



Assessment of Oral Communication Skills of Students at Tertiary Level by University Teachers in Pakistan

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Abstract- Oral Communication and Presentation Skills (OCPS) is one of the courses that taught as one of the compulsory courses in almost every university in Pakistan. The assessment of oral communication course varies from one teacher to another, as well as from one university to another. Every teacher uses his/her various assessment strategies depending upon the content of the course along with the requirement of the university. One of the challenges of Oral Communication Course is how to assess the students. This study aims to explore the prevailing conceptions and actual practices of the assessment of EFL learners' speaking skills at the tertiary level. The study is qualitative in nature which used a survey questionnaire adopted from to collect responses from 60, randomly selected teachers from different public and private sector universities of Pakistan. The data was analyzed interpreted using descriptive analysis. In addition, this study determined what assessment strategy suits best for the specific requirement considering the course of OCPS.

Key Words: Assessment, Oral Communication, Tertiary Level, University Teachers.

I. INTRODUCTION

English is used to communicate globally for professional as well as personal purposes (Ounis, 2017). It is the language of business and officials, and is widely used for conveying messages orally as well as in written communication. People try to ensure that they master this language before entering into the corporate world. To this end, at the universities it is taught in every degree program as a compulsory subject (Kakepoto, Said, Habil, Umrani, & Memon, 2013). To excel professionally, everybody is now required be fluent in English, especially when it comes to speaking. Communication is an urgent language expertise which we utilize each day to speak with others, to communicate our perspectives, and to project our character. In the present globalized world, speaking skills are perceived as fundamental for worldwide mobility, access to advanced education, and work (Fulcher, 2015a; Isaacs, 2016), and are currently a significant segment in generally global and nearby language assessments, due at any rate to a limited extent to the ascent of the open development in language instructing and assessment (Fulcher, 2000).

Effective oral communication is considered to be one of the leading skills that an employee needs to possess at workplace. Also, when it comes to presentation skills, it adds value if the presenter complements the presentation in English language (Clement & Murugavel, 2018). Students persistently utilize oral communications investigate, appreciate, and convey thoughts and emotions from youth into adulthood. A person's utilization of oral communication in everyday making the most of every opportunity is a lot more noteworthy than their utilization of, for instance, perusing and composing. Oral communication are the means by which we speak with others in a wide scope of social settings, for example, playing, eating suppers, shopping, and so forth. In any case, in spite of its power in language pedagogy and assessment, speaking has been considered as an immaterial build which is trying to conceptualize and survey in a solid and legitimate way.

Oral communication advancement is critical to the accomplishment of early education. Additionally, oral communications uphold the improvement of kids' reasoning constantly, and their perusing, composing, seeing, and speaking to aptitudes (Saefurrohman, 2018). This could be inferable from the dynamic and setting implanted nature of speaking, however might be likewise because of the different structures that it can expect (e.g., monolog, combined discussion, group discussion) and the various conditions under which speaking occurs (e.g., arranged or unconstrained) (e.g., Luoma, 2004; Carter and McCarthy, 2017).

The teachers understand that study hall appraisal techniques ought to be seen as a cycle instead of an item where evaluation intention is not just a matter of getting the students' score and deciding if they pass the prerequisites or not however it is more on the most proficient method to know the students' advancement in learning and interceding them to get achievement in learning (Saefurrohman, 2018). When assessing

speaking capability, numerous variables become an integral factor which conceivably influence test takers' presentation and along these lines their grades, including task highlights, questioner attributes, rater impacts, and rating scale, among others (McNamara, 1996; Fulcher, 2015a). In the field of language assessment, impressive exploration consideration and endeavors have been devoted to investigating speaking appraisal. This is confirmed by the expanding number of examination papers with an emphasis on speaking assessment that have been distributed in the main diaries in the field.

This drawn out development in speaking appraisal research requires a methodical audit of significant discoveries that can help ensuing scientists and professionals to explore the plenty of distributed examination, or furnish them with sound proposals for future investigations in the speaking assessment space. A few survey or position papers are as of now accessible on speaking appraisal, either auditing the improvements in speaking assessment all the more comprehensively (e.g., Ginther, 2013; O'Sullivan, 2014; Isaacs, 2016) or analyzing a particular point in speaking assessment, like articulation (Isaacs, 2014), rating spoken execution (Winke, 2012) and interactional skill (Galaczi and Taylor, 2018). Obviously, these papers are significant in studying related advancements in speaking capability appraisal and outlining a wide image of speaking assessment for specialists and professionals in the field. In any case, they commonly receive the conventional writing audit approach, rather than the account survey approach that was utilized in this examination. As indicated by Norris and Ortega (2006, p. 5, referred to in Ellis, 2015, p. 285), an account audit means to "scope out and recount a tale about the observational region." Compared with conventional writing survey which will in general depend on a commentator's emotional assessment of the significant or basic parts of the current information on a subject, a story audit is more unbiased and methodical in the sense the outcomes are typically founded on the coding examination of the investigations that are gathered through applying some pre-determined rules. Arranged inside the contention based approval structure (Chapelle et al., 2008), this investigation is pointed toward introducing an account audit of observational examination on speaking appraisal distributed in two driving diaries in the field of language assessment, in particular, Language Testing (LT) and Language Assessment Quarterly (LAQ). Through after the methodical examination strategies of account audit (e.g., Cooper et al., 2019), we overview the subjects of speaking assessment that have been investigated by scientists just as the exploration techniques that have been used with the end goal of giving proposals to future speaking appraisal examination and practice.

Objectives

The main objective of current study was to explore the different aspects of the assessment of speaking skills.

Research Questions

The present research study targets the following research question:

- 1) What are the trends for assessing students' oral communication skills in the course of Oral Communication and Presentation Skills at tertiary level?

II. LITERATURE REVIEW

Concept of Communication

There is no single comprehensive meaning of the term communication since different scholars see it from different viewpoints. There are more than 126 distributed meanings of communication. With the end goal of better comprehension of the term communication, in this paper a couple of definitions have been featured. In any case, it should be expressed here that notwithstanding the various definitions given, every definition should be viewed as free, as opposed to conflicting to the perspectives of past scholars (Sautter & Zúñiga, 2018). In spite of the fact that definition has been embraced with the end goal of this paper a couple of others were additionally broke down. The word communication is gotten from the Latin action word "communicare" which signifies "to talk together, present, convey and talk with each other" (Sonseca, et al., 2015). Communication in the genuine sense includes "normality" with somebody. The "ordinariness" is accomplished through commonly shared codes. A couple of meanings of the word communication was viewed as remembering the root word, which each definition relies on. In the expressions of little, communication is the means by which we share data; pass on what we know or what we need to know (Zrekat & Bakar, 2106). It is the cycle by which data is passed among people or potentially associations by methods for recently concurred images. Little's definition underscores communication as a two-way measure. In communication, data streams forward and backward and this prove the said ordinariness between the message sender and the message receiver. This implies that communication is intuitive. In this way, in any tertiary organization, the instructor is relied upon to share data to encourage aptitude securing by his students. Compelling communication achieves the ideal normality of divided information among the students and their teachers. It is significant for the teacher to (Asemanyi, 2015) "pass on what we know ..." Communication possibly becomes powerful when the teacher can viably give what he knows to his students

who thus would show the information they have procured. Where great communication happens, it is conceivable to share data, information, or thought. One individual passes on something to another. The beneficiary, all the while, passes on something to the underlying transmitter (speaker) who at that point incidentally turns into a recipient as well. Through this cycle, the communicator (transmitter) and the collector can associate with one another better. From the definitions above, it very well may be found that compelling communication requires a cognizant, undoubtedly intentional decision of mode of transmission. The medium that best suits the individuals engaged with the communication, the spot, and the reason should be appropriate if communication is to be successful. Relating these hypotheses to the topic under audit, it very well may be reasoned that both teacher and student use communication for collaboration. While the teacher's main task is to give thoughts regarding the aptitudes to be procured, the students on their own part are required to exhibit their abilities comparable to the business venture abilities they have created. Both the teacher and the students should understand the mechanism of guidance, which is English Language. The classroom environment should likewise be helpful if the student is to promptly obtain any expertise. A definitive objective of communication is to make understanding since when a message is sent and comprehension is accomplished and the ideal impact delivered in the beneficiary, it is said communication is viable. From the couple of definitions, plainly communication is an intuitive movement through which members, utilizing commonly shared verbal and non-verbal codes, share data, thoughts and perspectives that permit them to get abilities, consequently showing the fitness to investigate open doors for business venture. Students can engage in building up their nearby network after their learning. At the tertiary training level, great communication by the facilitators of information obtaining (the teacher) will assist students with securing innovative aptitudes that will assist them with getting independent subsequent to finishing their examinations. At the point when instructive organizations in this nation can deliver independent alumni, the errand of country building would be better engaged, and simpler since the alumni will be entrepreneurs and not job seekers. Generally, useful schooling would be better accomplished (Dunbar, Brooks, & Kubicka-Miller, 2006).

