

A Mixed-Methods Inquiry into Presentation-Based Assessment: Bridging the Gap between Pedagogical Value and Classroom Practice

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ABSTRACT

This study investigates the perceptions and experiences of both students and teachers regarding the use of presentations as an assessment tool in English language programs at university level. Employing a descriptive mixed-methods design, the research was conducted at the English Language Department, College of Arts, Gharyan, Gharyan University, during the Autumn semester of the 2025-2026 academic year. Data were collected through structured questionnaires administered to 60 undergraduate students and 10 teachers representing diverse specializations within English studies. The findings reveal a complex landscape of alignment and divergence between the two stakeholder groups. Students generally perceive presentations as beneficial for deepening subject understanding. However, significant challenges emerge, particularly affective factors such as fear of public speaking, lack of confidence and difficulty organizing content. Teachers overwhelmingly acknowledge the pedagogical value of presentations for assessing communication skills, subject understanding, research abilities and teamwork. Despite this recognition, a striking theory-practice gap emerges: 70% of teachers do not regularly include presentations in their assessment strategies, and when used, presentations carry minimal weight (less than 10%) in final course grades. The study concludes that optimizing presentation-based assessment requires a dual-pronged approach addressing both student and teacher needs. By directly contrasting student and teacher perspectives, this research offers a comprehensive framework for bridging the persistent gap between the theoretical value and practical implementation of presentations as an assessment tool in English language education.

Keywords: Student perceptions, teacher perceptions, presentation-based assessment, English language education, theory-practice gap.

دراسة استقصائية مختلطة المناهج حول التقييم القائم على العروض التقديمية: سد الفجوة بين القيمة التربوية والممارسة الصفية

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ملخص البحث

تبحث هذه الدراسة في تصورات وخبرات كل من الطلاب وأعضاء هيئة التدريس فيما يتعلق باستخدام العروض التقديمية كأداة للتقييم في برامج اللغة الإنجليزية على المستوى الجامعي. من خلال توظيف منهج دراسة وصفي ذو أساليب بحث متعددة، أجريت هذه الدراسة في قسم اللغة الإنجليزية، كلية الآداب غريان، جامعة غريان، خلال الفصل الدراسي الخريفي من العام الجامعي 2025-2026. تم جمع البيانات من خلال استبيانات منظمة وزعت على 60 طالبًا وطالبة

و10 من أعضاء هيئة التدريس يمثلون تخصصات متنوعة ضمن دراسات اللغة الإنجليزية. تكشف النتائج عن مشهد معقد من التوافق والتباين بين الطلاب وأعضاء هيئة التدريس. إذ يُدرك الطلاب عمومًا أن العروض التقديمية مفيدة في تعميق فهمهم للمحتوى الدراسي. ومع ذلك، تبرز تحديات كبيرة، لا سيما العوامل الوجدانية مثل الخوف من التحدث أمام الجمهور، وضعف الثقة بالنفس، وصعوبة تنظيم المحتوى. في المقابل، يُقر أعضاء هيئة التدريس بشكل ساحق بالقيمة التربوية للعروض التقديمية في تقييم مهارات التواصل، وفهم المحتوى، والقدرات البحثية، والعمل الجماعي، وعلى الرغم من هذا الإقرار، تظهر فجوة واضحة بين النظرية والتطبيق: إذ إن 70% من أعضاء هيئة التدريس لا يدرجون العروض التقديمية بانتظام ضمن استراتيجيات التقييم الخاصة بهم، وعند استخدامها، فإنها تمنح وزنًا نسبيًا منخفضاً (أقل من 10%) في الدرجة النهائية للمقرر. وتخلص الدراسة إلى أن تحسين التقييم القائم على العروض التقديمية يتطلب نهجًا مزدوجًا يعالج احتياجات كل من الطلاب وأعضاء هيئة التدريس. ومن خلال المقارنة المباشرة بين وجهتي نظر الطرفين، تقدم هذه الدراسة إطارًا شاملاً لسد الفجوة المستمرة بين القيمة النظرية والتطبيق العملي للعروض التقديمية كأداة للتقييم في تعليم اللغة الإنجليزية.

