SELF-ASSESSMENT THROUGH VIDEO-RECORDED SPEECH REHEARSALS IN DELIVERING TECHNICAL ORAL PRESENTATIONS

ABDELMADJID BENRAGHDA

Doctor of Philosophy

UNIVERSITI MALAYSIA PAHANG
SELF-ASSESSMENT THROUGH VIDEO-RECORDED SPEECH REHEARSALS IN DELIVERING TECHNICAL ORAL PRESENTATIONS

BENRAGHDA ABDELMADJID

Thesis submitted in fulfilment of the requirements for the reward of the degree of Doctor of Philosophy

Centre for Modern Languages and Human Sciences
UNIVERSITI MALAYSIA PAHANG

JUNE 2019
SUPERVISOR’S DECLARATION

I hereby declare that I have checked this thesis and in my opinion, this thesis is adequate in terms of scope and quality for the award of the degree of Doctor of Philosophy.

________________________________________
(Signature)

Name of Supervisor : Dr. NOOR RAHA MOHD RADZUAN
Position : Senior Lecturer
Date :
STUDENT'S DECLARATION

I hereby declare that the work in this thesis is my own except for the quotations which have been duly acknowledged. I also declare that this thesis has not been accepted for any degree and has not been concurrently submitted for award of other degree.

______________________________
(Signature)

Name : ABDELMADJID BENRAGHDA
ID Number : PBS 16014
Date : 
DEDICATION

This thesis is dedicated to my beloved family.
ACKNOWLEDGEMENT

First and foremost, my ultimate appreciation goes to my supervisor Dr. Noor Raha Mohd Radzuan for her helpful guidance, constructive comments and encouragement, precious ideas and constant support during my study. I do thank her for her help in assisting me to do every single stage of my work as to complete this project.

Secondly, I am thankful to my beloved family especially, my mother, my father and my wife. Your love, encouragements and prayers were very important for me. I cannot actually find the appropriate words that could properly describe my appreciations for their devotions, supports and faith in my ability to attain my goals. A bunch of thanks goes to all my relatives and friends in Algeria, Malaysia, and France for their prayers and encouragements during my stay and study in Malaysia. I am sincerely grateful of your support and motives.

I would like to express my thanks to Assoc. Prof. Dr. Mohd Nubli Bin Abul Wahab, Dean of Centre for Modern Languages and Human Sciences (CMLHS) for his cooperation during my study in Malaysia. Furthermore, this research would not have been possible without the support from the academic and technical staff of Centre for Modern Languages & Human Sciences, Institute of Post graduate Studies. Special thanks should be given to my research committee examiners (particularly, Dr. Nik Aloesnita Alwi, Dr. Fatimah Ali and Dr. Hafizoah Kassim). I would like to acknowledge their comments and suggestions, which were crucial for the successful completion of this study.
ABSTRACT

The present study embarked upon the issue of the effectiveness of self-assessment in developing non-verbal communication skills among engineering undergraduates in delivering technical oral presentations. It is aimed at identifying the effectiveness of the self-assessment strategy in enhancing the engineering undergraduate’s non-verbal communication skills and to see if there is any statistical correlation between the engineering undergraduates’ self-assessment scores and the engineering lecturers’ assessment scores in non-verbal communication skills of Undergraduate Research Project 2 (URP2) final presentations. In addition, the study generated essential findings pertaining to the engineering undergraduates and lecturers’ perceptions about the use of self-assessment in delivering oral presentations in academic context. The researcher conducted this research with 127 engineering undergraduates of the Faculty of Civil Engineering and Earth Resources, in Universiti Malaysia Pahang (UMP). Quantitative and qualitative approaches were employed to answer the research questions of the current study. The first research question tackles the issue of implementing self-assessment among engineering undergraduates in enhancing non-verbal communication skills. In answering the first research question, the qualitative data revealed important findings pertaining to the engineering undergraduates’ enhancements after using the assessment in non-verbal communication skills (such as facial expressions, hand gestures, body language, and eye contacts) of URP2 final presentations. In addition, the findings of the second research question revealed a moderate positive correlation between the engineering undergraduates’ self-assessment scores and the engineering lecturers’ assessment scores in non-verbal communication skills. The third research question’s findings indicated that the engineering undergraduates hold positive perceptions towards the use of self-assessment technique in delivering URP2 oral presentations. The positive perceptions depict the significance of this assessment in enhancing their non-verbal communication skills in the engineering undergraduates’ views and the significance of being good presenters. In the same vein, the final research question of the study investigated the engineering lecturers’ perceptions regarding the use of self-assessment technique among the engineering undergraduates to develop their non-verbal communication skills and to enhance their presentation skills of URP2. It was demonstrated that the engineering lecturers possessed positive perceptions towards the use of self-assessment among the engineering undergraduates’ in delivering oral presentations. This study is significant as the issue of understanding and realising the importance of the self-assessment in developing the engineering undergraduates’ non-verbal communication skills of URP2 final presentations will help lecturers as well as undergraduates in establishing, developing and improving the tertiary undergraduates’ oral presentations skills. In addition, the study is essential as it may confront the engineering undergraduates’ presentation weaknesses, and thus, assists them to make successful oral presentations.
# TABLE OF CONTENTS