Oral Communication Skills

Students with English as second language by and large respect being certain about oral communication in the objective language as trying. This is primarily because of oral communication dread. It additionally reveals insight into how the EFL students diminish oral communication fear. To investigate the systems and strategies for expanding oral communication certainty, a subjective exploration approach has been utilized in the examination. The discoveries uncover that the oral communication fear of EFL students primarily relies upon their certainty, and that an absence of certainty drives them to be worried to convey adequately in the English language (Mahdi, 2015).

Students constantly use oral communication to investigate, exchange ideas and convey thoughts and sentiments from youth into adulthood. A person's utilization of oral communication in everyday making the most of every opportunity is a lot more noteworthy than their utilization of, for instance, perusing and composing. Oral communication are the way we speak with others in a wide scope of social settings, for example, playing, eating suppers, shopping, and so on (Saefurrohman, 2018). With the globalization, the college graduates are required to be sure about oral communication so they can work viably in the scholastic and expert settings. Believing in oral communication can make graduates flexible in their own, scholastic, proficient and municipal lives. To satisfy the requests of profoundly informative worldwide town, English has become the most wanted language of the world. Consistently, a great deal of books are distributed and billions of dollars are used for learning English as a second or foreign language (Lunenborg, 2010).

At whatever point such students attempt to learn and communicate in English either as a second or foreign language, they experience a specific degree of tension and guarantee to go through a 'mind hindrance' during oral communication (Khan, 2015). For fruitful communication, students require more than the proper capacity to introduce well and a scope of predictable articulations. Effective communication is setting subordinate and, in this way, implanted in its specific talk network. Oral communication mirrors the persevering and amazing job of language and communication in human culture (Rahman, 2010). Kakepoto, Habil, Omar, Boon, and Hamdani, (2012) completed an examination wherein they shared Oral relational abilities assume critical job in the work vocation of a designer. This is on the grounds that advanced designing alumni need to perform assorted parts at work environment. They need to speak with customer and clients and other different individuals from public and private associations on ordinary premise. Accordingly, these expanded interchanges request powerful oral relational abilities of designing alumni to perform working environment occupations adequately and productively in this cutting-edge period of globalization and industrialization. Improvement in Oral communication is vital to the achievement of early education students. Besides, oral communication upholds the improvement of youngsters' reasoning constantly, and their perusing, composing, seeing, and speaking to aptitudes. Hence,

in view of this worldview, evaluating oral communication properly can encourage students to have a decent oral language improvement just as their language proficiency (Saefurrohman, 2018). Oral relational abilities at work environment incorporate oral introduction aptitude, meeting expertise, conversation aptitude, discussion expertise, and task interest expertise. Oral introduction aptitude gives assistants a thought how to introduce data for directors and chiefs identifying with work they performed and obstructions that defy them to play out that task (Kakepoto, Habil, Omar, Boon, and Hamdani, 2012). The significance of the build edifies the key parts or fundamental bits of the breaking point test engineers wish to gauge. Concerning surveying speaking, talking limit as "the verbal utilization of language to chat with others". These wide ramifications of oral capacity recommend that this breaking point combines: 1) interactional limit; 2) sensible utilization of phonology; 3) fitting and definite utilization of language and language; and 4) genuine shared trait. Interactional fitness can be seen as a person's basic capacity to effectively structure suitable talk thinking about pushing toward improvements, for example, data from another speaker, legitimately. That is, interactional limit can be considered as the individual credits that test takers need to share continually instinctual communication, which may not be basic to partake in non-smart communication. Considerably more unequivocally, interactional wellbeing incorporates the capacity to substitute, open and close deceives, react to other people, and brains and make centers with real reasonable use in a given setting. Examination proposes that interactional capacity is not pleasantly concentrated with portrayal or engineered oral introduction errands (MAINA, 2013). Other evaluation shows that test takers incline toward endless undertakings in which they enough co-make centrality with different analysts. They also feel that such errands are better markers of their oral communication limit in the resulting language (Mahdi, 2015). Authentic utilization of phonology identifies with the productive use of both segmental and prosodic bits of language. At the segmental level, explanation implies the capacity to communicate words and make the real sounds that favor a word with a centrality. Prosodic bits of phonology merge pressure, expanded volume on a syllable, sound, voice improvement, and pitch (Metusalem, Belenky, & DiCerbo, 2017). An immense issue in evaluating second language oral communication identifies with how to diagram include, a basic bit of phonology. Strength of supplement has been portrayed as, "how much (the component) is picked to be unique relating to the near to mix, and how it as far as anyone knows influences the knowledge of clients of the nearby plan." This definition arose commonly taking into account examination which has indicated that high-stakes assessments that are surveyed by near to raters who consider the speakers' first language can distribute astonishingly more kindhearted assessments than raters who are fresh with the neighborhood first language (Mousena & Sidiropoulou, 2018). While some battle for more noteworthy attestation of different accents while contemplating oral communication (Sautter & Zúñiga, 2018), others note the centrality of supplement in oral communication, and fight that to be reasonable for test takers, oral communication appraisals ought to deliberately think about the component of the information and judge the strength of the test takers' expression as a touch of their oral communication limit (Sautter & Zúñiga, 2018). Fitting and unmistakable use of language and language imply language expansiveness, the amount of words are known; language centrality, how well and appropriately the words are known and can be utilized (Sonseca, et al., 2015); syntactic broadness, the amount of highlight structures are known and can be utilized; and phonetic criticalness, how totally and adequately these syntactic structures can be utilized. Language structure and language have been treated as independent structures, in any case research proposes that human raters do not name clear scores for language and accentuation in oral communication evaluations (SREENIVASULU, 2014). Given the solid relationship between scores on language and highlight, it will by and large be fought that they ought to be treated as one sub-restriction of oral communication. As one of the four segments in the make of oral communication, shared characteristic, which proposes simplicity of speed of talk, conceding, and redundancy has pulled in an enormous heap of thought. The transient bits of shared characteristic join different degrees of total, rate, ending, and language fix (Rahman, 2010). Evaluation shows that the transient degrees of shared trait are basic segments of oral communication. Characteristic inside communications as interactional oral shared characteristic and struggled that shared trait is a 'conspicuous marvel', in which regular bits of shared trait are joined with interactional highlights. Having spread out the course toward examining oral communication and the elements that sway it, near to crafted by this cutoff, we as of now go to such assignment that have been utilized to survey oral communication. We portray each errand and give an appraisal of the amount it considers the make of oral communication that we have given, given the cycle and going with parts of evaluating this breaking point (Ockey & Li, 2015).

The Nature and Scope of the Communication Skills Course

The idea of the Communication Skills course shows up one of a kind from different subjects. Relational abilities are the establishment of language gaining from which viable talking, composing and perusing arise and it is the bedrock of human language learning (Asemanyi, 2015). Communication starts when there is

need for one individual to pass a snippet of data to another person. The best concern of any university teacher is the means by which to completely make an interpretation of thoughts to the students so that such thoughts are utilized by the students to build up their capacities to appropriately oversee and initiate change (Maina, 2013). Relational abilities have likewise been connected to scholarly achievement (Metusalem, Belenky, and DiCerbo, 2017). Communication is a dynamic intelligent cycle that includes the compelling transmission of realities, thoughts, contemplations, emotions and qualities. It is not inactive and does not simply occur; we effectively and intentionally take part in communication to create data and understanding needed for viable gathering working. It is dynamic since it includes an assortment of powers and exercises communicating over the long run. The word cycle proposes that communication exists as a course through a succession or arrangement of steps. The term cycle additionally shows a state of motion and change. The connections of individuals occupied with communication persistently develop a lot (Rahman, 2010).

