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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“SELF ASSESSMENT TO PROMOTE SPEAKING SKILLS IN EFL
TEACHERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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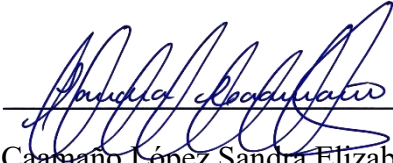


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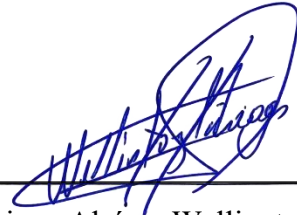
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-Camacho Franco Nasly Paola

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-Suango Cueva Madeline Roxana

Dedication I

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-With love, Camacho Franco Nasly Paola

Dedication II

I dedicate this thesis, above all, to my mother, whose unconditional love, unwavering faith in me, and quiet sacrifices have been the foundation of every achievement in my life. Your strength and resilience have inspired me to become the person I am today, and this accomplishment is a reflection of everything you have given me. To my grandparents, thank you for being a constant source of love, wisdom, and encouragement. Your presence has been a blessing throughout my life, and the values you instilled in me have guided me every step of the way. Finally, I dedicate this work to myself. To the girl who once doubted her abilities, and to the woman who decided to press on despite every fear, disappointment, and challenge. This thesis is more than an academic achievement; it is a symbol of growth and perseverance.

-With love, Suango Cueva Madeline Roxana

Abstract

This research explores the role of Self-Assessment (SA) in promoting and maintaining speaking skills among English as a Foreign Language (EFL) teachers in Ecuador. Despite curriculum standards requiring independent language proficiency, many EFL teachers experience a decline in speaking skills due to limited practice opportunities and inadequate initial preparation. This study employs a qualitative, phenomenological methodology using semi-structured interviews to examine the perceptions of five active EFL teachers from the Santa Elena province. The findings indicate that teachers perceive SA as a highly beneficial, anxiety-reducing tool that fosters learner autonomy, self-regulation, and metacognitive awareness.

Engaging in self-evaluation activities, such as recording task portfolios and utilizing interactive digital platforms, allows educators to identify pronunciation errors and track fluency progress. However, the study also reveals limitations; educators note that while SA is effective for building confidence and correcting noticeable pronunciation flaws, it may fall short in evaluating grammatical accuracy without objective, external feedback. Ultimately, the research concludes that SA should be integrated as a continuous, lifelong practice for EFL teachers to ensure their speaking proficiency aligns with professional standards, preventing the loss of language competence and ensuring the delivery of high-quality English education.

Keywords: Self-assessment, Speaking skills, EFL teachers, English proficiency, Metacognition.

Resumen

Esta investigación explora la implementación de la autoevaluación para promover y mantener las habilidades orales de los profesores de inglés como lengua extranjera en Ecuador. A pesar de que los estándares nacionales exigen un dominio independiente del idioma, muchos docentes experimentan un declive en sus habilidades de comunicación oral debido a la falta de práctica y exposición. Utilizando una metodología cualitativa de enfoque fenomenológico, este estudio recopiló datos mediante entrevistas semiestructuradas con cinco profesores activos de EFL de la provincia de Santa Elena. Los hallazgos revelan que los educadores perciben la autoevaluación como una herramienta altamente beneficiosa que reduce la ansiedad y fomenta la autonomía del alumno y la conciencia metacognitiva. Al participar en actividades como portafolios de tareas grabadas y el uso de rúbricas estructuradas, los profesores pueden identificar eficazmente los errores de pronunciación y realizar un seguimiento de su progreso en la fluidez. Sin embargo, el estudio también destaca ciertas limitaciones y señala que, si bien la autoevaluación genera confianza, idealmente debería complementarse con retroalimentación externa para evaluar con precisión la gramática. En última instancia, la investigación concluye que la autoevaluación debe integrarse como práctica continua para garantizar que los profesores mantengan el dominio oral necesario para brindar una educación de calidad.

Palabras clave: Autoevaluación, Habilidades orales, Profesores de EFL, Dominio del inglés, Metacognición.

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Introduction

The global demand for English language education places a significant responsibility on EFL teachers, who serve as the foundation of foreign language knowledge. However, in Ecuador, introducing foreign language education faces critical obstacles, most notably the inadequate English proficiency levels of the teachers themselves. Many educators struggle with strong pronunciation and grammar errors and lack the independent language mastery required by national standards. Because teachers predominantly teach basic-level students, they have limited practice with proficient speakers, leading to a gradual loss of their own advanced speaking skills. This decline is problematic, as low speaking proficiency fails to motivate students and hinders the natural acquisition of the language.

To address this deterioration, self-assessment (SA) emerges as a vital metacognitive strategy. Teachers perceive SA as an invaluable, student-centered tool that reduces speaking anxiety and cultivates critical awareness of one's own linguistic capabilities. According to educator feedback, SA acts as a diagnostic mechanism that allows individuals to pinpoint specific weaknesses in fluency, vocabulary, and pronunciation through activities like audio recordings and digital portfolios. By evaluating their spontaneous speech against structured rubrics, teachers help them become autonomous, reflective communicators.

Despite its recognized benefits, teachers also perceive certain limitations in relying exclusively on self-evaluation. While it is highly effective for tracking fluency progress and correcting noticeable phonetic mistakes, some educators caution that it is insufficient for assessing advanced grammatical accuracy. Consequently, teachers advocate for a balanced approach, combining independent SA practices with objective, external feedback to maintain their professional speaking proficiency.

Chapter I

The Problem

Research Topic

Self-Assessment and Speaking skills

Title of Research

Self-Assessment to Promote Speaking Skills in EFL Teachers.

Problem Statement

The English language is taught worldwide as a result of educational necessities; learning English helps establish communication with people around the world. According to Zaid (2025), EFL education is present in countries where the English language is adopted as a foreign language, supporting social connections, allowing communication abroad, and enhancing cultural awareness.

Caniago (2025) stated that English teachers are the foundation of foreign language knowledge; their mission is to deliver and develop students' potential properly. Soto et al. (2024) described that teachers play an important role in English language development, emotional support, and knowledge reliability, which are core skills that teachers must have as basic teaching skills.

Introducing a foreign language education in Ecuador became difficult due to limited opportunities to use the language, lack of motivation, lack of technology resources, class size, and, most critically, teachers' level of English. According to Orosz et al. (2021), the English language subject is based on skills learning goals and exit profiles that are correctly established in standards to achieve basic to independent English levels, such as A1 to B1 as defined by the Common European Framework of Reference for Languages (CEFR) during elementary to high

school. Nonetheless, there is a requirement for flexibility to adapt students and teachers to the curriculum; teachers who possess a B1 level are not qualified to exploit the potential of independent English users.

In public education, the Ministry of Education (2018) stated that the educational background of English teachers must comply with national regulations establishing standards, such as taking B2-level international English language certifications and attending academic seminars. Ruiz (2025) mentioned that several teachers are not qualified due to a low English level to fulfill the professional profile. Sometimes, teachers do not demonstrate adequate performance in the class; several EFL teachers have strong pronunciation but grammatical errors.

According to Gaibor and García (2025), the government invests in encouraging English teachers to recategorize positions when demonstrating completion of academic hours through diplomas and master's degrees, which should show great knowledge in the classroom, not just certifications or diplomas, to fulfill standards.

Huy et al. (2024) describe speaking skills as a productive skill that involves brain processing and coding of sounds to understand the stimulus; afterward, the speaker responds properly using correct pronunciation and fluency components of speaking skills. Furthermore, Vieira-Abrahão (2009), as cited in Santos and Luque-Agulló (2025), explained that speaking skills are often challenging during undergraduate study until the first years of teaching practice. As a consequence, in the Ecuadorian context, new and former teachers are not fully prepared to start teaching, except for basic levels such as A1 and A2.

Self-assessment is a tool that provides real perspectives on ability and skills, which are tested to identify weak points to improve and recognize strengths. Huang (2022) stated that self-

assessment is a beneficial tool that allows teachers to recognize their language progress and basic skills needed to teach classes.

As a result of a lack of training or practice, teachers do not perform well in speaking skills. The national curriculum covers basic to independent levels; nevertheless, most students are at the basic level. For this reason, when teachers deliver lessons to basic users, they create a lack of practice for independent or proficient English speakers. Teachers sometimes focus on improving accent because it sounds professional and sharp; however, there are other important subskills to develop, such as fluency, word choice, and grammar. Accent is not synonymous with teaching proficiency; it does not make a teacher good or bad. However, low speaking proficiency cannot motivate students to replicate the teacher's English skills.

Thus, self-regulating speaking skills provide a guide to improve speaking skills overall and address concerns by practicing with other English teachers or using digital tools as examples. Through self-evaluations, teachers improve their teaching strategies based on their weaknesses or polish their speaking skills. The study aimed to examine EFL teachers' self-evaluation and determine whether self-assessments improve English language performance by avoiding the loss of knowledge due to a lack of practice.

Based on the statements mentioned, further research must be carried out to understand the importance of self-assessment of speaking skills in EFL teachers. The researchers expect to collect data from ethnographic records to support the researchers' stance and then interview teachers to gather beliefs regarding self-assessment and relate its importance to teachers' performance. The research project seeks to raise awareness among teachers about speaking skills, support teachers in recognizing their impairment, and help them improve afterward.

Problem formulation

General question

- How does self-assessment work for promoting speaking skills in EFL teachers?

