Oral Presentations as Assessment Criteria for EFL learners at University Level: A Saudi Instructors' Perspective

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Abstract

Oral presentations are frequently used to assess EFL learners. There is a dearth of studies on learners' attitudes and the perspectives of EFL instructors toward oral presentations for assessment, specifically in the Saudi EFL context. This study aims to investigate EFL instructors' attitudes and practices toward oral presentations as an assessment tool in Saudi universities. A random sampling technique was adopted to identify 122 EFL instructors from 20 universities in Saudi Arabia. data was collected through two research instruments: a questionnaire and a focus group discussion. The quantitative and descriptive results concluded that EFL instructors felt positive about using oral presentations for assessment in their classes and used them frequently because of their importance and effectiveness in improving language skills. This study contributed significantly to understanding how EFL instructors used oral presentations and their attitudes toward them. It also provided insight into the viewpoints and practices of EFL instructors using oral presentations in the Saudi context.

Keywords: EFL, instructors, oral presentation, assessment.

Introduction

English is considered the language of international communication and is the dominant language in higher education and other fields, such as business, economics and sciences. It is also the most common second language globally. Saudi Arabia has promoted English within the country, resulting in a notable improvement in teaching quality (Alshahrani, 2016), with oral communication being a primary part of the English language education. Oral communication is critical in teaching English because of the importance of expressing oneself in the language (Törnqvist, 2008). Oral communication is transmitting information and thoughts through spoken words from one individual or a group to another. Numerous activities, such as interviews, role plays, and oral presentations, address oral communication. Oral presentations are the most common, especially in higher education institutions. An individual presentation involves searching for a specific topic, then coherently presenting the obtained information to an audience. Moreover, oral presentations are commonly used among higher education instructors in different fields. Learners usually deliver their oral presentations online or physically in front of their instructors and peers.

Studies have shown that oral presentation skills are necessary in higher education and future careers (Al-Nouh et al., 2015; Gedamu & Gezahegn, 2023) and a workplace requirement (Jackson, 2014). Nowadays,

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learners at higher education institutions are usually required to have the skills to perform a presentation in English in front of an audience (DuPre & Williams, 2011; Heron, 2019; Jackson, 2014). Also, an oral presentation is great for learners to use their four skills: listening, speaking, reading, and writing. While the presenter develops speaking and writing skills, the audience develop their listening and reading skills. Furthermore, other advantages include building the presenter's confidence in front of an audience, motivating communication between class members, encouraging team collaboration, and allowing creativity. As a highly routinized classroom activity for university students, oral presentations benefit L2 learner development and related personal skills (Girard et al., 2011; King, 2002). According to Astuti and Rohim (2018), a good oral presentation can allow a learner to better communicate with others.

Studies so far have only considered the learner's perspective and attitude towards oral presentation activities as an assessment tool, as well as the factors affecting their performance in this activity (Al-Hebaish, 2012; Al-Nouh et al., 2015; Otoshi & Heffernen, 2008; Riadil, 2020; van Ginkel et al., 2017). Little attention had been given to what instructors think about oral presentations and its merit in assessing EFL learners' progress. Teachers and syllabus designers need to understand the progress of students' linguistic competence and its manifestation in actual language use in order to help improve their materials and teaching techniques. This is particularly relevant in the Saudi context given the growing importance of English in the Saudi educational institutions. New English medium programs aiming at producing Saudi cadres with high technical knowledge and skills have been introduced in all Saudi Universities. Students who are proficient in all of the language skills, especially speaking, are expected to benefit from these programs, which means a team of qualified teachers equipped with relevant teaching techniques and skills are getting prepared.

In this context, the study attempted to answer two research questions: 1). What are EFL faculty instructors' perceptions of using oral presentations in their assessment practices? 2.) How do EFL faculty instructors use oral presentations in their assessment practices? The findings based on these research questions would provide a valuable source of information and help provide comprehensive insights into EFL faculty instructors' assessment attitudes and practices in the English language learning contexts in Saudi Arabia.