The significance of the Communication Skills course

The importance of Communication Skills cannot be over underlined. The learning of English Language has expanded in light of the fact that individuals have gone to the acknowledgment that English is as significant as the very breath we take in. Numerous businesses really measure the ability of employment form in a significant number of these aptitudes prior to making offers of work. Organizations normally need to put their best face forward by utilizing great communication. The design is to make a positive impression about themselves. Gogovi, Gborson, Yankah and Essel (2006) concur that the investigation of relational abilities would not exclusively be valuable to students by upgrading their scholastic presentation however would be of massive assistance in the work market. At the pre-college levels, it is an obligatory subject and this support the point that Communication Skills as a course is significant. One's capacity to talk great English is a proof of skill and this is a conviction held in Ghana as well as on the planet overall. Speakers' presentation and ability involve a great deal of "fantastic aptitudes", inflection, the utilization of colloquial articulations and some more. This implies regardless of how competent an individual might be in his calling, it is the utilization of good relational abilities that features this strength (Asemanyi, 2015).

Factors Affecting Students' Performance

In the Communication Skills course in looking to get some answers concerning the elements influencing students' exhibitions in the Communication Skills course, the accompanying components were uncovered by the writing investigated for this examination. This is to see if instructor techniques produced interest in students and whether that interest has helped students so far in their examinations. The techniques utilized in the introduction of data assume a significant job in deciding if the beneficiary would appreciate the course. In the event that instructors consider educating to be a conveyance of data in particular, at that point such a course would not be viable in students' genuine circumstances. For this situation, the strategy turns into the middle instrument among educators and students for a criticism, and this yields great outcome. For example, if students' presentation in a specific course is that acceptable, the interest sticks perpetually moreover if this interest in Communication Skills is outfit; it is produced for some time later. The Communication Skills course is another course all together in light of the fact that, rules and aptitudes in the course are fixings that were never referenced in Senior Secondary Schools. Subjects like vagueness diagram, altering and hanging modifiers are new scholastic terms in the college educational program. In the event that teachers accept that students as of now know about these fixings it ultimately influences their presentation, due to a reasonable truth, these abilities are new to the students. This presumption gives speakers the daydream that the competency level is available, while in genuine case students know practically nothing. At the point when these suspicions are put forth and there is not a lot of attempt into the conveyance of the course it will bring about lackluster showing with respect to the students (Asemanyi, 2015).

Availability of textbooks

Course readings fill in as materials just as wellsprings of information. It supplements the study hall information given by address notes to students. The truth of the matter is that, no student can adapt adequately without reading material filling in as wellsprings of reference. Absence of course readings may likewise restrict the student's extent of information. Shockingly, there are not many Communication Skills books and other related materials in the college. Despite the fact that the college has a decent library, there is generally little amount of books on the racks that manages relational abilities. This makes tension on the couple of books accessible. Reading material assistance in the educating and learning measure thus what should be possible is that singular instructors or the Communication Skills Unit can facilitate the composition of course books that have the particular themes in the Communication abilities course content. These books could likewise have more sensible models that students can undoubtedly relate with, when this is done students will profit the more and will not have motivations not to perform well in the course.

Students' proficiency in the English Language

On the issue of students' exhibition, insufficient information in the standards of English syntax with respect to educators and the disregard of sentence structure guidance in the schools as a portion of the elements. The Education Commission additionally specifies the utilization of language and the close to destruction of the perusing propensity among students, the option to present day diversion devices, lacking instructor readiness deficient educating and learning materials, packed study halls, and helpless usage of the language strategy as contributory variables.

For the responses to be helpful to teachers and strategy producers, they should be founded on methodical examinations instead of on easygoing perception. Without such proof, a few people may properly contend that the purported "falling norm" in English exists in the minds who, regardless, consistently see their own exhibition in each part of human undertaking to be superior to that of the succeeding age. All in all, it is possible that the expansion in school enrolment, the aftereffect of the increment in the populace has prompted a relating yet equivalent expansion in both solid and frail students in English. Such individuals may hence say that there is no legitimization in the statement that students' accomplishment in English is lower now than it used to be.

All these highlights, require for thorough examination to investigate the variables influencing students' exhibition in Communication Skills at the university level. To them, one methodology in doing such an examination is a correlation of the presentation of various groups of students, who took a typical assessment, for example, the West African Examination Council assessments, longer than 10 years or two to see whether there has been any weakening throughout the long term. Sound as this technique may be, it is an overwhelming errand as far as the assets and time required for its execution. This might be one reason for the Education Commission's dependence on the Chief Examiners' reports rather than examination and correlation of students' exhibition (Asemanyi, 2015).

Likewise, such an examination probably will not uncover the genuine picture for different reasons. To begin with, inspectors will in general change their checking plans dependent on the general exhibition of students. For instance, when numerous students score high evaluations in a specific year, the pass imprint may be pushed higher than in a year when the overall presentation is low. Second, it is realized that the trouble level of assessments is never a similar consistently regardless of test author's endeavor at normalization. There, one cannot accept that a student who got an A Grade in Communication Skills in the year 2000 has a similar capability level as another who got a comparable evaluation in 2010. This elective technique for examination was picked for two main reasons. To start with, notwithstanding its cost adequacy and proficient control of the factors in question, limited scope study hall research offers the chance of recognizing the particular issues that a specific gathering of students has. Second, this strategy makes it workable for educators to give interventions that may help the students worried to defeat the issues recognized in their own language creation. I might want to emphasize that the drawn-out goal of the investigation is to discover the elements influencing assessments of Oral Communication Skills. Notwithstanding, this introduction, which covers just the strategies of using teachers use to assess oral communication skills at higher education level of Pakistan. Moreover, they have been using and practicing these strategies for some time now.

Assessment of Oral Communication Skills

The testing cycle, the development to be estimated, the undertakings used to gauge the building, and the innovation used to help in the process all keep on advancing as the field develops. These advancements have assisted with limiting a portion of the difficulties that are looked in the appraisal of oral communication (Ockey and Li, 2015).

One fundamentally significant expertise is the capacity to convey, henceforth, the new development for "communication across the educational plan." That is, relational abilities are currently instructed in a wide scope of general schooling courses, not simply those offered by the communication office. The normalized appraisal of general schooling is basic in advanced education, and projects in the order of communication are being approached to lead establishments in endeavors to improve relational abilities across the educational program (Sautter & Zúñiga, 2018). Consequently, the evaluation of relational abilities gives a decent contextual analysis to those intrigued by explicit appraisals of different aptitudes obtained as a rule instruction (Dunbar, Brooks, and Kubicka-Miller, 2006). Also, expertise is characterized as the utilization of information in genuine communication (Mahdi, 2015).

It is not astounding then that oral relational abilities are likewise ordinarily included as quite possibly the most usually surveyed learning results in school of business programs (Kakepoto, Habil, Omar, Boon, & Hamdani, 2012). Lamentably, diminishing assets, developing class sizes and assorted course designs, for example on the web, up close and personal and mixed make truly developing difficulties to compelling turn of events and appraisal of oral relational abilities in our showcasing and business student populaces. Oral execution evaluation emerges precipitously from the normally happening study hall climate and leads the

instructor to a judgment about an individual student's degree of improvement. Therefore, informative educating and open evaluation has gotten associated. Execution appraisal is showed through the perception and rating of student conduct and items in settings where students really exhibit capability. Accordingly, it assumes a basic job in giving input on execution to improve and quicken learning. Hence, different investigates pressure the utility of execution appraisal in settling on choices about the students' advancement, and in acquiring data about their own learning cycle (Ounis, 2017).