Specific questions

- What has been investigated regarding indicators for self-assessment in EFL teachers?
- What is the mechanism for self-assessment in EFL teachers to promote awareness of speaking skills?
- What are the beliefs of educators regarding self-assessment to promote speaking skills in EFL teachers?

Objectives

General Objective

- To explore Self-assessment to promote Speaking skills in EFL teachers by examining teachers' perceptions.

Specific Objectives

- To research the role of self-assessment for EFL teachers
- To determine self-assessment activities to promote optimal speaking skills in EFL teachers
- To consider EFL teachers' opinions about self-assessment as a strategy to promote speaking skills.

Justification

Speaking skills are crucial for engaging in basic communication, exchanging ideas, and so on; nevertheless, to reach that level, strong foundations in pronunciation and confidence must be built from the start of English practice. According to Castillo and Tenorio (2025), speaking

skills are difficult to acquire because avoiding pronunciation practice makes speech unintelligible and hinders oral skills. They suggest that daily practice is the key to success, using interactive activities to develop speaking skills.

Self-reflection activities are essential for measuring skills and realizing one's real English level. Self-assessment for EFL teachers provides awareness of English skills, with speaking skills as the focus of investigation because they are primary skills that cannot be overlooked. Amirian and Noughabi (2021) described the positive outcome for teachers and students about being conscious of English language abilities. Teachers who assess themselves can reinforce speaking skills along with teaching strategies by enhancing their language proficiency.

The research project analyzed self-assessment and its importance for EFL Ecuadorian teachers. The authors noted current issues in their investigation regarding teachers' English levels, so the relevance of studying self-assessment to support teachers is considered to produce better language outcomes and new standards in English education in Ecuador.

Chapter II

Theoretical Framework

This chapter presents resources that align with the thesis; the data collected relates to prior studies that support the research. The background compiles studies linked to the Self-Assessment (SA) of English-speaking skills with an approach to EFL teachers. On a pedagogical basis and theoretical framework, these sections gather the main theories of learning, the mechanisms of how speaking skills are produced, and indicators for SA on oral proficiency.

Background

According to Namaziandost et al. (2023), assessments are necessary in education and highlight that when teachers and students are constantly assessed, it promotes self-reflection and awareness of capabilities, improving abilities. The study demonstrated that assessments provide accurate information on current knowledge and skills, which is based on academic self-esteem, to help identify strengths and weaknesses in English language proficiency. Since teachers are a crucial part of education, they must possess strong knowledge foundations and advanced skills so that assessments provide feedback to reinforce weaknesses.

Han (2026) mentioned that self-evaluations follow a self-centered approach, which fosters the development of critical thinking and learning awareness. This philosophy is rooted in active learning, where knowledge is understood and later acquired, rather than a passive learning style typical of traditional teaching.

Kumar et al. (2023) analyzed the benefits of SA and peer assessment for speaking skills in elementary school students. They found that SA is a useful pedagogical tool for measuring speaking skills; this autoregulation helps students develop critical thinking when grading themselves. Furthermore, the students increase their motivation to achieve goals by addressing

errors in oral production. Through self-assessment, teachers emulate the role of facilitators, providing a supportive approach while addressing mistakes during lessons.

SA is a valuable technique for EFL education that helps students identify weaknesses and opportunities for skill development; this process helps students overcome the fear of speaking and build self-confidence. Students used to experience challenges speaking in lessons due to difficult grading; however, self-evaluation helps students grasp the rubric and academic standards, highlighting that teachers have to train students to assess oral skills and provide adequate rubrics (Moncayo and Ramirez, 2022).

According to Yigite (2026), self-assessments (SA) play an important role in encouraging students to assess their skills; however, this topic involves emotional threads such as engagement and critical thinking, which are principal abilities. Motivation is boosted when self-assessments are performed; teachers hand out worksheets, and after completing the activity, students evaluate their linguistic skills.

Guzman (2022) explained that self-evaluations must be performed using an established rubric; students estimated their knowledge and judged themselves, realizing their faults. Furthermore, the self-evaluation activity consisted of audio-recorded messages on WhatsApp that students could replay to identify mistakes; this activity fostered critical thinking and provided a safe place to practice English-speaking skills. Nonetheless, independent approaches help students become autonomous and thoughtful by increasing responsibility and commitment. However, monitoring and training of SA are essential in implementing autonomous speaking activities; teachers play the main role in reinforcing while students overcome struggles.

Alfianti (2022) demonstrated that, based on a self-regulating learning approach, students who make self-evaluations often tend to improve more in speaking skills. To notice results on

self-assessments, they must be implemented gradually to ensure comprehension of the rubrics and the grading process. Self-assessments should be performed regularly as a habit, so that students can track their progress and be involved in the learning process.

Pedagogical Basis

Constructivism

Constructivism is a learning theory developed by Jean Piaget and Lev Vygotsky in the 1900s that highlights a student-centered approach and the use of background knowledge to construct new knowledge and engage students; this process models the learning experience, resulting in knowledge acquisition by tailoring learning experiences (Xiao and Cui, 2025). Furthermore, cooperative activities based on group work permit interaction among learners; this scenario creates an atmosphere of knowledge exchange and the construction of strong foundations.

Peters (2021) analyzed teaching strategies such as project-based learning and explained the mechanism of study based on constructivist principles. Projects are group activities that focus on researching a topic, in which students exchange ideas and compile concepts. Because of the complexity of the topic, they construct knowledge founded in critical thinking to elaborate on the topic correctly.

Jetty (2023) developed a study analyzing constructivism and self-assessment in education, since the constructivist approach involves social interaction, meaning-making, and personal reflection. Self-reflection provides students with autonomy, which facilitates student engagement. Furthermore, it promotes the active role of students as the center of the learning process, also making students rely on real knowledge based on experiences rather than memorization.

Mudi (2024) described the role of self-assessment in education, analyzing it through a constructivist lens. Self-assessment engages students in the educational process and is connected to understanding. Tools such as rubrics, checklists, or reflective journals support self-assessment. Moreover, evaluating their academic work enhances critical skills, enabling them to recognize mistakes and set learning strategies.

Golubićhi (2023) concluded that constructivism encourages self-assessments, allowing students to reflect on their learning process so that they can address weaknesses. Presentation sessions. The researcher uses portfolios because they create a learning experience that includes originality, creativity, and flexibility; in this manner, students realize their understanding of topics. Self-assessments are individual activities that use background knowledge to acquire new information; they align with constructivism by using prior knowledge to assess Speaking skills and interaction with classmates. The individual rates capabilities by transparently using indicators to measure real English level; afterward, the students are motivated to make corrections to their speech.

Meta-cognitivism

Metacognition operates through thinking processes that analyze one's behaviors and attitudes by performing self-analysis of the learning process, which opens up for feedback. By internalizing ideas of learning outcomes, students are motivated to discover whether they have achieved the learning objectives through self-reflection (Jones, 2026). The mental process becomes judgmental of actions, making individuals realize opportunities for improvement and bringing up the motivation imparted by teachers during feedback sessions.

According to Nguyen (2025), metacognition is an important pedagogic practice aimed at helping teachers self-evaluate their performance. This practice supports students' learning, since

teachers have to deliver proper knowledge and stay in practice to retain it. Teachers should perform self-evaluations to understand their current English language skills, and double-checking helps address concerns and improve.

Rickey et al. (2025) noted that Self-assessment is catalytic to self-regulated learning. It enables learners' critical thinking skills so that they can monitor their performance by reflecting on their learning achievement standards. Meta-cognitivism is widely implemented in schools, and self-assessment serves as a driver of self-regulated learning, promoting creativity, self-efficacy, and academic achievement. Given that self-assessment appears foundational for promoting educational outcomes of self-regulated learning grounded in metacognition, it is important to connect it with knowledge.

Basim et al. (2025) stated that metacognition is a thinking skill involving self-regulation, allowing students to model their learning process. This research explored the use of metacognitive skills through SA aimed at making students more aware of their performance. The metacognitivism approach adapts activities to improve student self-reflection and optimize time and autonomy. Self-assessments are usually used to grade one's own mistakes; however, SA can use approaches to discover whether students connect with and understand the topic, forcing students to provide their initial conceptual assimilations.

According to Hartelt and Martens (2024), self-regulated learning and metacognition share a conception of individual activities supported by their language backgrounds. When self-assessment activities accompany metacognition and self-regulated learning, they accordingly support self-control, referring to knowledge awareness and regulation of one's thinking (Checa and Marqués, 2023).

Self-Regulation

Self-regulation is an autonomous practice of adapting and regulating the learning process. This process combines educational psychology and the English language as a foreign language. This pedagogic tool is a dynamic approach that helps English learners become conscious of their proficiency and start setting learning goals, considering their background (Zhong, 2025). Furthermore, students choose self-regulation when they feel independent. In the domain of the topic of English language level, the students use their knowledge to practice and reinforce skills, providing self-made noticing gaps to cover

Theoretical Basis

Peer Assessments vs Self-Assessments

Panadero and Tapia (2013), as cited by Cuesta et al. (2022), stated that there are two types of assessments, one aimed at students to gather insights into new knowledge acquired in class. This assessment combines metacognition and self-awareness of the learning process; students freely exchange perceptions and recall parts to clarify. Teachers can also verify if the students understand the class, which serves as a pedagogical tool for both parties. On the other hand, SA, related to self-regulation, requires autonomy for individuals when creating new knowledge. This means that students verify knowledge through internal practice, performing their own research, and using strategies to grasp content. Lastly, teachers examine students' self-monitoring to support them with mistakes during activities.