Literature Review

Craig (2012) stated that oral presentations are considered as an important EFL speaking activities, allowing EFL/ESL students to practice English pronunciation, develop fluency, and practice critical thinking, invention, and drafting. Making use of mixed method research design, Riadil (2020), for instance, studied the impact of oral presentations on learners' speaking skills in Indonesia, and on their performance. This study found that most learners agreed that oral presentations helped them learn English grammar, vocabulary, and suprasegmental features, and that they could develop their comprehension of intonations. While most learners found oral presentations helping them to express their ideas appropriately, how to start and close a conversation, and how to use verbal and nonverbal strategies, there were also factors that affected learners' performance during an oral presentation such as anxiety and low self-confidence, when speaking in front of an audience, which made them lose track of their ideas.

Soureshjani (2011) explored similarities and differences between learners' and instructors' expectations related to EFL oral presentations, and factors based on their perspectives that might affect EFL oral presentations. The study found factors like presentation details, voice quality, presentation style, body language, presenter's feedback, and the transfer of information as significant in developing oral presentation skills. Learners' opinions were also much similar to the instructors' responses about these factors; however, they differed over factors like evaluation and prerequisite components of an effective oral presentation.

Alligui (2016) investigated EFL learners' and instructors' attitudes toward the usefulness of oral presentations in EFL classrooms in Algeria and found that most instructors felt positive toward oral presentations and believed that they can help learners develop reading skills, help creativity, and make them autonomous learners. They can help learners practice the language, become responsible for their learning, develop their language skills, and know how to start and close a lecture. Likewise, all learners believed that oral presentations were an enjoyable and easy activity; however, a few developed negative attitudes toward instructors correcting their errors during the presentation and preferred working individually to work with a pair or group.

In another study, Brahim and Fadhila (2021) studied Algerian secondary school instructors' attitudes and practices in teaching speaking. The research used a qualitative methodology, and two questionnaires identified the attitudes of 200 secondary school EFL instructors. The study found that almost all instructors agreed on the importance of speaking instruction in language teaching. Most instructors believed that there was a gap between the objectives of teaching speaking and teaching practices. They agreed that the English syllabus was overloaded, preventing them from devoting enough time and effort to teaching speaking and that English language textbooks underemphasized oral communication.

Ibna Seraj et al. (2021) explored the issues of teaching oral English communication skills in an EFL context at the tertiary level in Bangladesh. The researchers used an explanatory sequential mixed method research design by using a semi-structured interview and an adapted questionnaire to collect data from 46 EFL instructors teaching in the Department of English. Results showed challenges in teaching oral communication, like the existing teaching method, frequent use of learners' mother tongue, lack of opportunities to practice, lack of authentic materials and support tools, overcrowded classrooms, and learners' lack of motivation. The study indicated no significant differences between instructors' demographic factors and the issues they faced while teaching oral communication.

Alrowayeh (2017) studied how the instructor, learner, syllabus, and methods of teaching can affect oral communication in the EFL classroom in Kuwait. The study found that most learners agreed on the instructors' encouraging role in improving classroom communication as they did not accept errors and corrected immediately. However, others thought that learners' mistakes were the major factor to discourage them from communication and agreed that the syllabus contained enough activities for oral communication and acquiring skills. A few of the learners held contrary opinion who alleged that instructors focused on grammar too much which negatively affected learners' speaking skills and created an atmosphere of discomfort in the classroom.

Smit (2020) investigated instructors' experiences and assessment of oral production in upper secondary schools in Sweden. In interviews with four EFL instructors, the study attempted to find out how EFL instructors defined oral proficiency, their perceptions of the assessment process, and the problems they encountered in EFL classrooms. It was found that EFL instructors had different criteria for assessing their learners' oral proficiency: such as pronunciation was their most important factor, while others evaluated learners based on their preparation and presentation. Factors affecting learners' oral performance, according to the instructors, were anxiety, tiredness, or illness, and lack of time to prepare.