DECLARATION

TITLE PAGE

ACKNOWLEDGEMENTS ii

ABSTRACT iii

ABSTRACT iv

TABLE OF CONTENT v

LIST OF TABLES xi

LIST OF FIGURES xiii

LIST OF ABBREVIATIONS xiv

CHAPTER 1 INTRODUCTION 1

1.1 Introduction 1

1.2 Research Background 2

   1.2.1 The Use of Technology Tool in Education: Video-Recorded Technology 4

1.3 Assessment in Education 5

   1.3.1 Oral Presentation Assessment 7

1.4 Oral Presentation Non-Verbal Communication Skills 8

1.5 Problem Statement 9

1.6 Research Objectives 11

1.7 Research Questions 11

1.8 Undergraduate Research Project (URP2) 12
1.9 Scope of Study  12
1.10 Definition of Terms  13
1.11 Limitations of the Study  15
1.12 Significance of the Study  15
1.13 Summary  16

CHAPTER 2 LITERATURE REVIEW  17

2.1 Introduction  17
2.2 Theoretical Framework of the Present Study  17
2.3 Theoretical Model for Self-assessment  20
2.4 Conceptual Framework of the Present Study  23
2.5 Oral Communication  25
2.6 Oral Presentation Assessments  28
2.7 Oral Presentation Non-verbal Communication Skills and Language Skills  30
2.5 Value of Assessment  37
2.6 Alternative Assessment in ESL/EFL  38
2.6.1 Self-assessment  39
2.6.2 Effectiveness and beneficial effects of self-assessment  41
2.7 Students’ Perceptions about Self-assessment Strategy  42
2.8 The Use of Video-recording Technology in Oral Presentation Assessment  45
2.9 Self-assessment of Oral Presentations  47
2.9.1 Self-assessment of non-verbal communication skills  47
2.9.2 Self-assessment of language skills  51
### 3.1 Introduction

Factors Affecting Students in Delivering Oral Presentations

- Lack of practice (rehearsals) in delivering oral communication
- Teachers’ feedback towards students’ oral performances
- Apprehension in oral communication
- Oral presentation anxiety
- Limited vocabulary
- Lack of self-confidence and self-negative evaluation

### 3.2 Research Design

### 3.3 Population and Sample

### 3.4 Engineering Undergraduates’ Training Sessions on Oral Presentation Non-verbal Communication Skills and Self-assessment Strategy

### 3.5 Research Instruments

- Questionnaire
- Semi-structured interviews
  - Semi-structured interview with engineering undergraduates
  - Semi-structured interview with engineering lecturers
- Undergraduate Research Project (URP2) Presentation

### 3.6 Data Collection
3.7 Data Analysis Procedures

3.7.1 Analysis technique for quantitative data

3.7.2 Analysis technique for qualitative data

3.8 Pilot Study

3.9 Validity of the Quantitative Instrument

3.10 Reliability of the Quantitative Instrument

3.11 Validity of the Qualitative Instrument

3.11.1 Member checking

3.12 Reliability of the Qualitative Instrument

3.13 Summary

CHAPTER 4 RESULTS

4.1 Introduction

4.2 Research Questions and Findings

4.3 Qualitative Findings

4.3.1 Pre-interview (Session1)

4.3.2 Post-interview (Session 2)

4.3.2 Engineering Lecturers’ Perceptions on Self-Assessment Strategy in Enhancing Engineering Undergraduates’ Non-verbal Communication Skills of Technical Oral Presentations (TOP)