Self-Assessment

Ernst et al. (2023) stated that SA works to measure self-regulation and professional knowledge; self-assessments can contribute to identifying weaknesses in one's professional knowledge. This approach permits individuals to self-regulate and recognize weaknesses and

opportunities to improve their skills. Cuesta et al. (2022) defined SA in EFL education as a reliable means to evaluate the teaching-learning process. It encourages learners' reflection to address gaps in knowledge and overcome weaknesses to accomplish learning goals. The analysis of capacities urges learners to construct their own knowledge, fostering critical thinking and succeeding in English language learning.

According to the study developed by Wang et al. (2023), the SA can be categorized as either formative or summative because of its applications in reinforcing knowledge or grading English language skills. However, the researchers agreed that using SA with a formative approach is feasible to motivate students to evaluate their skills in a practice session instead of a demanding summative activity.

Porras (2023) stated that SA activities provide self-reflection on mistakes, which helps students to reflect on real knowledge. Furthermore, it encourages students to address strengths and weaknesses, direct their effort toward achieving goals, and be responsible in the learning process. It was also described as challenging, such as convincing conventional teachers to adapt this assessment to their teaching plans; however, student-centered approaches can be easily adopted, and weaknesses can be addressed and improved.

Self-Assessment activities for Speaking skills

Sintayani and Adnyayanti (2022) mentioned that SA is quite beneficial for students' speaking performance and also supports improvement in English skills. Students can consciously identify weaknesses and strengths, which motivate them to improve further. Then, self-efficacy plays an important role in using backgrounds as measurements, and it is also related to confidence and awareness of capabilities. As they become more motivated to improve themselves, their speaking performance will eventually improve as they are no longer tied to the

shyness and anxiety they once experienced. SA enables students to not only recognize their weaknesses but also identify their strengths, thereby discovering areas for improvement to enhance their speaking abilities (Vera and Pinargote, 2023).

According to Nigora (2024), multiple activities are designed to develop speaking skills through self-assessment. Most informal evaluation consists solely of student observation and monitoring of classroom activities.

Table 1

Self-assessment activities for speaking skills

Self-assessment activity	Objective
Role-playing/ Group activities	To promote reflection among students, realizing setbacks in speaking skills.
Speeches topic	To help students develop a topic and listen to other students' replies to clarify ideas.
Real-world scenarios	To emulate real-world scenarios to push students to speak in the classroom daily about topics or situations
Tape of a video recording	To make students reflect on their recordings, analyzing speaking skills deficiencies, such as body language or word choice
Platforms	To use media resources or platforms to practice speaking skills and improve scores, addressing concerning areas.

Note. Review of the most popular speaking skills self-assessments (Nguyet, 2024).

Rubric for Self-assessment in Speaking Skills

Nguyet and Huong (2023) analyzed rubrics for SA speaking skills among other English skills. Rubrics are composed of criteria and scores, which are part of the grading system. It highlighted that by implementing a rubric in self-evaluation, students become more transparent

when grading. Rubrics are important parts of the evaluation process. Students had better perceptions of their own performance, and they were sincere at the moment of grading, showcasing their academic ethics. The students responded positively to rubrics, which helped them enhance their self-reflection and self-regulation; as a result, their English language skills improved.

Table 2

Speaking Skills rubric

No.	Criteria	Score 4	Score 3	Score 2	Score 1
1.	Pronunciation	Pronunciation can be understood even with a certain language accent	There are problems in pronunciation that make listeners have to focus and sometimes cause misunderstandings	Difficult to understand due to problems with pronunciation and repeated repetition of words	Almost always, words that are not clear in pronunciation come out, so they cannot be understood
2.	Structure	Almost no grammatical errors were found	There are some grammatical errors, but they do not affect the meaning of the story.	Many language errors affect the meaning of the story and often require corrective sentences.	Grammar is so bad that conversations are hard to understand
3.	Vocabulary	Sometimes the	Often uses inappropriate	Using the wrong	Vocabulary is very limited, so it

		pronunciation is not correct and requires further explanation due to inappropriate vocabulary.	vocabulary, so pronunciation in speech becomes limited.	vocabulary, so it cannot be understood	is not possible to speak fluently
4.	Speaking Fluency	Speaks fluently, with very few encounters with difficulties	Not too fluent because they have difficulty expressing the language	Often hesitates and stops because of language limitations	Frequently pauses and is silent while talking
5.	Talk Content	The entire contents of the expression can be understood even though there are occasional repetitions in certain parts.	Most of the contents of the expressions are understandable although there are some repetitions.	It is difficult to express some words or sentences in the presentation of the story.	Incomprehensible even in simple words

Note. Example of a speaking skills rubric

Speaking skills

Speaking has been recognized as one of the most important English language skills since it is a primary means of communication. Zega (2025) defined speaking skills as the ability to convey ideas in verbal communication, exchanging ideas or opinions through verbal interaction.

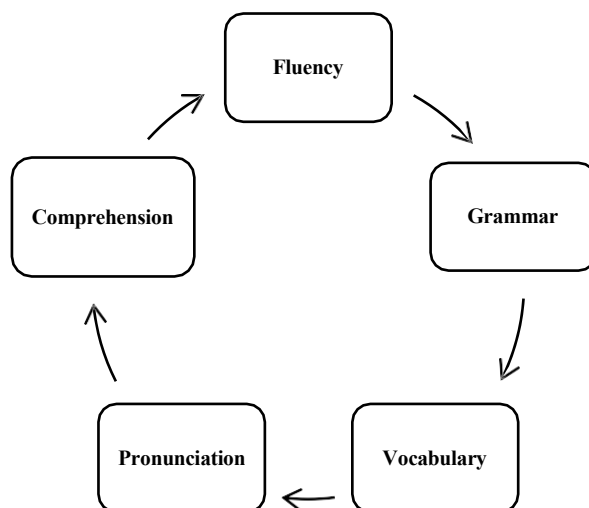
It also highlighted the importance of mastering speaking skills as a priority to engage in communication and open opportunities. To develop adequate Speaking skills, the learner must be naturally exposed to L2. It is recommended to teach speaking skills using real situations to develop meaningful learning experiences. Teachers must use activities that promote language acquisition naturally, emphasizing critical thinking to encourage students to use the foreign language to express opinions or points of view (Huy et al., 2024).

According to Zheng et al. (2023), self-assessments have been recognized as an alternative pedagogical tool that can be used to improve speaking skills. The study focused on using video-based activities to assess speaking skills; these activities provide students with insights into their current performance. Students who used self-assessment could overcome public speaking and other mistakes during their speech. Lastly, self-assessments should be executed for students with high anxiety levels, introducing activities that are within their current knowledge scope.

Santos and Ramírez (2023) stated that giving students a voice in the learning process is important. Students' perspectives on self-assessment showed the importance of this technique for them. They were aware of their learning mistakes, and when the participants realized they were improving, they became more motivated to learn. Identifying these students' points of view would make it possible to get this valuable information.

Speaking Subskills

According to Kamaraj et al. (2026), speaking skills are influenced by other factors, including a five-component structure of speaking skills, such as fluency, grammar, vocabulary, pronunciation, and comprehension. These subskills play a crucial role in speaking skills because they form the foundation of speaking.

Figure 1*Speaking sub-skills*

Note. Chart of speaking subskills; Kamaraj et al. (2026).

Fluency is the skill to speak without trouble or hesitation, using correct grammar and delivering information accurately. Grammar is related to parts of speech and correct syntax to convey data properly. Vocabulary refers to a wide range of words that permit individuals to express themselves using correct words. Pronunciation involves producing clear, intelligible speech sounds. Finally, comprehension is the ability to understand the interlocutor and respond appropriately, facilitating communication.

Legal Basis

Constitución de la República del Ecuador

The Republic of Ecuador's 2008 Constitution treats education both as a right and a duty of the State. Because it is an inescapable duty, education is the highest priority for public policy and State investment. This is because it is a necessary condition for achieving buen vivir (good living conditions). Importantly, those fulfilling this duty are not limited to the State. Instead, all parties involved in this educational process are held responsible, including families and society at large. (Constitución de la República del Ecuador, 2008).

Article 27 focuses on the learner, and so it requires that the system be strictly human-centered. It ensures the holistic development of learners within a framework informed by respect for human rights, a democratic culture, and a sustainable environment. The only way to truly serve the people is for the educational experience to be participative, intercultural, and inclusive, and for it to be of high quality and warm. However, more than that, Article 27 ensures that the system extends the educational experience beyond basic academics to foster gender equity, justice, and peace. By stimulating critical thinking and the arts, and even physical culture, as well as the skills needed to create and work, education becomes a strategic axis in national development and in constructing a sovereign country. (Constitución de la República del Ecuador, 2008).

Article 28 sets out the concrete legal guarantees required to protect this system. It explicitly states that education must always be subject to the public interest and can never be subjugated to individual or corporate interests. The State guarantees universal access, retention, mobility, and graduation without discrimination, while making attendance at the three lower levels of the system obligatory: initial, basic, and secondary. Recognizing that true knowledge is to be gained in the classroom and beyond, this article encourages an intercultural dialogue across formal school and non-school settings. Finally, ensure that there are no financial barriers to accessing education. Article 28 dictates that public education must be accessible to everyone, strictly secular, and, most importantly, always free of charge up to and including the third level of higher education. (Constitución de la República del Ecuador, 2008).

Ley Orgánica de Educación Intercultural (LOEI)

According to the Organic Law of Intercultural Education (LOEI) 2018, the Ecuadorian government sets strict legal structures to guarantee that education acts as a guaranteed right, a duty of the state, and a system that is constantly scrutinized.