الكلمات المفتاحية: تصورات الطلاب، تصورات المعلمين، التقييم القائم على العروض التقديمية، تعليم اللغة الإنجليزية، الفجوة بين النظرية والتطبيق.

1. Introduction:

Student presentations have long been established as a cornerstone of pedagogical practice in higher education, serving as a versatile assessment tool capable of evaluating a wide range of learning outcomes[1,2]. Unlike traditional written examinations, which primarily assess knowledge recall and comprehension, presentations offer a more authentic and multidimensional approach to evaluation. They require students to demonstrate not only subject knowledge but also oral communication skills, critical thinking, synthesis of information, research capabilities, and, in the case of group presentations, collaborative teamwork[3]. This alignment with the development of both academic and professional competencies has contributed to the widespread adoption of presentations across various disciplines, particularly in language education programs where communicative competence is a central learning objective.

In the context of English language teaching, presentations assume particular significance. They provide learners with opportunities to use the target language in meaningful, purposeful ways, thereby supporting the development of fluency, accuracy and confidence in spoken communication [4]. Furthermore, presentations embody principles of student-centered learning, encouraging active engagement with course content and promoting deeper understanding through the process of organizing, synthesizing and articulating ideas to an audience [5].

Despite these recognized benefits, the use of presentations as an assessment tool is not without challenges. A substantial body of literature has documented the persistent difficulties that students encounter, most notably public speaking anxiety, lack of confidence, and apprehension regarding evaluation [6,7]. These affective factors can significantly impair performance, raising concerns about the validity and fairness of presentation-based assessment. Students frequently report feeling unclear about assessment criteria, perceive feedback as

insufficient or overly critical and express dissatisfaction with unequal participation in group presentations [8,9,10].

1.1. Research Problem:

Despite the widespread use of student presentations as an assessment tool in higher education, there is a disconnect between teacher practices and student experiences. Teachers often view presentations as valuable for evaluating communication, critical thinking and teamwork, while students report challenges such as anxiety, unclear expectations and uneven group contributions. Additionally, variations in assessment criteria, feedback quality and logistical constraints may hinder the effectiveness of presentations as a fair and meaningful evaluation method. This study seeks to explore these discrepancies and identify strategies to optimize presentation-based assessments for both educators and learners.

1.2. Research Questions:

Primary Research Question:

Q1. How do teachers and students perceive the effectiveness of presentations as an assessment tool in higher education?

Secondary Research Questions:

Q2. What are the key benefits and challenges of using presentations for assessment, as reported by teachers and students?

Q3. How do assessment practices (e.g., rubrics, feedback, peer evaluation) influence student performance and confidence in presentations?

Q4. What strategies can be implemented to address student anxiety, grading fairness, and group dynamics in presentation-based assessments?

1.3. Research Objectives:

- To compare teacher and student perspectives on the effectiveness of presentations in assessing learning outcomes (e.g., communication skills, subject understanding, teamwork).
- To identify common challenges faced by students (e.g., public speaking anxiety, preparation difficulties) and teachers (e.g., grading fairness, time constraints) in presentation-based assessments.
- To evaluate current assessment practices, including the use of rubrics, feedback methods, and peer/self-assessment, and their impact on student performance.
- To propose evidence-based recommendations for improving presentation assessments, such as structured preparation, clearer grading criteria, and support mechanisms for students and instructors.

2. Literature Review:

2.1. Theoretical Framework:

2.1.1. Constructivism (Piaget & Vygotsky[11]):

Constructivism is a learning theory that posits that learners do not passively receive information but actively construct their own understanding and knowledge of the world through experiences and reflecting on those experiences. In the context of this research, presentations are not merely a performance but a constructive process where knowledge is built, shaped and validated. The theory is broadly divided into two main strands: Cognitive Constructivism (Jean Piaget) and Social Constructivism (Lev Vygotsky), both of which provide a robust foundation for understanding the pedagogical value of presentations.

Jean Piaget's work emphasized that learners build (construct) mental models (schemata) of the world through a cycle of assimilation (integrating new experiences into existing

schemata) and accommodation (modifying existing schemata to fit new experiences) [12]. Lev Vygotsky argued that social interaction is fundamental to cognitive development. Learning occurs first on a social level (between people) and then on an individual level (inside the learner). This happens most effectively within the Zone of Proximal Development (ZPD), which is the difference between what a learner can do without help and what they can achieve with guidance and encouragement from a more knowledgeable partner (a teacher or a peer)[13].