Various variables add to the score that a test taker gets on a test intended to survey their capacity to impart orally. A realistic showcase of how a portion of these variables influences scores. The model spotlights on variables that have an effect during the organization of the test. Different variables, for example, the effect of the score on guidance, are not expressly recognized in the model, yet are viewed as a component of the testing setting. The test taker's oral communication capacity is portrayed by an oval at the lower part of the huge circle. The point of the appraisal is to quantify this capacity. The score that is relegated to the test taker dependent on the evaluation is appeared in the upper left piece of the enormous circle. This score is utilized to demonstrate the test taker's oral communication capacity. As can be found in the figure, task type, other questioners' very own attributes, innovation utilized for the appraisal, the real talking execution and coming about discourse test, rating scales, and raters would all be able to affect scores during a test organization. These components, combined with the specific circumstance (e.g., stakes, results, sociopolitical circumstance, and social assumptions for partners) of the evaluation, may be wellsprings of developed superfluous fluctuation in an oral communication appraisal. Various variables have impact on grades. Errand types (just as the particular prompts utilized for a specific assignment type) can influence a test taker's talking execution. Experience with an errand might be a bit of leeway for test takers. For example, some test takers may improve a gathering or matched conversation since they are accustomed to conversing with others in a gathering setting. The individual attributes of different questioners associated with the appraisal can impact talking execution and can affect how raters assess a test taker's capacity. For instance, in a one-on-one meeting, a questioner can influence the scores by being pretty much strong during the meeting, and in a gathering/matched oral test, the individuals from the test taker's gathering may be extremely decisive, consequently affecting the test taker's talking execution. The rater may likewise think about the presentation of the gathering individuals in a gathering/combined conversation, in this manner making it workable for the capacities of different individuals from one's gathering to directly affect a test taker's score through the rater. Innovation can likewise influence a test taker's talking execution. For example, a test conveyed via phone or the web might be hindered by a moderate or indistinct association, making it hard for the test taker to comprehend the brief. Innovation can likewise influence the discourse test if, for instance, the chronicle gadget doesn't work successfully. Innovation may likewise impact scores through the rater, who, for example, will be unable to utilize the information section techniques viably. At last, innovation can influence a grade straightforwardly if the scoring framework does not work appropriately. Rating scales can likewise affect scores. Since they are intended to quantify the development that the analyzer means to survey, they along these lines assume a pivotal job in connecting the scores to the building that the test is intended to gauge. To be viable, rating scales should obviously mirror the development and be effectively interpretable. Raters can be human, PC (robotized scoring), or a blend of both. Human raters or potentially PC mechanized scoring motors assume a vital job in the oral communication appraisal measure, and can influence scores severally, contingent upon how they are prepared or customized to decipher the rating scales and assess inspired discourse tests. These variables work in a given evaluation setting, which likewise impacts the scores allocated to test takers. There are numerous relevant elements, including actual highlights of the setting, for example, the temperature of the room and level of outer commotion, and mental variables, for example, the test taker's tension and inspiration. Given these elements in an oral communication appraisal measure, it is vital that test fashioners characterize the oral communication capacity that they mean to evaluate as obviously as could be expected under the circumstances, and afterward consider every one of these variables to best guarantee a substantial evaluation measure (Ockey and Li, 2015).

III. RESEARCH METHODOLOGY

Type and nature of the study

This study was based on qualitative approach. The data was collected through a questionnaire for this study.

Population

The population of this research was university teachers teaching Oral Communication course. Purposive sampling method was used to draw the sample from the tertiary level teachers teaching Oral Communication course at Public and Private Sector University.

Sample Size

The contacted participants for this research were enrolled in public and private universities of Pakistan. The overall number of the participants included in this study was sixty. Out of these 60 participants, 25 were male and 35 were female teachers.

Research Instrument

The data collection instrument has been adopted from the Asma Ounis's study published in 2017 in the context of Tunisia. The researchers took permission from Asma Ounis before using the research instrument.

Data collection Technique

The data was collected through a questionnaire. The questionnaire was divided into two parts. The first part of the questionnaire was based on the demographic features of the participants including gender, teaching experience, age, education and type of the university. The second part of the questionnaire had 7 questions based directly to focus the research objective. These questions were based on selecting the best option against the question that is being asked to check the assessment practices, strategies, tools, etc. while teaching oral communication course. The questions mentioned in the questionnaire helped the author to come up with the relevant responses of the participants. In this way the participants felt convenient to answer their responses freely and with the convenience of what they wanted to express in terms of oral communication assessment strategies and techniques. The replies helped the author to collect the responses of the participants based on their best and effective assessment techniques.

Analysis of Data

The responses were analyzed using descriptive statistics.

Research Instrument

The research instrument was adopted from Ounis (2017) for this study. A consent was taken from the author.

IV. FINDINGS AND INTERPRETATIONS

The Findings of the Questionnaire

The analysis of the questionnaire findings discloses various demographic information regarding the profile of the participants along with the approaches and believes that has been developed because of their overall

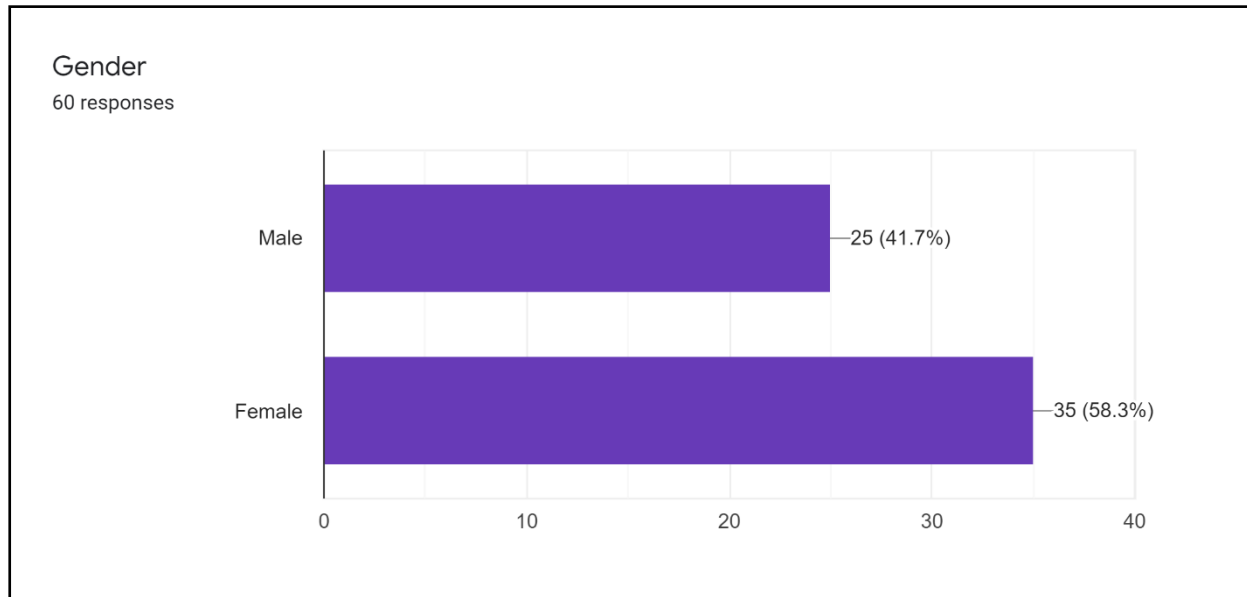


Figure 1 – Information about the participant's gender

experiences by assessing oral communication course. Following are the further clarification of the responses.

Demographic Information

The very initial segment (reflected in Figure 1) of the questionnaire portrays demographic information about participants. This information is related to the participant's gender, figure 1 shows that out of 60 participants 25 (42%) were male and 35 (58%) were female.