Article 4 considers education as a guaranteed human right and a condition for the realization of all other human rights. All inhabitants of Ecuador are holders of the right to a quality, secular, and completely free education in the initial, basic, and baccalaureate levels. In addition, the National Education System must ensure the exercise of the constitutional rights above by assisting continuous, lifelong learning in formal and non-formal contexts (Ley Orgánica de Educación Intercultural, 2018).

Article 5 stipulates that education is an inescapable and inexcusable duty of the State. The government must guarantee universality throughout the educational continuum of the person by generating the conditions necessary to ensure equal opportunities to access, remain in, mobilize through, and graduate from education services. To guarantee these specific standards of public, quality, secular, and free education, the State exercises strict stewardship of the entire system through the National Educational Authority (Ley Orgánica de Educación Intercultural, 2018).

Article 68 enforces and measures the quality of education through the National Evaluation System. An official Institute must carry out comprehensive internal and external evaluations based on standards set by the National Educational Authority. This includes continuously assessing specific indicators, such as students' academic performance, academic administrators' and teachers' performance, institutional management, and curriculum application. To ensure true inclusivity, the intercultural bilingual education system's evaluation must be

conducted in the respective native nationalities' languages, along with Spanish. Finally, the law requires the National Educational Authority to provide all available information to the Evaluation Institute to ensure these accountability functions are realized (Ley Orgánica de Educación Intercultural, 2018).

This chapter reviewed several scientific papers related to the variables; it analyzed their impact on the development of English Language Skills. It presented the authors' positions on experimenting with SA and the learning outcomes of its application in the classroom, which influence improvements in speaking skills. The theories involved in self-interaction supported a connection with socio-constructivism and self-regulation. They were also described as the basis of variable concepts such as SA and speaking skills. Lastly, the legal basis explained Ecuador's commitment to providing quality education (Ley Orgánica de Educación Intercultural, 2018).

The next chapter will elaborate on the research methodology, aiming to analyze a phenomenon in education. Researchers will use qualitative methodology to analyze teachers' perceptions. Through interviews, a qualitative technique that consists of extracting information using a questionnaire, which includes open-ended questions. The participants belong to a population of English teachers from Santa Elena province; however, the sampling will focus on English language teachers. The information will be analyzed to provide initial insights into the research project.

Chapter III

Methodological Framework

Method

Qualitative Research

Qualitative research methodology refers to the use of techniques and instruments that collect non-statistical and non-numerical data. This method is widely used in the social sciences and humanities. Furthermore, it provides a lens for learning about phenomena such as people's experiences, languages, histories, and cultures (Bhangu et al. 2023).

The investigation employed qualitative research because the study focused on variables associated with individuals' perceptions of situations and experiences. The study explores the role of self-assessment in raising awareness of the Speaking skills of EFL teachers. Moreover, it involves testing theories of self-assessment among English users, such as English teachers, along with English educators' arguments.

To explore English teachers' perceptions, researchers will use semi-structured interviews. According to Adeoye and Olenik (2021), semi-structured interviews are widely used for educational research, allowing participants to break down their thoughts, elaborate complex arguments, and provide further details. English teachers interviewed have to be experienced in self-assessment, focusing on evaluating themselves.

Phenomenological approach

Over the years, the phenomenological approach has been used to examine perceptions, emotions, self-consciousness, and ultimately the truth of human thoughts. Researchers use phenomenology to address problems using subjective analysis. These events are examined by

pondering characters' beliefs to deliver an accurate interpretation of the phenomenon (Zahavi, 2025).

According to Stolz (2022), phenomenology is commonly used in educational research because it supports understanding of remarkable events in general education. The human and social sciences are areas of scientific concern that must be studied using phenomenology. Furthermore, the phenomenological approach explores beliefs and experiences that must be understood to provide research results; these collected data must be connected with the variables of investigation.

Implementing self-assessment in teachers' practice could positively improve English language skills, such as Speaking skills, which is a variable of investigation. The researchers are willing to explore the relationship between self-assessment and speaking skills to improve speaking proficiency among EFL teachers.

Data Collection Techniques

Semi-structured interviews

According to Karatsareas (2022), interviews are the most commonly used method for data elicitation in the social sciences. Semi-structured interviews are the opposite of yes/no questions; these interviews are divided into two ways of execution. Semi-structured interviews allow researchers to cover every important detail to develop an overview of findings. First, interviewers do not necessarily follow a script; the interview ensures participants feel comfortable so that questions can be extended to touch sub-variables of investigation.

Ruslin et al. (2022) stated that semi-structured interviews are popularly used among educational researchers to allow teachers, students, or other members of the educational community to contribute to the investigation. The configuration of these interviews is designed

to push participants to provide a detailed breakdown of their experiences, uncovering the mechanisms of phenomena.

The semi-structured interviews were launched using specific questions to extract valuable data from participants. They were able to think deeply about the self-assessment for speaking skills and the English teachers' reflection about speaking proficiency. The semi-structured interviews were adapted to be conducted via Zoom video calls to provide flexibility for participants and ensure their attendance.

Data Collection Instruments

Questionnaires

Questionnaires are also known as survey guides; they are data collection instruments used for qualitative research. The questionnaires are designed using standardized questions aligned to research questions. The questionnaires are composed of open-ended questions using an empathetic format to gather demographic information. The researcher analyzes the adaptation of questionnaires for online education, noting its benefits for teachers and students (Pitura, 2023).

Researchers create a series of interactive questions to allow participants to engage in deep conversations about self-assessment relevance, maintain appropriate speaking skills, and help teachers deliver proper English skills. Nonetheless, the questionnaires must be approved before being executed.

Open-Ended Questions

Open-ended questions facilitate a smooth dialogue between interviewers and participants, focusing on the study variables. This approach helps researchers identify variables and encourages participants to describe their experiences in detail. These dynamic questions allow researchers to gain deeper insights into participants' attitudes about the investigation (Hadler,

2025). Incorporating open-ended questions into the questionnaire enhances the instrument's overall accuracy. Researchers structured these questions around research variables to facilitate a guided conversation about self-assessment of speaking skills, using clear questions to target inquiries.

Data Collection Processing

The data collection process supports researchers in inquiries about the execution of the research instruments. The process of analyzing the data collected from the semi-structured interviews is connected to the third objective, which states the analysis of English teachers' experiences and beliefs about Self-assessment for Speaking skills directed to EFL teachers.

Table 3

Data collection, processing, and resources

Questions	Explanations
What?	Semi-structured interviews
Where?	Jefferson Bilingual Educative Institution and COMIL Educative Institution
When?	2026
How?	Eight questionnaires, eight open-ended questions
What for?	To consider five EFL teachers' opinions about self-assessment as a strategy to promote speaking skills.

Note. The table explains the data collection process

Population and Sample

The population is a group of people who share qualities that are important to the study's objectives. Selecting the population is important to ensure solid findings and support the

investigation's conclusions (Willie, 2024). The target population is English teachers of Santa Elena province who are actively teaching in private or public institutions. They are an appropriate population for sampling.

The sample focuses on individuals who closely align with the objectives of the investigation, as sampling is important for discriminating between groups and selecting the best people to be assessed (Samuel, 2025). The sample was chosen from English teachers at two schools, namely Jefferson Bilingual Educative Institution and COMIL Educative Institution. The sample selected was five English teachers; the sample is divided into three English teachers who work in Jefferson Salinas and two English teachers in COMIL. They will elaborate on the relevance of self-assessment of speaking skills in English teachers based on their backgrounds and personal experiences assessing speaking skills through self-assessments.

After launching the semi-structured interviews with the English teachers, the use of open-ended questions will allow participants to elaborate on their answers. This data collection will be analyzed and considered with the authors' studies to model the analysis of findings and discussions, generating preliminary conclusions and recommendations.

Chapter IV

Analysis of Findings

Brief Analysis of Findings

The data collected demonstrated that self-assessment is a tool that helps English teachers reflect on their performance and recognize strengths and weaknesses in their speaking proficiency. Furthermore, self-evaluation allows teachers to become aware of their speaking skills, identify pronunciation mistakes, and improve overall confidence and fluency.

However, some limitations exist because certain educators feel that self-assessment is mostly for grammar or beginners, and that it is not perfect for checking advanced accuracy. Therefore, they caution that independent review should be complemented with professional teacher feedback or objective evaluation guidelines to properly spot structural flaws.

Interpretation of Data and

Analysis Table 4

Perceptions of self-assessments

Question	1.- What is your perception of using self-assessment for speaking skills to evaluate speaking proficiency?
Answers	Educator 1: Invaluable anxiety-reducing tool. Educator 2: Confidence progress-analysis tool. Educator 3: Level-checking placement. Educator 4: Progress reflection method. Educator 5: Grammar check limitation.
Authors	Namaziandost et al. (2023); Han (2026)

Note. Table 4 details specific educator perceptions of EFL speaking self-assessments, balancing formative benefits like anxiety reduction and progress tracking against limitations in evaluating grammatical accuracy.