Connecting Theory to the Research Problem:

This constructivist lens helps explain the "disconnect" in the problem statement. Teachers, seeing the immense constructive potential of presentations, value them for fostering deep learning. However, students may only perceive the stressful, performative aspect—the final product—if the constructive process is not properly supported. Challenges like anxiety and unclear expectations can prevent students from entering a productive ZPD and instead create a negative, defensive learning environment.

2.1.2. Bloom's Taxonomy (Cognitive Domain):

Bloom's Taxonomy is a hierarchical classification system used to define and distinguish different levels of human cognition—from the most basic to the most complex. The revised taxonomy [14] categorizes these skills into six levels: Remember, Understand, Apply, Analyze, Evaluate and Create. This framework is invaluable for aligning assessment tasks with intended learning objectives. Student presentations are a powerful tool because they have the potential to engage and assess the top tiers of this hierarchy, moving beyond simple knowledge recall to true demonstration of understanding. A well-designed presentation assignment requires students to engage in almost all levels of Bloom's Taxonomy.

Teachers value presentations because they are one of the few assessment forms that can efficiently target the higher-order thinking skills (Analyze, Evaluate, Create) that are central to academic and professional success [15]. The hierarchical nature of Bloom's Taxonomy is key to diagnosing student difficulties. A student who struggles to organize content coherently may not simply have a "presentation skills" problem. This challenge may be a symptom of a failure to master the foundational levels [16].

Connecting Theory to the Research Problem:

Bloom's Taxonomy directly addresses several points in the research problem:

- The Disconnect: Teachers design presentations to target Evaluate and Create, but students may be stuck struggling with Understand and Apply. This mismatch in cognitive focus leads to frustration on both sides.
- Unclear Expectations: A rubric based on Bloom's Taxonomy makes expectations explicit not just about what to do, but about how to think. It can clarify the difference between describing a concept (Understand) and critiquing it (Evaluate).
- Grading Fairness: Using the taxonomy to create a rubric provides a structured, objective framework for assessment, making grading more transparent and fair by clearly defining what cognitive skills are being measured at each performance level.

2.1.3. Assessment for Learning (AfL) vs. Assessment of Learning (AoL):

This framework distinguishes between two fundamental purposes of assessment: Assessment of Learning (AoL) and Assessment for Learning (AfL). AoL is summative; it looks back at what has been learned at the end of a period to measure, record, and report on a student's level of achievement, often for the purposes of certification. In contrast, AfL is formative; it is an

ongoing process that seeks to improve learning while it is still happening. It provides feedback that is used to adapt teaching and guide students in their next steps. Student presentations are a unique and versatile tool because they can be designed to serve either, or ideally both, of these purposes.

The power of AfL lies in its provision of timely, specific, and actionable feedback. When applied to presentations, peer and teacher feedback becomes a mechanism for "scaffolding" (linking back to¹¹). It helps students close the gap between their current performance and the desired learning goals. This directly addresses the student-reported challenge of "unclear expectations." Feedback during the process clarifies what "good" looks like and how to achieve it[17]. While rubrics are essential for standardizing summative grading (AoL) and increasing transparency and fairness, they are, by nature, judgmental tools. A rubric applied only at the end of a process does nothing to develop the skills it is measuring. This creates a key part of the teacher-student disconnect: the teacher sees the rubric as a fair tool for measurement, while the student may see it only as a source of high-stakes judgment and anxiety, lacking the formative support needed to meet its criteria successfully[19].

Connecting Theory to the Research Problem:

This framework is perhaps the most direct lens for analyzing the research core problem:

- The Disconnect: Teachers may intend for presentations to have formative value (AfL), but if they are designed, scheduled, and graded purely as high-stakes summative events (AoL), students will experience them as such—a source of anxiety and judgment.
- Feedback Quality: The student request for "timely input" is a direct call for formative AfL practices. The research shows that feedback is most effective when it is received while there is still time to use it.