Age

Figure 2 shows the data regarding the age group of the participants. The result shows three age group

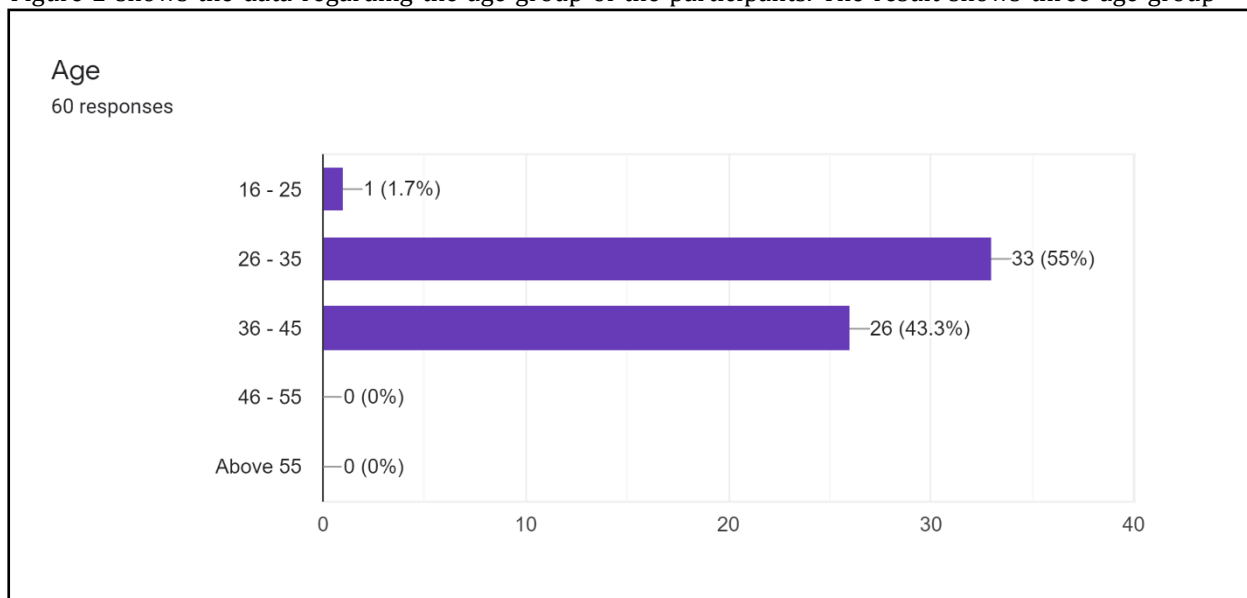


Figure 2 – Age groups of the participants

categories: 1. 16 – 25 years; 2. 26-35 years; 3. 36-45 years. Based on the findings of the questionnaire, the majority of participants are coming under the second category with a percentage that reaches 55% including 33 participants, lesser percentage then goes in the second category including 26 participants with 43%, the weakest representation of the percentage is of the participants who are in the first category including only one participant with 2%.

Education

Considering the academic qualification in the figure 3 of the participants there are also three categories. The first category is low that has 15 participants making up to 25% in which participants have earned either Masters of 4 years BS Program. The Second category is the highest that has 41 participants coming up to 68% in which the participants have done either M.Phil. or MS Program. The lowest category has all the 4 participants who have earned Ph.D. that reaches to 7%.

Teaching Experience

Figure 4 shows the teaching experience of the participants in a university teaching oral communication. There are five categories that resulted after responses. The first category has 17% of the participants in which participants have 1-5 years of teaching experience. The second category comparatively the highest category of all that has 6-10 years of teaching experience in which 40% participants are catered. The third category that is the second highest category has the participants of teaching experience of 11-15 years in which 25% the participants fall in it. The fourth category is the second lowest in which the participants have 16-20 years of teaching experience resulting to 15% of the participants. The final category has 3% of

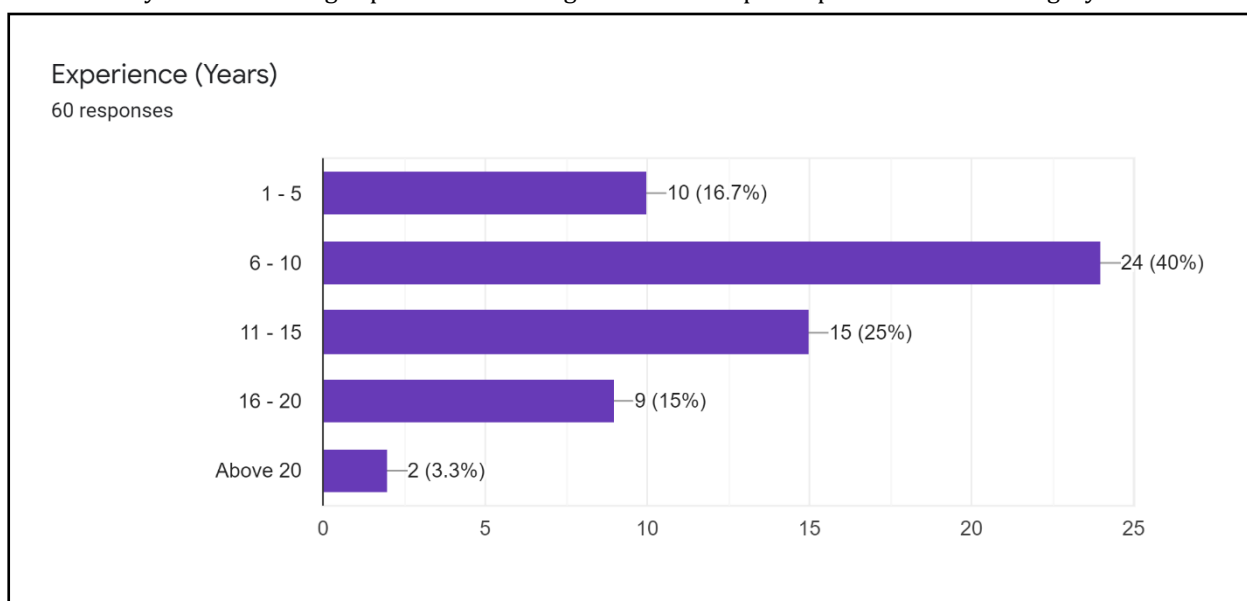


Figure 4 – Teaching experience of the participants

the participants including participants with more than 20 years of teaching experience. Hence, the finding

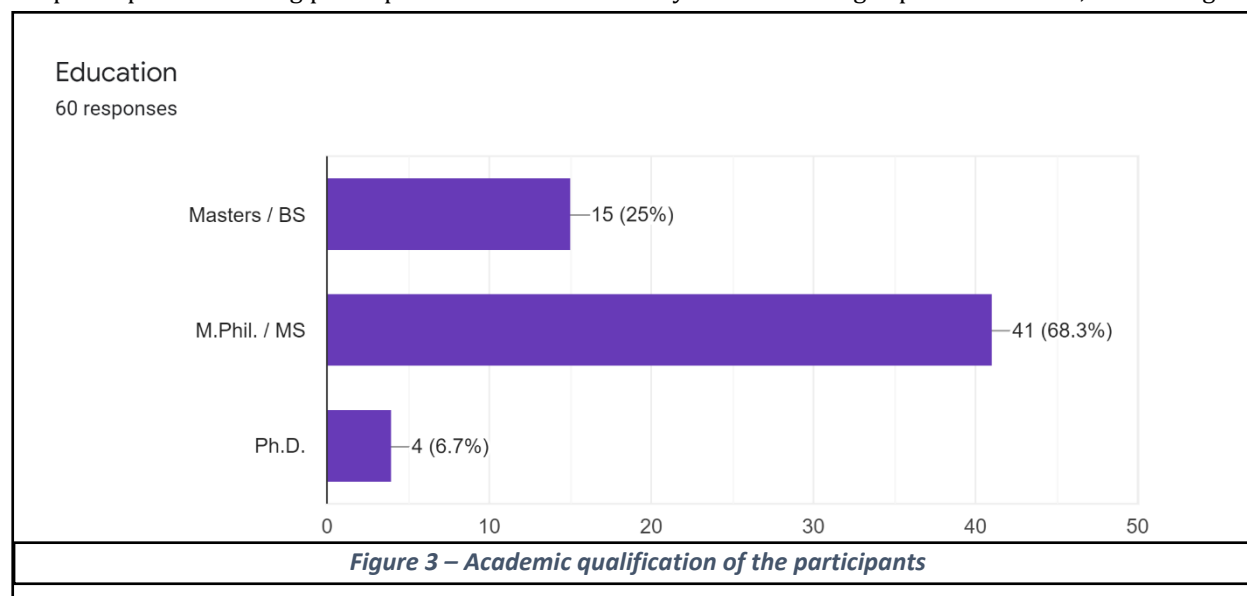


Figure 3 – Academic qualification of the participants

of the research portrays the participant’s overwhelming response having adequate teaching experience of oral communication skills at a university level.

