

Engineering Undergraduates' Self-Assessment in Delivering Technical Oral Presentations in ESL Context

Abstract

Alternative assessment has progressively gained attention in L2 speaking. One of the areas which has received much significant attention in the literature of ESL is the implementation of self-assessment strategy. The purpose of the present study is to find the undergraduates' perceptions pertaining to the use of self-assessment on the technical oral presentation. For this aim, 30 engineering undergraduates from the Faculty of Civil Engineering & Earth Resources were involved in this research to delve into their perceptions about self-assessment. A questionnaire which was adapted from previous studies was found reliable and was distributed to the participants. Besides, the engineering undergraduates' perception of self-assessment was positive. Based on the obtained findings, it can be concluded that implementing self- assessment technique among Malaysian undergraduates is helpful in overcoming some of their oral presentation difficulties. Hence, the results of the study have clear implications in teaching and learning. Educators can implement the self-assessment technique as an autonomous learning opportunity to lower their students' apprehension and polish their skills of oral presentation in both academic and professional spheres.

Key words: self-assessment; technical oral presentation skills; perception and engineering undergraduates.