4.3.3 Summary of the Qualitative Findings

4.4 Quantitative Findings

4.4.1 Participants’ Demographic Information

4.4.2 The Engineering Undergraduates’ Perceptions on Self-Assessment Strategy in Technical Oral Presentations

4.4.3 The Relationship between the Engineering Undergraduates’ Self-assessment Scores and Engineering Lecturers ‘Assessment Scores of Non-verbal Communication Skills
<table>
<thead>
<tr>
<th>4.5</th>
<th>Summary of the Quantitative Findings</th>
<th>117</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6</td>
<td>Summary</td>
<td>117</td>
</tr>
</tbody>
</table>

**CHAPTER 5 DISCUSSION**

<table>
<thead>
<tr>
<th>5.1</th>
<th>Introduction</th>
<th>118</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>Discussion of the Findings</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>5.2.1 Perceptions of Engineering Undergraduates and their Lecturers towards Self-assessment Strategy in Delivering Technical Oral Presentations</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>5.2.2 The Relationship between Engineering Undergraduates’ Self-assessment Scores and Engineering Lecturers’ Assessment Scores of Non-verbal Communication Skills</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>5.2.3 Developing Engineering Undergraduates’ Non-verbal Communication Skills through Self-assessment Strategy</td>
<td>131</td>
</tr>
<tr>
<td>5.3</td>
<td>Summary</td>
<td>137</td>
</tr>
</tbody>
</table>

**CHAPTER 6 CONCLUSIONS AND RECOMMENDATIONS**

<table>
<thead>
<tr>
<th>6.1</th>
<th>Introduction</th>
<th>139</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>Summary of the Findings</td>
<td>139</td>
</tr>
<tr>
<td></td>
<td>6.2.1 Relationship between Engineering Undergraduates’ Self-assessment and Engineering Lecturer’s Assessment in URP2 Final Oral Presentations.</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>6.2.2 Developing Engineering Undergraduates’ Non-verbal Communication Skills of URP2 Final Oral Presentations through Self-assessment and Video-Recorded Rehearsals.</td>
<td>141</td>
</tr>
<tr>
<td></td>
<td>6.2.3 Perceptions about Self-assessment Strategy of Engineering Undergraduates and Lecturers.</td>
<td>142</td>
</tr>
<tr>
<td>6.3</td>
<td>Pedagogical Implications</td>
<td>143</td>
</tr>
<tr>
<td>6.4</td>
<td>Recommendations for Future Research</td>
<td>146</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>APPENDICES</td>
<td>172</td>
<td></td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>172</td>
<td></td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>173</td>
<td></td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>174</td>
<td></td>
</tr>
<tr>
<td>APPENDIX D</td>
<td>177</td>
<td></td>
</tr>
<tr>
<td>APPENDIX E</td>
<td>178</td>
<td></td>
</tr>
<tr>
<td>APPENDIX F</td>
<td>179</td>
<td></td>
</tr>
<tr>
<td>APPENDIX G</td>
<td>181</td>
<td></td>
</tr>
<tr>
<td>APPENDIX H</td>
<td>181</td>
<td></td>
</tr>
<tr>
<td>APPENDIX I</td>
<td>182</td>
<td></td>
</tr>
<tr>
<td>APPENDIX J</td>
<td>183</td>
<td></td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>3.1</th>
<th>The Population and the Sample of the Research</th>
<th>62</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table</td>
<td>3.2</td>
<td>Table for Determining Size for a Given Population</td>
<td>63</td>
</tr>
<tr>
<td>Table</td>
<td>3.3</td>
<td>The Number of the Sample and the Respondents of the Present Study</td>
<td>64</td>
</tr>
<tr>
<td>Table</td>
<td>3.4</td>
<td>The Number of the Lecturers and the Respondents of the Present Study</td>
<td>64</td>
</tr>
<tr>
<td>Table</td>
<td>3.5</td>
<td>The Grade of URP2 from the Overall Mark of the Undergraduates</td>
<td>65</td>
</tr>
<tr>
<td>Table</td>
<td>3.6</td>
<td>Time Table of Training Sessions on Non-verbal Communication Skills and Self-assessment Strategy</td>
<td>67</td>
</tr>
<tr>
<td>Table</td>
<td>3.7</td>
<td>Times and Setting of the Respondents’ Rehearsals of their Technical Oral Presentations</td>
<td>72</td>
</tr>
<tr>
<td>Table</td>
<td>3.8</td>
<td>Dates and Activities of Data Collecting for the Actual Study</td>
<td>73</td>
</tr>
<tr>
<td>Table</td>
<td>3.9</td>
<td>Research Questions and Statistical Tools Techniques Used in Analysing Quantitative Data</td>
<td>75</td>
</tr>
<tr>
<td>Table</td>
<td>3.10</td>
<td>Pilot study conducted by the researcher</td>
<td>78</td>
</tr>
<tr>
<td>Table</td>
<td>3.11</td>
<td>The Reliability of the Questionnaire</td>
<td>80</td>
</tr>
<tr>
<td>Table</td>
<td>4.1</td>
<td>The illustrations of the respondents’ coding</td>
<td>86</td>
</tr>
<tr>
<td>Table</td>
<td>4.2</td>
<td>Pre-interview reported engineering undergraduates’ weaknesses in non-verbal communication skills of technical oral presentation</td>
<td>86</td>
</tr>
<tr>
<td>Table</td>
<td>4.3</td>
<td>Further themes related to engineering undergraduates’ overall weaknesses of technical oral presentations</td>
<td>87</td>
</tr>
<tr>
<td>Table</td>
<td>4.4</td>
<td>Post-interview reported non-verbal communication skills’ enhancements of the engineering undergraduates in technical oral presentations</td>
<td>99</td>
</tr>
<tr>
<td>Table</td>
<td>4.5</td>
<td>Engineering lecturers’ perceptions on self-assessment strategy in enhancing engineering undergraduates’ non-verbal communication skills</td>
<td>107</td>
</tr>
</tbody>
</table>
Table 4.6 The participants’ ages