Nature of University

Figure 5 shows the engagements of the participants in different kinds of universities. There were three categories that resulted: The private university has the most of the participants including 43 participants that is 72%. The category of public sector has 24 participants making up to 40%, this is the second highest category. The last category is of the semi government universities of Pakistan summing up 4 participants with a percentage of 7%.

Descriptive Analyses and Interpretation

Interpreting the Participants' Objectives, Attitudes and Classroom Practices of Speaking Assessment

Once the demographic information of the participants was collected from the first part of the questionnaire, participants' further insight was collected from the second part of the questionnaire. This reflected in exploring and investigating more about classroom assessments and practices that the participants shared based on their prior (best) practices and effective way of making assessment for learning and productive.

In the second part's first sub question the four areas where participants were keen to use assessment was: 1. to improve students learning 55% - this area gained the second highest responses. 2. to self-assess efficiency of teaching (25%). 3. to grade students (22%). 4. to enhance student's future oral communication skills - this area received the most responses from the participants. The findings of Figure - 6, the majority of teachers of EFL/ESL agree on laying emphasis on the progress of student's learning.

2.1 What are the main objectives that urge you to assess your learners' speaking skills?

60 responses

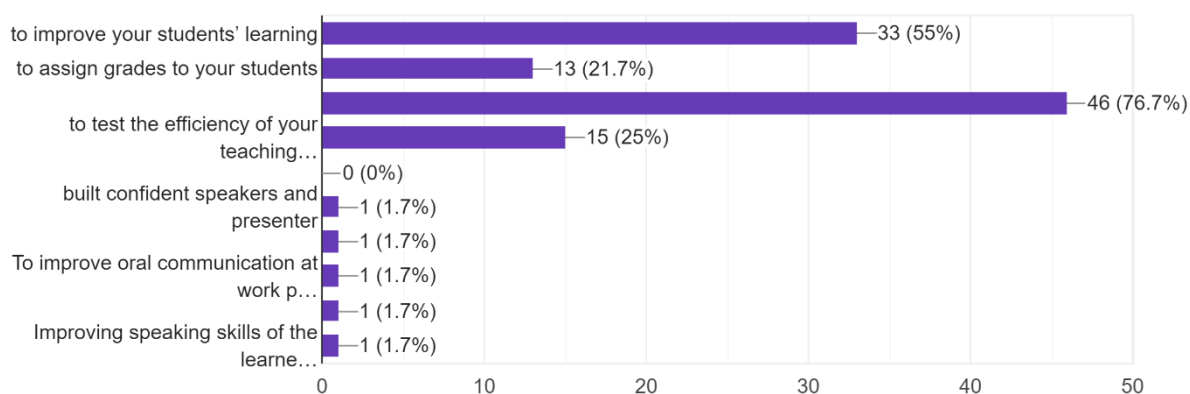


Figure 6 – Important factors to assess student's speaking skills

The result that came out from the second question of second part of the questionnaire reveals that the responses of the teachers are quite a lot in favor of using oral presentations the most frequent performance assessment task compared to others, it is 93%. Debates and role plays took the equal percentage of 52% for both, and then comes the Project work i.e., 38% and eventually oral reports took 28%. The rest of the

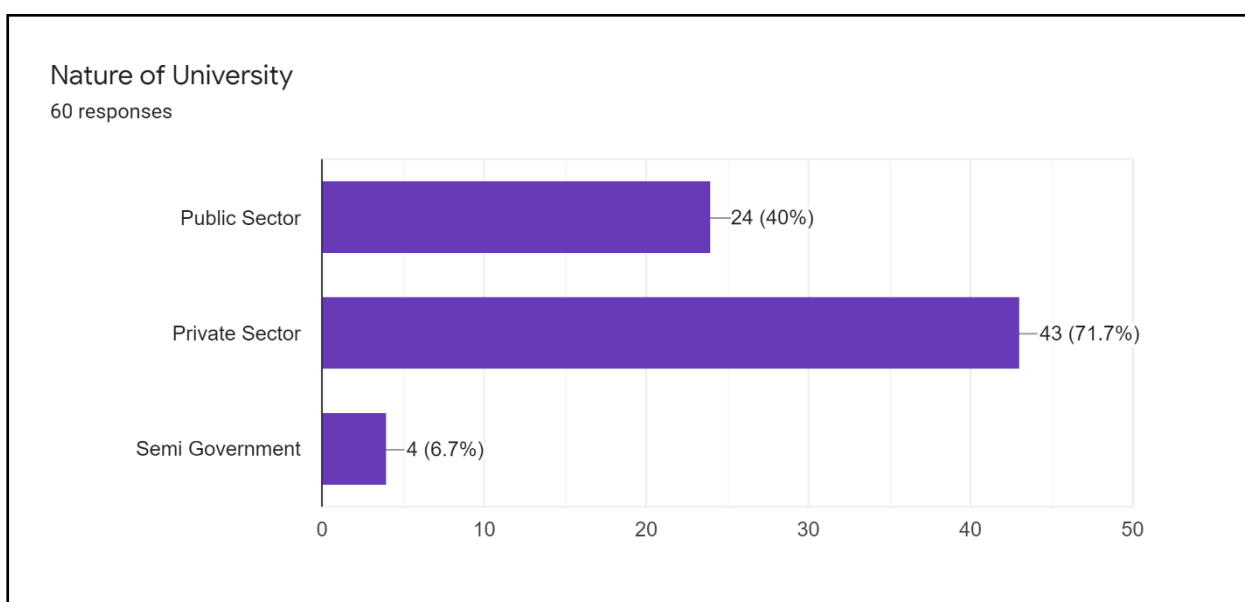


Figure 5 – Participants engagements in the universities of different nature

responses came under the category of others that includes group discussions, speeches, etc. (Asemanyi, 2015).

2.2 What are the performance assessment tasks that you frequently use?

60 responses

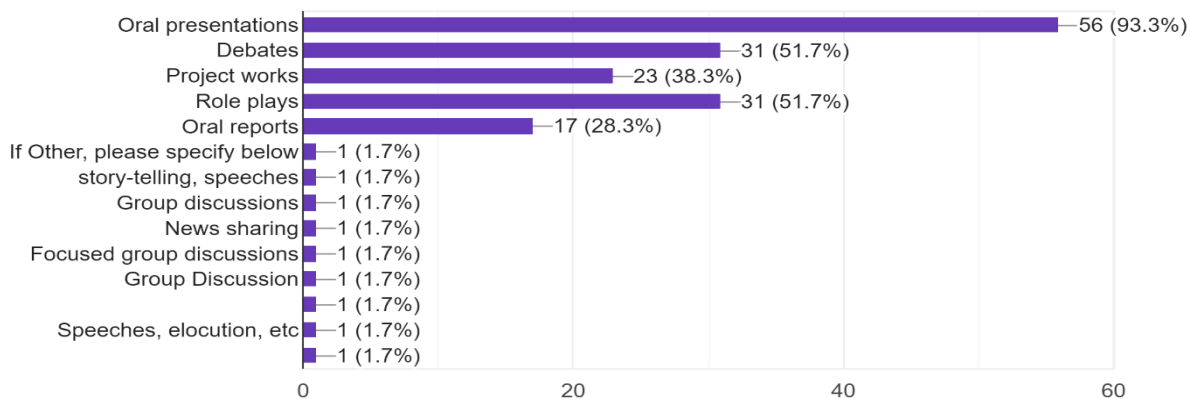


Figure 7 – Frequently used assessment strategy

on which teachers rely on in terms of assessment of their learner’s verbal output. Figure 8 portrays the results that around 87% of the participants are inclined towards formal oral assessment.