Perceptions of self-assessments

Educator 1 stated that from his perspective as an EFL teacher, self-assessment is an invaluable tool that lowers students' speaking anxiety and builds their confidence. By actively evaluating their own performance against clear rubrics, learners develop stronger metacognitive awareness and take ownership of their fluency and pronunciation goals. It shifts them from passive language producers to autonomous, reflective communication. Educator 2 stated that the pedagogical tool helps students analyze their progress, improve their confidence in their skills, and gain a clear idea of their weaknesses. Educator 3 stated that he usually uses tools like the English Test, the British Council Test, or the EF Test. They let me check my English level through placement tests. Educator 4 stated that self-assessment is a valuable tool to evaluate my speaking proficiency because it allows me to reflect on my own performance, identify areas for improvement, and become more aware of my progress. However, it should be complemented with teacher feedback to have a more objective evaluation. Educator 5 mentioned that teachers mostly fail in grammar when using speaking skills. It is recommended to split speaking into speaking subskills. In self-assessment, the student can use an app to check whether his/her pronunciation is correct, but for accuracy, it is better to have an EFL teacher as an evaluator.

According to the study of Namaziandost et al. (2023), assessments are necessary in education and highlight that when teachers and students are constantly assessed, it promotes self-reflection and awareness of capabilities, improving abilities. Han (2026) mentioned that self-evaluations follow a self-centered approach since they are non-controlled activities, which foster the development of critical thinking and learning awareness.

Table 5

Self-assessment activities to develop speaking skills.

Question	3.- What activities are employed to make self-assessments for speaking skills?
Answers	Educator 1: Recorded task portfolios. Educator 2: Practical lesson checklists. Educator 3: Interactive platform tasks using technology. Educator 4: Presentation rubric checklists. Educator 5: Random conversation recordings
Authors	Guzman (2022); Mudi (2024)

Note. Table 5 outlines the specific activities implemented for speaking self-assessments, highlighting practical checklists, recorded portfolios, and interactive digital tasks designed to track learner oral progress.

Self-assessment activities to develop speaking skills.

Educator 1 stated that this is done through recorded speaking tasks (like video blogs or podcasts). Other effective activities include structured peer-and-self-feedback sessions after class presentations and the use of regular reflection journals or 'Can-Do' digital portfolios to track speaking progress over time. Educator 2 mentioned recording a video, checklists, and rubrics; Educator 3 stated that working with online platforms such as Speakeasy improves speaking skills. Educator 4 noted that self-assessment activities for speaking skills include recording voice, listening to pronunciation and fluency, using a checklist or rubric, and reflecting on vocabulary, grammar, and confidence after speaking tasks or oral presentations. Educator 5 noted that self-recording is a good option, especially for a random conversation, and then listening to the recording to spot any mistakes.

Guzman (2022) explained that self-evaluations must be performed using an established rubric; the self-evaluation activity consisted of audio-recorded messages on WhatsApp that students could replay to identify mistakes; this activity fostered critical thinking and provided a

safe place to practice English-speaking skills. Mudi (2024) stated the role of self-assessment in education; tools such as rubrics, checklists, or reflective journals support self-assessment.

Table 6

Self-assessment rubrics to assess speaking skills.

Question	4. What rubric indicators do self-assessments use to assess speaking proficiency?
Answers	Educator 1: Core student-friendly frameworks. Educator 2: Fundamental subskill parameters. Educator 3: Evaluative structure components. Educator 4: Syntax coherence factors. Educator 5: Fluency accuracy metrics.
Authors	Sintayani and Adnyayanti (2022); Santos and Ramírez (2023)

Note. Table 6 identifies key rubric indicators used in speaking self-assessments, emphasizing student-friendly frameworks, foundational subskill parameters, and essential metrics like syntax, coherence, fluency, and accuracy.

Self-assessment rubrics to assess speaking skills.

Educator 1 stated that Self-assessment rubrics typically rely on core communicative indicators adapted into student-friendly 'Can-Do' statements. These include fluency and coherence (the ability to speak smoothly without excessive pausing), lexical resources (vocabulary range and accuracy), grammatical range and accuracy, and phonology (pronunciation, intonation, and comprehensibility). Educator 2 mentioned vocabulary, fluency, grammar, and pronunciation as important elements to ponder during self-assessment activities. Educator 3 stated that fluency, pronunciation, vocabulary level, and sentence structure must be properly graded on the SA rubric for speaking skills. Educator 4 stated that the rubric indicators for self-assessment in speaking proficiency are pronunciation, fluency, vocabulary, grammar, coherence, and confidence. These indicators help to identify clear communication and aspects to

improve speaking performance. Educator 5 stated that pronunciation, fluency, and accuracy are important.

Nguyet and Huong (2023) analyzed rubrics for SA speaking skills among other English skills. It highlighted that implementing a rubric for self-evaluation makes students more transparent in their grading. Moncayo and Ramirez (2022) highlighted that self-evaluation helps students grasp the rubric and academic standards, and that teachers have to train students on how to assess oral skills, providing adequate rubrics.

The preliminary findings reveal that self-assessment functions as an effective tool for English teachers to reflect on English proficiency, identify pronunciation mistakes, and take responsibility for their speaking proficiency. Furthermore, by engaging in self-reflection activities such as reviewing self-recordings and using platform interactivity, teachers can analyze their spontaneous speech patterns and spot their weaknesses. Therefore, the researchers provided advice on the self-evaluation procedure, highlighting that it must be paired with external feedback or objective evaluation guidelines to identify structural flaws and maintain objectivity.

The next chapter will condense these findings to deliver conclusions of SA to improve speaking skills in English teachers. Focusing on data interpreted along with theories, the conclusions are based on research objectives to answer the inquiries of researchers. The recommendations are based on conclusions to analyze concerns for future investigation and feasibility.

Chapter V

Conclusions and Recommendations

Conclusions

The research project explored the crucial role of SA in speaking activities focusing on English teachers. SA for speaking skills provides longitudinal practice that involves several assessments to track speaking skill levels during the English teaching service. Moreover, English teachers used to employ self-assessments as daily practice and in situations with challenging subjects.

Furthermore, English teachers used SA as a tool to prepare for international certification exams; they highlighted that SA for speaking skills improves overall performance, allowing the possibility of exceeding expectations in speaking skill scores. They demonstrated that SA must be integrated as a lifelong practice to ensure English proficiency. Lastly, SA encourages teachers to raise awareness of the importance of speaking skills in building a solid foundation for oral proficiency.

SA for speaking skills also faces challenges, such as bias and internal conflicts. Teachers may experience overconfidence and overlook errors when avoiding SA. Their self-perception can be skewed if they act with bias when self-regulating speaking skills. English teachers must use self-evaluations to reflect on their mistakes, such as gaps in grammar or in oral proficiency, and identify a strong accent that hinders pronunciation.

To conduct adequate SA, educators use digital tools because they are reliable resources for measuring English skills and reducing grading bias. English teachers prefer digital tools used to assess Speaking skills, such as English test web pages where teachers practice speaking topics and record themselves using mobile devices. This is a common practice of SA employing

recorded task portfolios and rubrics to measure main and sub-speaking skills. Furthermore, online platforms such as the British Council Test mobile application or the EF Test interactive platform tasks were other alternatives for self-assessing speaking skills. Also, virtual exchange platforms help to practice speaking skills and social skills with other English speakers.

Recommendations

It is suggested that teachers must constantly upgrade or practice their knowledge of English skills, aiming at promoting speaking skills development. The objective of SA speaking activities is to assess skills, address mistakes, and reinforce them. The use of SA supports self-reflection on our own performance and encourages us to prepare for future certifications or training.

Furthermore, SA activities that facilitate addressing speaking skills involve recording tasks to evaluate skills using proper rubrics. It is recommended to perform SA to ensure speaking skills align with the English level expected to teach, so including SA as practice ensures students are not taught incorrect pronunciation or a lack of fluency in expressing ideas. Therefore, SA activities serve as an important tool when performing a deep analysis of oral communication to validate ideas, allowing teachers to reflect on speaking skills.

Other educators often rely on external feedback from other English teachers, expecting the same objectivity as structured evaluations. Teachers have to acknowledge their weaknesses before using self-directed activities and grading them. Teachers have to implement SA speaking skills daily, considering the English level based on the professional requirement and future achievement; the practice has to be aligned to strengthen speaking skills, and planning challenging speaking activities.

English teachers are encouraged to develop their speaking skills to ensure students have trained professionals and meet English-level proficiency requirements. Educators have to raise awareness of performing SA to confirm they have optimal speaking skills proficiency and develop their teaching practices. Practice and discipline are key to improving English skills and reflecting on our performance, encouraging us to improve and succeed in speaking skills.

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Annexes

Annex A: Certificate of Antiplagiarism

La libertad, 18 de julio de 2026

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “SELF ASSESSMENT TO PROMOTE SPEAKING SKILLS IN EFL TEACHERS” de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 7% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,

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Annex B: Compilatio certificate.

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Annex C: Questionnaire

Questionnaire

Self-assessment to promote Speaking skills in EFL teachers

1. What is your perception of using self-assessment to measure English language skills?
2. What is the importance of self-assessment of English skills?
3. What activities are employed to execute self-assessment for speaking skills?
4. What rubric indicators does self-assessment use to assess speaking proficiency?
5. What are the outcomes of using self-assessment activities to evaluate speaking skills?
6. Have you ever performed self-assessment activities by yourself to address issues in your speaking skills? Could you describe your personal experience?
7. How do self-assessment techniques promote the development and reinforcement of Speaking skills?
8. Based on your experience, do you ever recommend self-assessment activities to promote the enhancement of speaking skills in English teachers?