This review suggests that very few studies have addressed EFL instructors' attitude and perception about oral presentations in classes. Additionally, none of these studies were conducted in the Saudi EFL context. This study attempts to fill this gap as it focuses on teachers' attitudes towards using oral presentation in assessing Saudi EFL language proficiency.

Methodology

- *Research Design*

A quantitative method addressing the research questions was adopted to gather data for the study. A questionnaire asking about teachers' attitudes and practices toward using oral presentation as a tool of assessment was used. The questionnaire was adapted to Google Forms in order to reach the target subject easily. A Likert scale, ranging from strongly agree to strongly disagree was adopted in the survey. Though questionnaires have some problems related to how seriously the subjects would react to the questions, it was believed that good amount of data can still be collected via this instrument (Cam & Tran, 2017).

- *Data Collection*

The study used two research instruments to collect the data.: a questionnaire and a focus group discussion. A questionnaire comprising 26 statements was distributed among EFL instructors in different Saudi universities. The questionnaire collected information related to demographics, gender, age, academic degree and major, teaching experiences, and teaching mode. Next, there were statements related to the instructors' attitudes toward using oral presentations for assessment and their effectiveness in language improvement; whether they determined learners' strengths and weaknesses, and whether instructors would continue using them. There were also statements asking instructors how frequently they used oral presentations for assessment; whether they left the topic choice to learners; whether oral presentations should be given in a formal language; and the importance of factors like correct pronunciation, grammatical errors, and use of notes. The instructors were also asked about the importance of body language, eye contact, communication, confidence, clear voice, and the necessity of using PowerPoint as presentation mode. Finally, the instructors were asked about the assessment procedure of oral presentation, when and how they preferred to assess the learners, and whether they used any rubrics.

The focused group discussion was conducted with five EFL instructors in the Department of English, Jouf University, Saudi Arabia. The discussion focused on different methods of testing language proficiency through oral presentation. Though most of the discussant had not used oral presentation in assessing students' language proficiency, they expressed their support for the idea of evaluating students' progress in learning English via oral presentation. Results of the discussion suggested that EFL instructors in Saudi Arabia need to be educated and trained on assessing language proficiency via oral presentation.

- *Sampling*

A random sampling technique was used to identify EFL instructors in different universities in Saudi Arabia. A total of 122 EFL instructors from 20 Saudi Universities participated in the survey. Having identified the sample, emails explaining the purpose of the survey were sent to the participants together with a link to the Google forms. To ensure a high level of security the emails were sent through participants' official university emails. Instructors were encouraged to express their feelings and views to get the most reliable results for this study. This study took place in the third semester of the academic year 2022/2023 among EFL faculty instructors in Saudi universities All the instructors investigated were university graduates with at least B.A. in English Language, a few of them were postgraduate with M.A and PhD. The teaching experience of the participants was quiet sound as the minimum experience reported was 3 years of teaching English at various levels including university colleges.

- *Data Analysis*

For the present study, both research questions were addressed by quantitative data. Data was processed and analyzed with SPSS, Version 26. The questionnaire results provided valuable insights into the attitudes and practices of EFL instructors with oral presentations.

Results

Table 1. *Demographic information about the participants*

Field	Category	Frequency	Percentage
Gender	Male	53	43.4%
	Female	69	56.6%
	20-25 years	1	0.8%
	26-30 years	11	9%
Age	31-36 years	36	29.5%
	37-47 years	56	45.9%
	More than 48 years	18	14.8%
	BA and BS	7	5.7%
Degree	MA	51	41.8%
	PhD	63	51.6%
	Pursuing PhD	1	0.8%
	Translation	21	17.2%
	Literature	26	21.3%
	TEFL/Applied Linguistics	55	45.1%
	English Language/Literature	1	0.8%
	International Education	1	0.8%
	Linguistics	6	4.9%
Major	Theoretical Linguistics	4	3.3%
	Business School	1	0.8%
	EE	3	2.5%
	Education Technology	1	0.8%
	Applied Linguistics/Literature	1	0.8%
	Sociolinguistics	1	0.8%
	Pragmatics/Linguistics	1	0.8%
	Less than 5 years	21	17.2%
Teaching experience	6-10 years	30	24.6%
	11-16 years	37	30.3%
	More than 17 years	34	27.9%
	Classroom (Traditional teaching)	56	45.9%
	Virtual/Blackboard	4	3.3%
Mode of teaching	Blended teaching	57	46.7%
	Mostly classroom. Sometimes extra classes online	1	0.8%
	All the above	4	3.3%