2.1.4. Public Speaking Anxiety (PSA) Theory (McCroskey[7], Beatty):

Public Speaking Anxiety (PSA), also widely known as Communication Apprehension (CA) in the field of Communication Studies, is a well-researched psychological construct that describes the fear or anxiety associated with either real or anticipated communication with others. The work of McCroskey, in particular, is foundational to understanding its causes, manifestations, and impacts in educational settings. For a significant proportion of students, the prospect of a graded presentation triggers a pronounced stress response that can severely impair performance and learning, making PSA a central theory for explaining the student experience in your research.

PSA is not monolithic; it manifests in distinct yet interconnected dimensions. Cognitive Anxiety refers to the mental component—the negative thoughts, worries, and fears. In a presentation context, this includes "fear of judgment" (e.g., "What will the teacher and my peers think of me?"), catastrophizing (e.g., "I will forget everything"), and fear of negative evaluation (a core concept in PSA research). Physiological Anxiety refers to the body's automatic response to a perceived threat. It involves the activation of the sympathetic nervous system, leading to symptoms like increased heart rate, sweating, shaking, trembling voice, dry mouth, and nausea[20,21].

Connecting Theory to the Research Problem:

PSA Theory is indispensable for explaining the core "disconnect" in the study:

- Teacher vs. Student Perspective: An instructor who is comfortable with public speaking may underestimate the debilitating effects of PSA, viewing it as simple nervousness that students should

"get over." In contrast, for a student with high PSA, the experience is a profound psychological challenge that hinders their ability to demonstrate learning.

- Grading Fairness: If anxiety prevents a student from performing to their true capability, the summative grade (AoL) becomes an inaccurate measure of their actual knowledge or skills, raising serious concerns about fairness.

2.1.5. Collaborative Learning Theory (Johnson & Johnson[23]):

Collaborative Learning Theory, most prominently advanced by David and Roger Johnson, moves beyond simply placing students in groups to defining the essential conditions that make group work a powerful pedagogical tool. It posits that true collaboration is not automatic; it must be carefully structured to create a learning environment where students work together to achieve shared goals. This theory is indispensable for analyzing the benefits and pitfalls of group presentations, which are a complex form of collaborative assessment. Group presentations are a direct application of collaborative learning.

Positive Interdependence (The Cornerstone of Collaboration) is the principle that group members perceive that their success is inextricably linked to the efforts of others; they "sink or swim together" [23]. Positive interdependence can be created through goal interdependence, resource interdependence and role interdependence. On the other hand, Conflict in Groups (The "Storming" Stage and Social Loafing) is a predictable and often necessary part of group development ("storming" before "norming" and "performing") [24]. However, destructive conflict arising from free-riding (social loafing) and unequal participation is a primary student concern. Social loafing occurs when individuals reduce their effort because they believe their contribution is not identifiable or necessary for the group to succeed [25].

Connecting Theory to the Research Problem:

Collaborative Learning Theory provides the lens to analyze and solve the core issues with group presentations:

- The Disconnect: Teachers may assume that placing students in a group naturally teaches teamwork (the goal). Students experience the reality of poorly structured groups, which often leads to frustration and unfairness (the challenge).
- Uneven Contributions: This is not just a student complaint; it is a predictable outcome of group work that lacks positive interdependence and individual accountability. The theory provides the solution: design tasks that require true collaboration and use assessment methods that recognize individual effort within the group grade (e.g., peer assessment, individual reflective components).

2.1.6. Transparency in Learning and Teaching (TILT Framework, Winkelmes):

The Transparency in Learning and Teaching (TILT) framework, developed by Mary-Ann Winkelmes and her collaborators, is an educational approach designed to make the process of learning more explicit for students. It posits that significant gains in student success, retention, and confidence can be achieved by simply making the purpose, tasks, and criteria of academic work clear and accessible. This framework is not a new theory of learning but rather a practical application of principles from constructivism, metacognition, and assessment for learning. It provides a direct, actionable methodology for addressing the ambiguities that fuel student anxiety and perceived unfairness in assessments like presentations. The TILT framework is perfectly suited to optimize presentation-based assessments.