Annex D: Tables

Questions	Teacher Answers	Supporting Authors
1.- What is your perception of using self-assessment for speaking skills to evaluate speaking proficiency?	Interviewee 1: From my perspective as an EFL teacher, self-assessment is an invaluable tool that lowers students' speaking anxiety and builds their confidence. By actively evaluating their own performance against clear rubrics, learners develop stronger metacognitive awareness and take ownership of their fluency and pronunciation goals. Ultimately, it shifts them from passive language producers to autonomous, reflective communizers. Interviewee 2: Using self-assessment for speaking skills is a powerful formative tool that fosters metacognition, builds student autonomy, and lowers classroom anxiety by shifting the focus to self-reflection. However, because	Wang et al. (2023): Agreed that using self-assessment as a formative tool was feasible to motivate students. Sintayani & Adnyayanti (2022): Stated it helped students overcome shyness and anxiety while building confidence.

learners, especially at lower proficiency levels, often lack the linguistic awareness to judge their own accuracy objectively, it cannot serve as a standalone summative grade. To be truly effective, it must be structured around clear, action-oriented "Can-Do" criteria, utilized alongside recorded audio or video tasks, and balanced with objective teacher feedback.

Interviewee 3: I usually use tools like the English Test, the British Council Test, or the EF Test. They let me check my English level through placement tests.

Interviewee 4: I consider self-assessment a valuable tool to evaluate my speaking proficiency because it allows me to reflect on my own performance, identify areas for improvement, and become more aware of my progress. However, I believe it should

be complemented with teacher feedback to have a more objective evaluation.

Interviewee 5: My perception is that all students have to use self-assessment to improve their speaking skills.

2.- What is the role of performing self-assessment of speaking skills?

Interviewee 1: The primary role of self-assessment is to drive learner autonomy and self-regulation. It serves as a diagnostic tool for students to pinpoint their own linguistic gaps, helps them actively monitor their speech output, and transforms evaluation into personalized goals for communicative growth.

Han (2026): Mentioned it followed a student-centered approach that fostered autonomy and learning awareness.

Rickey et al. (2025): Noted that self-assessment acted as a catalytic driver of self-regulated learning.

Interviewee 2: It plays an important role because it helps our students improve their speaking skills and build more confidence.

Interviewee 3: The goal would be to become a teacher who is confident in their language proficiency and knowledge, able to express

ideas with confidence, all thanks to self-assessment.

Interviewee 4: The role of self-assessment in speaking skills is to help me reflect on my performance, recognize my strengths and weaknesses, and take responsibility for my improvement. It also allows me to monitor my progress and become more confident and aware when speaking English.

Interviewee 5: We need to learn by ourselves every day because

3.- What activities are employed to make self-assessments for speaking skills?

Interviewee 1: In the classroom, this is done through recorded speaking tasks (like video blogs or podcasts) where students use a checklist to evaluate their own fluency and grammar. Other effective activities include structured peer-and-self feedback sessions after class presentations, and the use of regular reflection journals or "Can-Do" digital

Guzman (2022): Focused on activities like audio-recorded messages to replay audio and identify mistakes.

Mudi (2024): Stated that tools like rubrics, checklists, or reflective journals supported self-assessment.

portfolios to track speaking progress over time.

Interviewee 2: To make self-assessment for speaking skills actionable in the classroom, teachers employ structured activities like audio or video rubric checklists, where students record a task and evaluate themselves using clear "Can-Do" statements.

Interviewee 3: I enjoy working with speaking and improving

Interviewee 4: The activities I use for self-assessment in speaking skills include recording my voice, listening to my own pronunciation and fluency, using a checklist or rubric, and reflecting on my vocabulary, grammar, and confidence after speaking tasks or oral presentations.

Interviewee 5: Series and Movies in English to learn new phrases. Speaking with

	native speakers and practicing alone during the day by speaking with ourselves as if we were talking to other people (Like an imaginary interview or something like that).	
4.- What rubric indicators does self-assessment use to assess speaking proficiency?	Interviewee 1: Self-assessment rubrics typically rely on core communicative indicators adapted into student-friendly "Can-Do" statements. These include fluency and coherence (the ability to speak smoothly without excessive pausing), lexical resource (vocabulary range and accuracy), grammatical range and accuracy, and phonology (pronunciation, intonation, and comprehensibility). Additionally, it evaluates task achievement by measuring how effectively the student conveyed their message or completed the interaction.	Nguyet & Huong (2023): Showed that clear criteria and rubrics helped students become more transparent and sincere when grading performance. Moncayo & Ramirez (2022): Highlighted that teachers had to provide adequate rubrics for oral skills.
	Interviewee 2: Self-assessment rubrics for speaking proficiency	

typically use clear, action-oriented "Can-Do" indicators derived from frameworks like the CEFR, focusing on fluency (the ability to speak without excessive pausing), vocabulary range (having the right words for the topic), and grammatical accuracy (correct sentence structure).

They also incorporate indicators for pronunciation and comprehensibility to measure how easily others can understand them, as well as interactive capability, which assesses how effectively the student can negotiate meaning and maintain a conversation.

Interviewee 3: I thought Fluency, Pronunciation, vocabulary level, and grammatical sentences.

Interviewee 4: The rubric indicators I use for self-assessment in speaking proficiency are pronunciation, fluency, vocabulary,

grammar, coherence, and confidence. These indicators help me identify how clearly I communicate and what aspects I need to improve in my speaking performance.

Interviewee 5: I am not sure about the rubric indicators used in self-assessment, sorry.

5.- What are the outcomes of using self-assessment activities to evaluate speaking skills?

Interviewee 1: The primary outcomes include a noticeable reduction in student speaking anxiety and a major boost in classroom confidence.

Students develop stronger linguistic self-awareness, allowing them to recognize and correct their errors in fluency and pronunciation independently. Ultimately, it leads to increased student autonomy, higher engagement during speaking tasks, and more targeted, self-directed improvement.

Vera & Pinargote (2023): Stated that self-assessment enabled students to recognize weaknesses and discover areas for improvement to enhance speaking.

Porras (2023) & Espinoza (2021): Explained that it directed effort towards goals and increased responsibility.

Interviewee 2: When incorporated effectively, self-assessment activities significantly enhance student

autonomy and metacognitive awareness. By evaluating their own performance against explicit criteria, learners transition from passive recipients of feedback to active managers of their own progress. This reflective process forces them to critically analyze their production, helping them pinpoint precise areas of grammatical or phonological difficulty, which ultimately drives targeted, self-directed language improvement.

Interviewee 3: In my experience, self-assessment activities have helped me become more aware of my strengths and weaknesses when speaking English. By evaluating my own performance, I can identify pronunciation mistakes, grammar issues, and areas where I need more fluency. Self-assessment has also increased my confidence because I can clearly see my

progress over time and set realistic goals for improvement.

Interviewee 4: The outcomes of using self-assessment activities to evaluate speaking skills are greater awareness of my progress, better identification of my strengths and weaknesses, and more responsibility for my learning process. It also helps me improve my confidence, fluency, and overall speaking performance.

Interviewee 5: Being an autodidact. To Learn about things, we are interested in. To improve our vocabulary.

6.- Have you ever performed self-assessment activities by yourself to address issues in your speaking skills? Could you describe your personal experience?

Interviewee 1: Yes, I regularly record myself delivering short presentations or practicing spontaneous responses to evaluate my speech. This experience is incredibly eye-opening, as listening to the playback forces me to confront habits I do not notice in the moment,

Guzman (2022): Noted that recording segments provided a safe place to practice and notice faults.

Namaziandost et al. (2023): Highlighted that when teachers were constantly assessed, it promoted self-reflection of capabilities.

like rushing my pacing or
overusing filler words.

Pinpointing these specific
issues on my own allows me
to set concrete goals, which
has significantly boosted my
delivery confidence and
fluency.

Interviewee 2: As a secondary
school English teacher, I
constantly practice what I
preach by using self-
assessment to refine my own
speaking skills, particularly to
ensure my classroom
explanations remain clear,
engaging, and accessible for
my students. My personal
routine involves video-
recording my lesson
explanations or storytelling
activities once a week, then
reviewing the footage using a
specific checklist to grade my
own pacing, pronunciation,
and the clarity of my
instructions. In my
experience, this practice has
been incredibly eye-opening;
it helped me realize that I was

initially speaking too fast and using overly complex vocabulary for my younger learners. By actively tracking these habits, I successfully adapted my teacher talking time to match better my students' levels, which directly proved to me that self-reflection is just as vital for a teacher's professional growth as it is for a student's language development.

Interviewee 3: Yes, I have. Throughout my English learning journey, I have regularly used self-assessment techniques such as recording my voice, comparing my pronunciation with native speakers, and reviewing my speaking performance. I have also used different learning tools and platforms that provide feedback and opportunities for practice. These activities helped me identify recurring mistakes and gradually improve my fluency,

pronunciation, vocabulary, and overall confidence when speaking English. Looking back, I can see significant progress in my speaking skills thanks to consistent self-evaluation and practice.

Interviewee 4: Yes, I have performed self-assessment activities to address issues in my speaking skills. In my experience, recording myself and listening to my pronunciation, fluency, and confidence helped me identify mistakes that I did not notice while speaking. It was a useful process because it allowed me to recognize my weaknesses and work on them gradually.

Interviewee 5: Yes, I have had great experience doing it because I look for new vocabulary about a specific topic of my interest at that moment; for example, if suddenly I have to work with students interested in medical

field (even if it is for a few days) I need to learn by myself about medical vocabulary so I can speak with more authority and confidence. I have to do it by myself when I have not the opportunity to take a course or something. (It is just an example).

7.- How do self-assessment techniques promote the development and reinforcement of speaking skills?

Interviewee 1: Self-assessment techniques reinforce speaking skills by transforming passive language production into an active, reflective process.