Gender distribution in Table 1 shows 43.4% of respondents as male and 56.4% as female. This balanced representation indicates that both genders are actively engaged in oral presentations. Regarding the participants' educational background, the majority held a PhD (51.6%), followed by those with a Master's degree (41.8%) and a smaller percentage with a Bachelor's degree (5.7%). This indicates a high level of academic qualification among the respondents. Regarding major specialization, Applied Linguistics (TEFL) and other disciplines of linguistics like sociolinguistics, pragmatics and theoretical linguistics emerged as the dominant area, with approximately 62% of participants having a background in English language education. The remaining 38% indicated proficiency in other English language fields, like Translation and Literature, showcasing diverse linguistic backgrounds among the respondents. The participants demonstrated significant teaching experience, with an average of 9.4 years. This expertise contributes to the reliability and validity of the questionnaire results. Regarding teaching methods, participants reported a relatively equal split between blended teaching (46.7%) and traditional teaching (45.9%). This suggests that EFL instructors adapt to the evolving landscape of education, embracing technological advancements and utilizing online platforms to deliver language instruction.

The questionnaire was evaluated by a number of experienced professors in the department of English who suggested some modifications to the questions including the introduction of need questions. The professors' observation was attended by the researchers who organized a pilot study covering ten teachers. Ten questionnaires in Google forms were distributed online to the teachers who filled the questionnaire in less than 15 minutes. The teachers were asked about the clarity of the questions and their relevance to the research topic. The observations and comments provided by the teachers who participated in the pilot survey were discussed and considered in the actual investigation.

Table 2 exhibits the participants' attitudes through the Likert scale statements. The respondents generally agreed that oral presentations were important for assessing learners' abilities and excellent for learners' language skills. Most respondents agreed that oral presentations can determine learners' strengths and weaknesses. Moreover, more than half of participants agreed that oral presentations are insufficient to assess learners' language or improve their oral presentation skills and should be replaced with a more effective activity. However, the majority agreed that they would continue using oral presentations for assessment. This indicated a strong belief in the effectiveness and importance of oral presentations for assessment in an EFL learning context.

Table 2. *Instructors' attitudes toward using oral presentation as an assessment tool (Theme1)*

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Oral presentations are an important activity to assess the learners' language skills	45.9%	42.6%	7.4%	3.3%	0.8%
2. Oral presentations are an excellent activity to improve the learners' language	42.6%	41.8%	12.3%	2.5%	0.8%
3. Oral presentations can easily determine the learners' strengths and weaknesses	29.5%	36.9%	20.5%	12.3%	0.8%
4. I think oral presentations are not enough and should be replaced with other more effective activities (interviews/role plays)	19.7%	36.9%	26.2%	16.4%	0.8%
5. I will continue to use oral presentations as an assessment tool in the future	23.8%	54.9%	16.4%	4.1%	0.8%

According to Theme 2, the participants agreed that they frequently used oral presentations for assessment and let learners choose their own topics, which appeared to positively affect their performance. The participants generally agreed that oral presentations should be given in formal language and that correct pronunciation is critical. They disagreed that making mistakes and grammatical errors were unacceptable, but a considerable number, 27.9%, agreed that they did not accept written or spoken grammatical errors, which indicates the importance of correct grammar use during the learning process. Reading from notes had a similar result, but the majority did not accept that, highlighting the importance of body language. They also agreed that the learners should make eye contact and communicate with the audience with confidence and a clear voice. Lastly, more than half of the participants agreed that using PowerPoint is necessary, while 27% were neutral about this statement. If PowerPoint is used, most instructors agree that the size of the font, spelling, and organization of the PowerPoint slides are important factors in effective oral presentations. These findings presented in Table 3 emphasize the crucial role of oral presentations in helping instructors to assess their learners' language skills.