2.3 Which type of assessment do you resort to for the evaluation of your learners’ verbal output?

60 responses

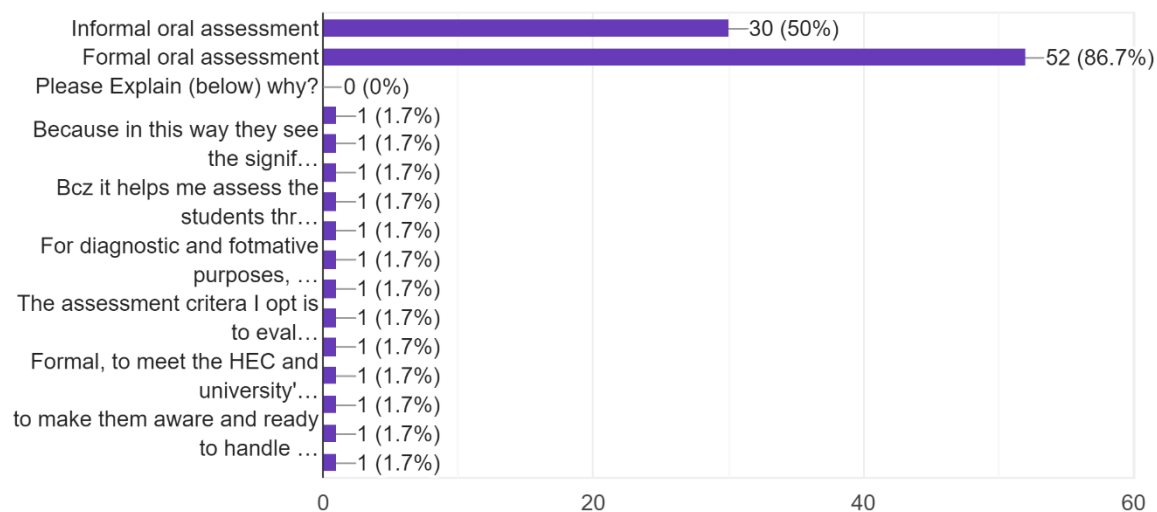


Figure 8 – Evaluation of Learner’s Verbal Output

Moving towards the factors that helps in assessing speaking abilities of a learner that came from the result of the 5th question of the second part of the questionnaire reflected in Figure 10. It displays that the reliance of teachers on variety of techniques used by the teachers such as verbal feedback is 57% and rubrics have the most rating of being used and that is 72%. Around 38% of the participants agreed to use holistic that is overall measures, and 45% agreed on engaging learners in various analytical assessments. As portrayed in the figure 10, teachers have their priorities in distribution of various measures. A very less number of teachers rely on the use of checklists and rubrics.

2.5 What are the measures that you rely on when conducting speaking assessment?

60 responses

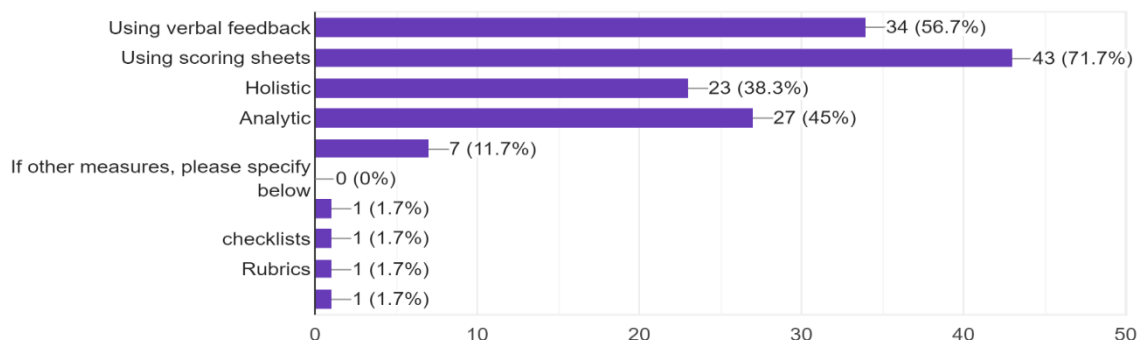


Figure 10 – Measures relying on during oral assessment

major skills those should be made mandatory while assessing students of oral communication course.

2.6 In case you are using analytic rubrics, what are the criteria that you include in your scoring grid?

60 responses

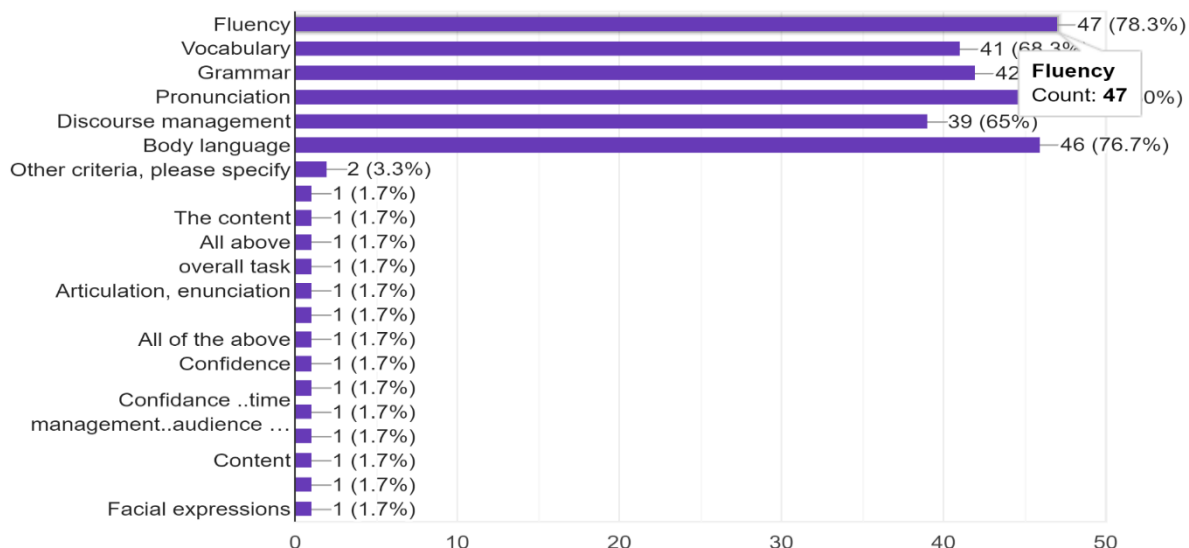


Figure 11 – Criteria while using analytical rubrics

Figure 9 - Major source ensuring classroom assessment

The last sub question (responses in Figure 12) was based on the challenges the teachers face when they assess student’s oral communication skills. The responses are described below.

1. The most common and obvious response that teachers encounter often is “students not willing to participate” may be because of lack of interest or energy, etc. The response received in this sub question is 70% of the participants claiming the same challenge.
2. The second most common response received in this sub question contributing to 67% is that the assessments of oral communication skills are very much time consuming, such as group discussions, speeches, debates, presentations, etc.
3. The challenge that teachers come across with and that has the contribution to 51% is that students get nervous, confused or perplexed while being assessed for oral communication skills.