Table 4.7 The participants’ gender

Table 4.8 Engineering Undergraduates’ Responses in Mean Scores and Standard Deviation for the Questionnaire Items

Table 4.9 Pearson’s Correlation between the Engineering Undergraduates’ Self-assessment Scores and the Engineering Lecturers’ Assessment Scores of Non-verbal Communication Skills of the Technical Oral Presentations

Table 5.1 Summary of the findings of RQ3 & RQ4

Table 5.2 Summary of Product-Moment Correlation between Engineering Undergraduates’ Self-Assessment Scores and Lecturers’ Assessment Scores

Table 5.3 Summary of engineering undergraduates’ and engineering lecturers’ assessment scores of URP2 final oral presentations

Table 5.4 The Engineering Undergraduates’ Non-verbal Communication Skills Enhancements via Self-assessment Strategy
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>2.1</th>
<th>Concept of triarchic reciprocity behaviour</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure</td>
<td>2.2</td>
<td>How Self-assessment Contributes to Technical Oral Presentations</td>
<td>57</td>
</tr>
<tr>
<td>Figure</td>
<td>3.1</td>
<td>Research Design of the study</td>
<td>61</td>
</tr>
<tr>
<td>Figure</td>
<td>3.2</td>
<td>Flowchart of the semi-structured interview-phase1</td>
<td>71</td>
</tr>
<tr>
<td>Figure</td>
<td>3.3</td>
<td>The Qualitative Process of Data adapted from Creswell</td>
<td>76</td>
</tr>
<tr>
<td>Figure</td>
<td>6.1</td>
<td>Factors for self-assessment strategy and the relationships between the variables</td>
<td>152</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td>English as second language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFL</td>
<td>English as foreign language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>URP</td>
<td>Undergraduate Research Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA</td>
<td>Self-Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>Alternative Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOP</td>
<td>Technical Oral Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCEER</td>
<td>Faculty of Civil Engineering &amp; Earth Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMLHS</td>
<td>Centre for Modern Languages &amp; Human Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA</td>
<td>Peer Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EU</td>
<td>Engineering Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBE</td>
<td>College of Basic Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>Communication Apprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESP</td>
<td>English for Specific Purposes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL</td>
<td>Second Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UMP</td>
<td>Universiti Malaysia Pahang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEM</td>
<td>Structure Equation Modelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>Communication Apprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEFRL</td>
<td>Common European Framework of Reference for Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELP</td>
<td>European Language Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UTM</td>
<td>Universiti Teknologi Malaysia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCT</td>
<td>Social Cognitive Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELT</td>
<td>English Langauge Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUT</td>
<td>Sharif University of Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHSE</td>
<td>Clinical Health Sciences Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES


Benraghda, A. (2016). *A correlational study between attitudes and oral presentation performance among undergraduates in Universiti Malaysia Pahang (UMP).* Master's Degree), Universiti Malaysia Pahang