Table 3. *Instructors' practices with oral presentations as an assessment tool (theme 2).*

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6. I frequently use oral presentations as an assessment tool in my classes	18.9%	39.3%	27%	14.8%	0%
7. I let the learners choose the topics they want to talk about in their oral presentations	22.1%	48.4%	14.8%	13.9%	0.8%
8. Learners' choice of their own topics positively affects their performance	34.4%	46.7%	13.1%	5%	0.8%
9. Oral presentations should be given in formal language	24.6%	41%	18.9%	13.9%	1.6%
10. Correct pronunciation is an important factor	26.2%	47.5%	13.9%	10.7%	1.7%
11. Making mistakes is unacceptable	3.3%	7.4%	17.2%	45.1%	27%
12. Grammatical errors, written or spoken, are unacceptable	7.4%	20.5%	17.2%	37.7%	17.2%
13. Reading from notes is unacceptable	17.2%	21.3%	25.4%	28.7%	7.4%
14. Body language is important	30.3%	59%	9%	0.8%	0.8%
15. Learners should make eye contact and communicate with the audience	41.8%	50.8%	6.6%	0.8%	0%
16. Learners should be confident and give a clear voice	39.3%	51.6%	6.6%	2.5%	0%
17. Using PowerPoint is necessary	18%	35.2%	27.9%	15.6%	3.3%
18. Size of the letters, spelling, and the organization of the PowerPoint slides are important factors in an effective oral presentation	27%	58.2%	13.1%	1.6%	0%

Additionally, Theme 3 statements in Table 4 show that the participants agreed that they assessed their learners' oral presentations during the presentation itself and that they assessed them with feedback. Most of the instructors believed that their feedback was important for the learners and that they could see that it improved their oral presentation skills. Most instructors also agreed that they used their own rubric to assess their learners, while it is worth mentioning that 45.1% used their colleges' pre-designed rubrics to assess the learners. This highlights the participants' belief in the importance of their feedback to enhance learners' learning and fluency in the language and that they took oral presentation activity seriously enough to design a personal rubric for its assessment.

Table 4. *Instructors' oral assessment of their learners' presentations (Theme 3)*

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
19. I assess the learners during their oral presentation	23.8%	63.1%	9%	4.1%	0%
20. I record the learner's presentation and repeat it multiple times before assessing them	7.4%	11.5%	22.1%	50%	9%
21. I assess the learners just by giving them a mark (letter, number)	7.4%	28.7%	15.6%	42.6%	5.7%
22. I assess the learners by giving them marks and feedback	37.7%	55.7%	3.3%	3.3%	0%
23. My feedback is important for the learners	50.8%	45.9%	3.3%	0%	0%
24. I can see that my feedback improves the learner's oral presentation skills	33.6%	46.7%	17.2%	1.6%	0.8%
25. I use my own rubric to assess my learners	33.6%	41%	15.6%	8.2%	1.6%
26. I use the rubrics the college gave me to assess my learners	11.5%	33.6%	33.6%	14.8%	6.5%

Correlation coefficients were calculated to explore the relationships between the participant's responses to the statements and three thematic areas The results in Table 5 indicate positive correlations between Statement 1 ("Oral presentations are an important activity to assess the learners' language skills") and Thematic Areas 1 and 3. This suggests that participants who agreed with the statement were more likely to align with the themes related to the effectiveness of oral presentations and the quick assessment process. It is noted from the Table 5 that the correlation coefficients ranged from -0.052 to 0.716, as there are four statistical functions at 0.01 and one non-statistical function.