When students routinely evaluate their own speech, it bridges the gap between what they intend to say and what they actually produce, making them hyper-aware of their pronunciation and grammar habits. This constant reflection acts as a continuous feedback loop that builds muscle memory, solidifies correct language structures, and boosts confidence for spontaneous communication.

Han (2026): Connected self-evaluation to active learning where knowledge was deeply comprehended instead of using a passive style.

Hartelt & Martens (2024): Showed that self-assessment supported control over oneself and the regulation of thinking.

Interviewee 2: In our secondary school English classrooms, self-assessment techniques promote and reinforce speaking skills by shifting students from passive speakers to active, analytical listeners of their own voice. When teenagers utilize tools like video reflections or "Can-Do" checklists, they are forced to confront their actual oral production, which bridges the gap between how they think they sound and how they actually sound. This reflective habit systematically reinforces their speaking skills because it builds a self-correcting mechanism; as students become aware of their specific recurring errors such as hesitation patterns, mispronounced words, or repetitive vocabulary, they begin to consciously self-correct in real-time during subsequent communicative activities. Ultimately, this practice transforms speaking

from an intimidating, one-off performance into an ongoing, measurable process of personal growth, boosting their communicative confidence and autonomy every time they interact with their peers.

Interviewee 3: Self-assessment techniques promote speaking development by encouraging learners to reflect on their performance and take responsibility for their own learning. In my case, they helped me recognize specific areas that needed improvement and motivated me to practice more effectively. By monitoring my progress, setting goals, and making adjustments to my learning strategies, I was able to reinforce my speaking skills and become a more confident and independent English speaker.

	Interviewee 4: Self-assessment techniques promote the development and reinforcement of speaking skills because they help me reflect on my performance, identify specific mistakes, and set clear goals for improvement. They also encourage me to practice more consciously, especially in pronunciation, fluency, vocabulary, and confidence.	
	Interviewee 5: I do not have a deep knowledge about that .	
8.- Based on your experience, what do you recommend to correctly perform self-assessment activities regarding speaking skills in English teachers?	Interviewee 1: I recommend that teachers utilize video or audio recordings of their own lessons and presentations, rather than relying on memory alone. This practice should be paired with objective, standardized frameworks such as CEFR rubrics to move beyond general impressions and focus on specific indicators like lexical precision, natural intonation, and discourse management. Finally, self-	Nguyen (2025): Recommended that teachers perform self-evaluations to know their current English skills and address concerns to improve. Alfianti (2022): Suggested that self-assessments had to be performed regularly so they became a habit.

assessment must be regular and goal-oriented; keeping a brief reflective log helps turn identified linguistic or pedagogical gaps into actionable targets for continuous professional growth.

Interviewee 2: Based on my experience in the secondary classroom, to correctly perform self-assessment, I highly recommend that English teachers move away from vague, memory-based reflections and instead implement video-recorded teaching segments paired with a highly structured, criteria-specific rubric. We often suffer from "teacher blindness," either overestimating our clarity or being far too critical of our fluency while managing a room full of energetic teenagers. By recording a 10-minute segment of a lesson delivery or a storytelling activity once every two

weeks, and evaluating it against explicit indicators like pacing, pronunciation accuracy, and the complexity of our instructional language, we gain an objective, data-driven view of our speaking proficiency. Furthermore, I recommend aligning these self-assessments with a peer-observation system once a term; comparing your own recorded self-evaluation with the honest feedback of a trusted colleague ensures your linguistic development remains accurate, realistic, and directly beneficial to your students' comprehension.

Interviewee 3: Based on my experience, I recommend performing self-assessment activities regularly and honestly. Recording speaking tasks, listening carefully to identify mistakes, and comparing performance over time can be very effective. It is also important to use clear criteria, such as

pronunciation, fluency, grammar, and vocabulary, when evaluating speaking skills. Additionally, combining self-assessment with feedback from teachers, peers, or learning tools can provide a more complete view of progress. In my case, consistent self-assessment helped me become more aware of my weaknesses and motivated me to continue improving my English speaking skills.

Interviewee 4: Based on my experience, I recommend using a clear rubric or checklist to perform self-assessment activities in speaking skills correctly. English teachers should record their speaking performance, listen carefully, and reflect on pronunciation, fluency, grammar, vocabulary, coherence, and confidence. I also consider it important to compare the self-assessment with external

feedback to make the process more objective and useful for professional improvement.

Interviewee 5: To look for information about the best strategies and techniques for performing self-assessment.

Question	Variable	Authors
What is your perception of using self-assessment for speaking skills to evaluate speaking proficiency?	Speaking Skills	* Han (2026): Perceived as a student-centered approach fostering critical thinking and learning awareness. * Santos and Ramírez (2023): Students view it as important, noting it makes them aware of mistakes and increases motivation. * Nguyet and Huong (2023): Students have positive perceptions, showing sincerity and academic ethics when grading.

What is the role of performing self-assessment of speaking skills?	Self-assessment	* Kumar et al. (2023): Acts as a useful pedagogical tool for autoregulation and to develop critical thinking. * Yigite (2026): Encourages students to assess skills, boosting motivation and engagement. * Cuesta et al. (2022): Serves as a reliable means to evaluate the teaching-learning process and address knowledge gaps.
What activities are employed to make self-assessments for speaking skills?	Self-assessment	* Guzman (2022): Using audio-recorded messages on WhatsApp to replay and identify mistakes. * Nigora (2024): Classroom observations, role-playing/group activities, speeches, real-world scenarios, video/tape recordings, and digital platforms.

		* Zheng et al. (2023): Video-based activities to assess and review current oral performance.
What rubric indicators does self-assessment use to assess speaking proficiency?	Speaking Subskills	* Cahyanti and Nuroh (2023): The rubric measures specific levels of Pronunciation, Structure, Vocabulary, Speaking Fluency, and Talk Content. * Kamaraj et al. (2026): Evaluates the five foundational subskills: fluency, grammar, vocabulary, pronunciation, and comprehension.
What are the outcomes of using self-assessment activities to evaluate speaking skills?	Self-assessment Speaking Skills	* Namazandost et al. (2023): Promotes self-reflection, consciousness of capabilities, and targets weaknesses. * Sintayani and Adnyayanti (2022) / Vera and Pinargote (2023): Enhance speaking performance,

		build self-confidence, and reduce shyness or anxiety. * Alfianti (2022): Results in gradual and consistent improvements in speaking performance when tracked regularly.
Have you ever performed self-assessment activities by yourself to address issues in your speaking skills? Could you describe your personal experience?	Self-assessment Constructivism	* Golubitchi (2023): Explains the personal experience of utilizing portfolios and individual review sessions to reflect on the learning process and address speech weaknesses. * Jetty (2023): Focuses on personal reflection and autonomy, moving away from memorization to rely on real-world experiences.
How do self-assessment techniques promote the development and reinforcement of speaking skills?	Self-assessment Self-assessment Metacognition	* Rickey et al. (2025): Acts as a catalyst for self-regulated learning, promoting creativity, self-efficacy, and academic achievement.

		* Basim et al. (2025): Optimizes time and autonomy, forcing students to process their first conceptual assimilations and correct mistakes. * Jones (2026): Promotes internal thinking processes that analyze behavior and open learners up to positive adjustments.
Based on your experience, what do you recommend to perform self-assessment activities regarding speaking skills in English teachers correctly?	Metacognitivism Self-assessment Constructivism	* Nguyen (2025): Recommends teachers routinely self-evaluate their own performance to double-check their current English skills and maintain knowledge foundations. * Moncayo and Ramirez (2022): Teachers must explicitly train students on how to assess oral skills and provide adequate, transparent rubrics. * Wang et al. (2023): Recommends utilizing a formative approach rather than a demanding summative one to

keep students motivated during
practice.

Annex E: Transcriptions

Participant 1

1. What is your perception of using self-assessment for speaking skills to evaluate speaking proficiency?

From my perspective as an EFL teacher, self-assessment is an invaluable tool that lowers students' speaking anxiety and builds their confidence. By actively evaluating their own performance against clear rubrics, learners develop stronger metacognitive awareness and take ownership of their fluency and pronunciation goals. Ultimately, it shifts them from passive language producers to autonomous, reflective communicators.

2. What is the role of performing self-assessment of speaking skills?

The primary role of self-assessment is to drive learner autonomy and self-regulation. It serves as a diagnostic tool for students to pinpoint their own linguistic gaps, helps them actively monitor their speech output, and transforms evaluation into personalized goals for communicative growth.

3. What activities are employed to make self-assessments for speaking skills?

In the classroom, this is done through recorded speaking tasks (like video blogs or podcasts) where students use a checklist to evaluate their own fluency and grammar. Other effective activities include structured peer-and-self feedback sessions after class presentations, and the use of regular reflection journals or "Can-Do" digital portfolios to track speaking progress over time.

4. What rubric indicators does self-assessment use to assess speaking proficiency?

Self-assessment rubrics typically rely on core communicative indicators adapted into student-friendly "Can-Do" statements. These include fluency and coherence (the ability to speak smoothly without excessive pausing), lexical resource (vocabulary range and accuracy),

grammatical range and accuracy, and phonology (pronunciation, intonation, and comprehensibility). Additionally, it evaluates task achievement by measuring how effectively the student conveyed their message or completed the interaction.

5. What are the outcomes of using self-assessment activities to evaluate speaking skills?

The primary outcomes include a noticeable reduction in student speaking anxiety and a major boost in classroom confidence. Students develop stronger linguistic self-awareness, allowing them to recognize and correct their errors in fluency and pronunciation independently. Ultimately, it leads to increased student autonomy, higher engagement during speaking tasks, and more targeted, self-directed improvement.