Discussion

The study resulted demonstrating that Pakistani English Language Educators profoundly utilized assessment strategies of oral communication skills to improve their overall performance either of students or teachers. Noting different decisions that came across after the findings of the study presentations of the

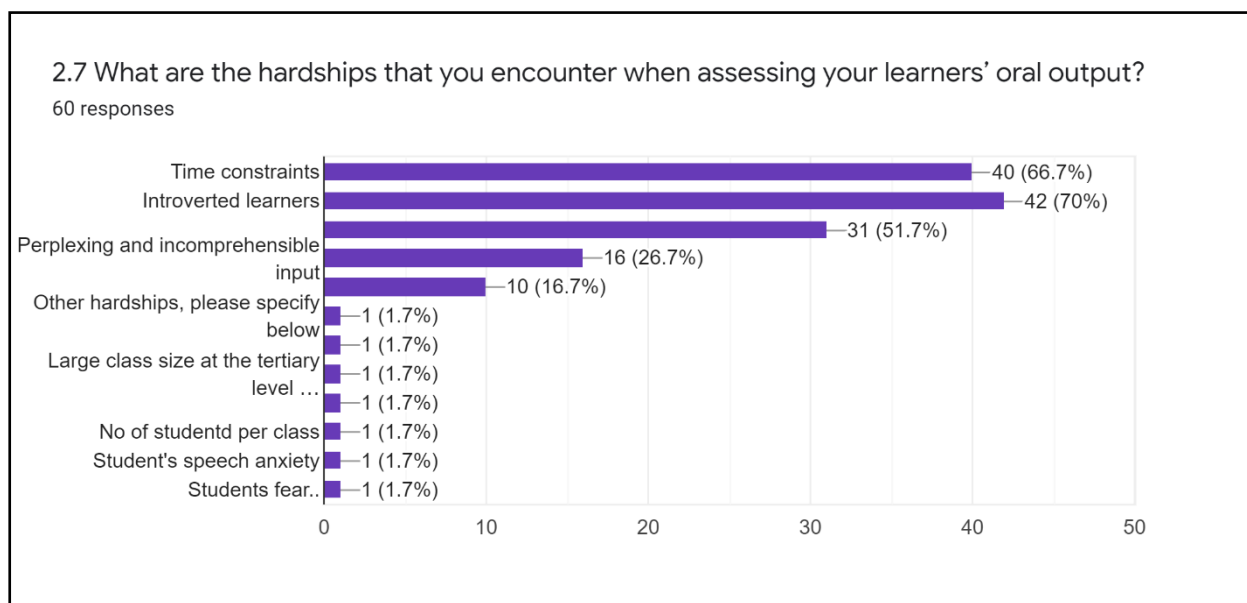


Figure 12 – Challenges during oral assessment

students based on a topic and assessed by a rubric is quite recognized by the teachers. It has been broadly realized that for oral language advancement evaluation, student’s motivation as plays a very important role to assess them well enough.

In spite of the accessibility of different innovation based instruments for the appraisal of talking, just a powerless extent of educators utilize them. This may be because of the challenges and the difficulties experienced while surveying the students’ oral abilities through innovation. Another gathering of members (57%) has faith in the utilization of verbal input as an evaluation technique that is utilized to help students’ screen their oral language progress. Through the usage of adequate practice and occasions to talk in the study hall, the dependence on oral criticism fortifies homeroom collaborations, creates open systems and supports subsequently casual oral language appraisal. The regular contact between EFL instructors and their students delivers the evaluation of talking a continuous cycle that flourishes using English as a mode of communication. Similarly, the progressing, incessant and nonstop nature of talking evaluation. Notwithstanding the utilization of innovation—put together evaluation and the dependence with respect to verbal criticism, most of instructor (45%) depend on the utilization of rubrics especially scientific rubrics for the itemized appraisal of their students’ yield. Regardless of the changing perspectives different educators at the college level may hold towards the utilization of rubrics. All the members who report to have utilized rubrics keep up that they depend generally on insightful rubrics trying to give sufficient evaluation results. Accordingly, the educators’ gear with estimation instruments for the appraisal of their students’ oral capability is extremely important (Ockey and Li, 2015). English instructors don’t offer significance to issues of legitimacy and dependability when performing talking appraisal. Nonetheless, the current paper uncovers the college educators’ anxiety with fixing a few elements of oral language whereupon the students’ talking exhibitions are surveyed and in attempting to make their students knows

about the arrangement of measures decided ahead of time. All together words, the utilization of rubrics is exceptionally relevant in evaluating the "cycle, execution and progress". On account of the multifaceted nature of talking as a profitable ability (SREENIVASULU, 2014), instructive specialists and scientists see the need to deconstruct talking into a bunch of fundamental rules to give a sufficient appraisal of the students' yield. In light of the consequences of the poll, the sources contrast in recognizing the models whereupon the students' oral exhibitions are judged. A few sources notice that they remember for their insightful rubrics the accompanying rules: 1) Fluency—precision—association of thoughts—communication—jargon use. 2) Use of visual guides—non-verbal communication—familiarity—precision. 3) Persuasiveness—association of thoughts—elocution—non-verbal communication. 4) Pronunciation—visual guides—style/register—thinking—readiness. The assortment regarding the standards that are picked for talking evaluation mirrors a comparable disarray among phonetics in their endeavor to recognize oral capability scoring classifications. For language, jargon, understanding, familiarity, articulation, and errand the inclusion of the accompanying evaluation standards: sentence structure (reach and exactness), jargon (reach and accuracy), elocution (singular sound, stress and cadence, inflection, connecting, elision and absorption), familiarity (the utilization of delay markers and transient factors), conversational Skill (guaranteeing point improvement, taking activities, being reliable, making all the difference for discussion), sociolinguistic expertise (proper utilization of register and style, utilization of social references), non-verbal (keeping in touch, loosened up body pose, fitting utilization of motions and outward appearances) and substance (consistency as far as contentions and pertinence). Notwithstanding the sources' variety as far as which specific measures must be referenced, they appear to have an agreement in regards to the need of giving explicit criticism focusing on a pre-unmistakable arrangement of oral language measurements to assist students with distinguishing their solidarity and empower them to cure and manage their shortcomings.

Regardless of the presence of various accomplishments relating to the legitimate, smart, coordinated and progressing oral language evaluation systems, there are various difficulties that actually must be settled. Issues relating to evaluation are overwhelmingly present in each presentation appraisal. In the current investigation, a portion of these issues contain the accompanying: 1) The progressing evaluation may keep students on their nerves as they are continually leveled out from both the instructor and their companions. Along these lines, the students' degree of uneasiness can be expanded, which may impact their oral exhibitions contrarily. Tension additionally causes students to see their oral creations as mistaken, unintelligent or questionable. 2) The students' powerless information or newness to certain points impacts their presentation and the manner in which they are being surveyed. 3) The measure of help given to students through appraisal shifts starting with one student then onto the next. As such, the exhibition conditions affect the students' yield. 4) The difficulties relating to the evaluation of the students' talking execution however the utilization of innovation contains the trouble in taking care of or in actualizing the utilization of mixed media or advanced gadgets. Subsequently, the issues that can have a negative effect relating to talking execution evaluation are identified with full of feeling or mental elements, information factors, execution variables and specialized reasons.

V. CONCLUSION AND RECOMMENDATIONS

Considering oral communication assessment strategies, the author of this study has been able to find out various authentic reasons how 60 university teachers of Pakistan are using assessment strategies in oral communication course. A count of 60 teachers teaching at various level of university makes it a worth considering study. Interestingly, teachers are of diverse background where some of them are having either Masters/Bachelors in English. Along with this there is a big number of teachers who have M.Phil/M.S. degree. All of the teachers having different teaching experiences of teaching oral communication course ranging from 1 year to more than 20 years have their own learning in terms of assessing students and making assessment effective and productive in terms of teaching and learning both.

Additionally, there has been various results that came out with the help of qualitative analysis with the help of a questionnaire survey based on two parts. The first part of the questionnaire is on the demographic details of the participants and the second part is based on the oral assessment observation, findings and experiences. This provides an overall a good weightage with the help of the responses to find out that how various teachers have been using assessment tools such as rubrics, strategies such as feedback, etc. to make their assessments better and productive.

To close, the appraisal of talking has gotten a lot of thought at the tertiary level. Its usage serves in improving the students' learning cycle and in boosting their talking possibilities. Notwithstanding their hotel to scientific rubrics, the instructors depended on various intelligent, valid, informative exercises that ensured a progressing sustainment of the students' talking capability. The making of important open doors for oral

language assessment to be held during the English meetings prompts the two educators and students the same to accept dynamic jobs in the appraisal cycle. Regardless of the presence of certain issues identified with full of feeling/mental, information, execution and specialized reasons, educators endeavor to actualize the two sorts of study hall evaluation which spin around the utilization of developmental and summative utilization of talking appraisal.

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