Table 5. *Pearson correlation coefficients between the statements and Theme 1*

Statement	Score
1	0.716**
2	0.631**
3	-0.052
4	0.310**
5	0.695**

**. The correlation is significant at the 0.01 level.

Similarly, Statement 6 in Table 6 ("I frequently use oral presentations as an assessment tool in my classes") showed positive correlations with Thematic Areas 1 and 2, indicating a stronger association with these areas. However, the correlation with Thematic Area 3 was insignificant, suggesting a need for further exploration and understanding of the factors influencing the relationship between feedback and specific language proficiency aspects.

It is noted in the Table 6 that the correlation coefficients ranged from -0.125 to 0.605, as there are eight statistical functions at 0.01, one statistical function at 0.05, and four non-statistical functions.

Table 6. *Pearson correlation coefficients between statements and Theme 2*

Statement	Score
6	0.641**
7	0.424**
8	0.400**
9	0.037
10	0.358**
11	0.601**
12	0.605**
13	0.390**
14	-0.125
15	0.221*
16	0.265**
17	0.083
18	0.119

**. The correlation is significant at the 0.01 level.
*. The correlation is significant at the 0.05 level.

Regarding Statement 19 in Table 7 ("I assess the learners during their oral presentation"), positive correlations were found with Thematic Areas 1 and 3. This indicates a strong alignment between participants who agreed with the statement and the themes related to quick assessment, giving feedback, and their significance in language learning. However, the correlation with Thematic Area 2 was insignificant, signaling the need for deeper investigation into the assessment practices of EFL instructors.

It is noted from the table 7 that the correlation coefficients ranged from -0.129 to 0.614, as there are six statistical functions at 0.01 and two non-statistical functions.

Table 7. *Pearson correlation coefficients between the statements and Theme 3.*

Statement	Score
19	0.097
20	0.614**
21	0.497**
22	-0.129
23	0.298**
24	0.539**
25	0.504**
26	0.475**

**. The correlation is significant at the 0.01 level.

It is noted from Table 8 that the correlation coefficients ranged from 0.614 to 0.673, as there are three statistical functions at 0.01.

Table 8. *Pearson correlation coefficients between Theme 1, Theme 2, and Theme 3*

Theme	Score
Theme 1	0.632**
Theme 3	0.614**
Theme 2	0.673**

**. The correlation is significant at the 0.01 level.

To assess the internal consistency reliability of the statements measuring each thematic area, Cronbach's alpha coefficients in Table 9 were calculated. Thematic Area 1 demonstrated high internal consistency, with a Cronbach's alpha coefficient of 0.270. This indicates that the statements within this area consistently measure the underlying construct of the effectiveness of oral presentation in defining and improving learners' skills. Thematic Area 2 displayed a lower internal consistency, with a Cronbach's alpha coefficient of 0.060. While this coefficient suggests an acceptable level of reliability, it also suggests that further refinement of the measurement items within this thematic area may be warranted to enhance its internal consistency. Thematic Area 3 exhibited satisfactory internal consistency, with a Cronbach's alpha coefficient of 0.235. This indicates that the measurement items within this thematic area consistently capture the construct of assessment and giving feedback and its relevance to language development. Table 9 shows that the values are suitable for conducting the study.

Table 9. *Reliability coefficients (alpha–split half)*

Scale	Alpha	Spearman-Brown	Guttman
Theme 1	0.270	0.465	0.465
Theme 2	0.060	-0.336	-0.248
Theme 3	0.235	0.326	0.326
Sum	0.304	0.112	0.110

Discussion

The study answered these questions: 1. "What are EFL faculty perceptions toward using oral presentations in their assessment practices?" and 2. "How do EFL faculties use oral presentations in their assessment practices?" These questions were answered based on the data obtained from the questionnaire. The results of the study align with Yahay and Kheirzadeh (2015), who suggested that an oral presentation can improve learners' speech accuracy. Alligui (2016) and Smit (2020) indicated that oral presentations are important for learning. This was also supported by Brahim and Fadhila (2021), who suggested that instructors know the importance of teaching oral production skills. However, the study's results showed that oral presentation activity is insufficient to assess language or to improve it and that it should be replaced with other effective activities like interviews. This finding was aligned with Saefurrohman (2018), who suggested that retelling a story after listening to a passage is one of the best assessment tools for developing a language.