6. Have you ever performed self-assessment activities by yourself to address issues in your speaking skills? Could you describe your personal experience?

Yes, I regularly record myself delivering short presentations or practicing spontaneous responses to evaluate my speech. This experience is incredibly eye-opening, as listening to the playback forces me to confront habits I do not notice in the moment, like rushing my pacing or overusing filler words. Pinpointing these specific issues on my own allows me to set concrete goals, which has significantly boosted my delivery confidence and fluency.

7. How do self-assessment techniques promote the development and reinforcement of speaking skills?

Self-assessment techniques reinforce speaking skills by transforming passive language production into an active, reflective process. When students routinely evaluate their own speech, it bridges the gap between what they intend to say and what they actually produce, making them hyper-aware of their pronunciation and grammar habits. This constant reflection acts as a

continuous feedback loop that builds muscle memory, solidifies correct language structures, and boosts confidence for spontaneous communication.

8. Based on your experience, what do you recommend to perform self-assessment activities regarding speaking skills in English teachers correctly?

I recommend that teachers utilize video or audio recordings of their own lessons and presentations, rather than relying on memory alone. This practice should be paired with objective, standardized frameworks such as the CEFR rubric to look past general impressions and focus on specific indicators like lexical precision, natural intonation, and discourse management. Finally, self-assessment must be regular and goal-oriented; keeping a brief reflective log helps turn identified linguistic or pedagogical gaps into actionable targets for continuous professional growth.

Participant 2

1. What is your perception of using self-assessment for speaking skills to evaluate speaking proficiency?

It is a tool to help students analyze their own progress, mainly to improve their confidence in their skills and gain a clear idea about their weaknesses.

2. What is the role of performing self-assessment of speaking skills?

It is a student's opportunity to be aware of their knowledge and skills, without a teacher's guide, using metacognition and the student's autonomy.

3. What activities are employed to make self-assessments for speaking skills?

Record a video, checklists, rubrics.

4. What rubric indicators does self-assessment use to assess speaking proficiency?

Vocabulary, fluency, grammar, and pronunciation.

5. What are the outcomes of using self-assessment activities to evaluate speaking skills?

The correct use of grammar, improved vocabulary, fluency, and better listening skills.

6. Have you ever performed self-assessment activities by yourself to address issues in your speaking skills? Could you describe your personal experience?

I used to provide rubrics to my students in each speaking lesson; they are a great guide and help them organize their content and improve the accuracy of their performance. For teachers, they are a practical and effective assessment tool.

7. How do self-assessment techniques promote the development and reinforcement of speaking skills?

Students can recognize their mistakes and design their own improvement plan according to their learning pace.

8. Based on your experience, what do you recommend to perform self-assessment activities regarding speaking skills in English teachers correctly?

I recommend gradual work, starting with short and basic lessons so that students gain confidence for more complex tasks and always using rubrics.

Participant 3

1. What is your perception of using self-assessment for speaking skills to evaluate speaking proficiency?

I usually use tools like the English Test, the British Council Test, or the EF Test. They let me check my English level through placement tests.

2. What is the role of performing self-assessment of speaking skills?

The goal would be to become a teacher who is confident in their language proficiency and knowledge, able to express ideas with confidence, all thanks to self-assessment.

3. What activities are employed to make self-assessments for speaking skills?

I enjoy working with Speak and Improve.

4. What rubric indicators does self-assessment use to assess speaking proficiency?

I thought of fluency, Pronunciation, vocabulary level, and grammatical sentences.

5. What are the outcomes of using self-assessment activities to evaluate speaking skills?

In my experience, self-assessment activities have helped me become more aware of my strengths and weaknesses when speaking English. By evaluating my own performance, I can identify pronunciation mistakes, grammar issues, and areas where I need more fluency. Self-assessment has also increased my confidence because I can clearly see my progress over time and set realistic goals for improvement.

6. Have you ever performed self-assessment activities by yourself to address issues in your speaking skills? Could you describe your personal experience?

Yes, I have. Throughout my English learning journey, I have regularly used self-assessment techniques such as recording my voice, comparing my pronunciation with native speakers, and reviewing my speaking performance. I have also used different learning tools and platforms that provide feedback and opportunities for practice. These activities helped me identify recurring mistakes and gradually improve my fluency, pronunciation, vocabulary, and overall confidence when speaking English. Looking back, I can see significant progress in my speaking skills thanks to consistent self-evaluation and practice.

7. How do self-assessment techniques promote the development and reinforcement of speaking skills?

Self-assessment techniques promote speaking development by encouraging learners to reflect on their performance and take responsibility for their own learning. In my case, they

helped me recognize specific areas that needed improvement and motivated me to practice more effectively. By monitoring my progress, setting goals, and adjusting my learning strategies, I was able to reinforce my speaking skills and become a more confident and independent English speaker.

8. Based on your experience, what do you recommend to perform self-assessment activities regarding speaking skills in English teachers correctly?

Based on my experience, I recommend performing self-assessment activities regularly and honestly. Recording speaking tasks, listening carefully to identify mistakes, and comparing performance over time can be very effective. It is also important to use clear criteria, such as pronunciation, fluency, grammar, and vocabulary, when evaluating speaking skills. Additionally, combining self-assessment with feedback from teachers, peers, or learning tools can provide a more complete view of progress. In my case, consistent self-assessment helped me become more aware of my weaknesses and motivated me to continue improving my English speaking skills.

Participant 4

1. What is your perception of using self-assessment for speaking skills to evaluate speaking proficiency?

I consider self-assessment a valuable tool to evaluate my speaking proficiency because it allows me to reflect on my own performance, identify areas for improvement, and become more aware of my progress. However, I believe it should be complemented by teacher feedback for a more objective evaluation.

2. What is the role of performing self-assessment of speaking skills?

The role of self-assessment in speaking skills is to help me reflect on my performance, recognize my strengths and weaknesses, and take responsibility for my improvement. It also

allows me to monitor my progress and become more confident and aware when speaking English.

3. What activities are employed to make self-assessments for speaking skills?

The activities I use for self-assessment in speaking skills include recording my voice, listening to my own pronunciation and fluency, using a checklist or rubric, and reflecting on my vocabulary, grammar, and confidence after speaking tasks or oral presentations.

4. What rubric indicators does self-assessment use to assess speaking proficiency?

The rubric indicators I use for self-assessment in speaking proficiency are pronunciation, fluency, vocabulary, grammar, coherence, and confidence. These indicators help me identify how clearly I communicate and what aspects I need to improve in my speaking performance.

5. What are the outcomes of using self-assessment activities to evaluate speaking skills?

The outcomes of using self-assessment activities to evaluate speaking skills are greater awareness of my progress, better identification of my strengths and weaknesses, and more responsibility for my learning process. It also helps me improve my confidence, fluency, and overall speaking performance.

6. Have you ever performed self-assessment activities by yourself to address issues in your speaking skills? Could you describe your personal experience?

Yes, I have performed self-assessment activities to address issues in my speaking skills. In my experience, recording myself and listening to my pronunciation, fluency, and confidence helped me identify mistakes that I did not notice while speaking. It was a useful process because it allowed me to recognize my weaknesses and work on them gradually.

7. How do self-assessment techniques promote the development and reinforcement of speaking skills?

Self-assessment techniques promote the development and reinforcement of speaking skills because they help me reflect on my performance, identify specific mistakes, and set clear goals for improvement. They also encourage me to practice more consciously, especially in pronunciation, fluency, vocabulary, and confidence.

8. Based on your experience, what do you recommend to perform self-assessment activities regarding speaking skills in English teachers correctly?

Based on my experience, I recommend using a clear rubric or checklist to perform self-assessment activities in speaking skills correctly. English teachers should record their speaking performance, listen carefully, and reflect on pronunciation, fluency, grammar, vocabulary, coherence, and confidence. I also consider it important to compare the self-assessment with external feedback to make the process more objective and useful for professional improvement.

Participant 5

1. What is your perception of using self-assessment for speaking skills to evaluate speaking proficiency?

It is mostly for grammar. We can split speaking into pronunciation, fluency, and accuracy. In self-assessment, the student can use an app, maybe, to check if his/her pronunciation is correct, but for accuracy, it is better with an EFL teacher.

2. What is the role of performing self-assessment of speaking skills?

Look for mispronunciation, try to improve fluency, and speak fast.

3. What activities are employed to make self-assessments for speaking skills?

Recording oneself is a good option, especially in a random conversation, and then listening to the recording to spot any mistakes.

4. What rubric indicators does self-assessment use to assess speaking proficiency?

Pronunciation, fluency, accuracy.

5. What are the outcomes of using self-assessment activities to evaluate speaking skills?

Well, a language learner is constantly assessing what he/she says, and it is free; saving money is good. However, paying a professional is more effective at spotting mistakes.

6. Have you ever performed self-assessment activities by yourself to address issues in your speaking skills? Could you describe your personal experience?

As an advanced English speaker, I do not assess myself; that is more for beginners. However, my English is not perfect. After self-assessment, I am aware of my flaws.

7. How do self-assessment techniques promote the development and reinforcement of speaking skills?

Mispronunciation awareness gets better. Students develop better grammar monitoring skills.

8. Based on your experience, what do you recommend to perform self-assessment activities regarding speaking skills in English teachers correctly?

Record yourself. One day, after a year, watch the video again, and you will notice how much your skills have improved. That is motivating.