한 상황을 아우르는 영역으로 광범위하게 확대될 것으로 인식되었으며, 이는 평생 교육의 핵심과 맞닿아 있었다.
이러한 자기평가의 가치와 의미는 정교하게 고안된 루브릭과 세심한 교육자의 피드백이 동반될 때 더욱 빛을 발할 것으로 여겨지며, 보다 역동적이고 학습자 중심으로 전개되는 L2 교육을 전환할 것으로 기대된다.

주제어: 자기평가, 영어(L2) 발표, 메타인지, 자기주도 학습, 자기 성찰