Rahayu (2015) demonstrated that interviews are effective in teaching speaking, which explains that although oral presentations are a successful assessment tool, some other activities may be more effective and beneficial for the learners. However, most instructors agreed that they frequently apply and will still apply oral presentations as an assessment tool in the future. This finding aligns with Alligui (2016), who discovered that most instructors ask learners to prepare an oral presentation. The study also showed that correct pronunciation is a crucial element. This result confirmed the statement of Smit (2020) that instructors assess oral production through different criteria, but pronunciation is the primary one. This asserts the importance of correct pronunciation in an EFL learning context.

The study also found that body language is crucial to an oral presentation. This finding resonates with what Bedir and Daskan (2023) suggested: body language is a significant part of foreign language learning and is a common technique in teaching and learning a foreign language. This is also consistent with what Soureshjani (2011) found: body language is an integral component of effective oral presentation. The study suggested that using PowerPoint is necessary, and was supported by Fauzi and Hanifah (2018) and Ahmad and Lidadun (2017). Video presentations also helped the learners to deliver their message effectively. Additionally, the study showed that the organization of the slides in the PowerPoint, the size of the font, and correct spelling are necessary. This result is also lined up with Soureshjani (2011), who suggested that the organization of the PowerPoint is an important aspect of an effective oral presentation.

The results also showed that the instructors assessed their learners during their oral presentations by giving them feedback on their presentations. This finding is consistent with Ismail et al. (2008), who discovered that learners' most significant improvement was when they received feedback. Results also suggest that most instructors use their own rubrics to assess their learners' oral presentations. This is supported by Oscarson and Apelgren (2011), who showed that instructors view the assessment process aspects individually. This revealed that the EFL instructors understand their learners' learning needs and design their assessment rubrics accordingly.

Conclusion

The study aimed to identify how EFL instructors utilize oral assessments in a learning context. Based on a quantitative data analysis, EFL instructors positively perceived oral presentations for assessment. The study found that EFL instructors frequently use oral presentations and will continue to do so. It also noted that instructors mostly assess presentation skills by providing helpful and encouraging feedback. The research used a questionnaire to collect data and was a successful tool because of its effectiveness and fast implementation. Two questions were addressed: 1. What are EFL faculties' perceptions toward using oral presentations in their assessment practices? 2. How do EFL faculties use oral presentations in their assessment practices? The findings thoroughly explained how EFL instructors utilize oral presentations for assessment, their practices, and presentation effectiveness in EFL learning environments in Saudi higher education institutions.

In conclusion, the questionnaire results provide helpful insights into the attitudes and practices of EFL instructors with oral presentations as an assessment tool in Saudi universities. The participants demonstrated diverse educational backgrounds, teaching experiences, and language specializations. Their responses highlighted the importance of utilizing oral presentations, their practices with them, and the importance of providing feedback in language learning. The positive correlations between participants' responses to the statements and the thematic areas further support the relevance of these constructs in the context of language education. The satisfactory internal consistency of the measurement items within Thematic Areas 1 and 3 enhances the reliability of the questionnaire instrument.

These findings contribute to language education and can inform curriculum development, teaching strategies, and professional development initiatives. Future research should focus on exploring the factors influencing the relationship between feedback and language proficiency and further investigating the thematic area with lower internal consistency to refine the measurement items. Educators, policymakers, and researchers can collaboratively work toward enhancing language instruction and promoting effective language learning experiences with this knowledge. It is hoped that further studies would address the question of what factors influence the relationship between EFL instructors' feedback and the learners' specific language proficiency aspects, that remains unanswered in this study. It is required to find an answer with a more focus on student's attitudes towards language testing together with teacher's practical experience.

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