A rubric is the primary tool for achieving transparency in "criteria." However, TILT emphasizes that a rubric alone is not enough; it must be well-designed (avoiding educational

jargon) and co-created or thoroughly unpacked with students beforehand. This shared understanding ensures that the teacher's definition of "analysis" or "effective delivery" is the same as the students' [26]. Providing exemplars—annotated examples of previous student work at different performance levels—makes the "task" and "criteria" visually tangible. It answers the student question, "What does a 'B' presentation look like compared to an 'A'?" Analyzing exemplars helps students internalize quality standards, identify key features of successful work, and better self-assess their own drafts [27].

Connecting Theory to the Research Problem:

The TILT framework is perhaps the most direct and practical response to the central "disconnect" in your study:

- **Bridging the Gap:** TILT is specifically designed to bridge the gap between teacher intentions and student perceptions by making the implicit explicit. What is obvious to the expert (the instructor) is made obvious to the novice (the student).
- **Addressing Key Challenges:** It directly solves the problems of "unclear expectations" and "grading fairness." When the criteria are transparent and applied consistently via a shared rubric, students are more likely to perceive the assessment as fair, even if they receive a low grade, because they understand why.

2.2. Previous Studies:

Student presentations are a cornerstone of pedagogical practice in higher education, widely employed to assess a range of learning outcomes from content mastery to soft skills. Previous research has consistently highlighted the dual nature of this assessment method, acknowledging its significant potential while also documenting persistent challenges. On one hand, studies such as those by [1,2] affirm that presentations are highly valued by educators for their capacity to develop and evaluate crucial competencies, including oral communication, critical thinking, synthesis of information, and collaborative teamwork. These studies suggest that well-designed presentation tasks can encourage deep learning and provide a platform for authentic assessment that moves beyond traditional exams.

However, a parallel body of literature reveals a significant disconnect between instructor intentions and student experiences. Numerous studies, including work by [6,3], have identified student anxiety and apprehension as a major barrier, often detracting from the learning potential of the exercise. Furthermore, research indicates that students frequently report a lack of clarity regarding assessment criteria and perceive feedback as insufficient or overly critical, which limits its utility for future improvement. The complexities of group presentations have also been extensively examined, with studies pointing to issues of unequal contribution, social loafing, and the difficulty of assigning individual grades within a collective output, raising concerns about fairness and validity [8,9].

3. Research Methodology:

3.1. Research Design:

This study employed a descriptive mixed-methods research design to investigate the perceptions and experiences of both students and teachers regarding the use of presentations as an assessment tool in English language programs. A mixed-methods approach was considered appropriate for this research as it allows for the collection of both quantitative data (through structured questionnaires) and qualitative data (through open-ended questions), enabling a more comprehensive understanding of the phenomenon under investigation. This design was selected

because it facilitates the efficient gathering of data from a relatively large number of participants and allows for the identification of patterns and relationships among variables within the target population.

3.2. Research Context and Participants:

The research was conducted at the English Language Department, College of Arts, Gharyan, Gharyan University, during the Autumn semester of the 2025-2026 academic year. The department offers undergraduate programs in English language as well as Translation majors. A total of 60 undergraduate students enrolled in the English Language Department participated in this study. The student sample was drawn from both junior and senior levels to ensure that participants had sufficient experience with presentations as an assessment method. A total of 10 teachers from the English Language Department participated in this study. The teacher sample included faculty members with diverse academic specializations and varying levels of teaching experience. The majority of teachers had substantial teaching experience. This ensured that the teacher perspectives gathered were informed by extensive classroom practice.

3.3. Research Instruments:

Two separate structured questionnaires were developed for this study: one for students and one for teachers. Both instruments were designed to address the research questions and objectives while drawing upon themes identified in the relevant literature. The questionnaires included closed-ended items (multiple-choice, Likert scale, and checklist questions) as well as open-ended questions to allow for richer qualitative responses.

3.4. Validity and Reliability:

To ensure the validity of the research instruments, both questionnaires were reviewed by two faculty members with expertise in English language teaching and educational research. Based on their feedback, minor modifications were made to the wording and sequencing of some items to enhance clarity and appropriateness for the target participants. Pilot testing was conducted with a small group of students (n=5) who were not included in the final sample. The pilot testing served to identify any ambiguous items, assess the time required for completion, and ensure that the response options adequately captured participants' experiences. Based on the pilot results, minor adjustments were made to the phrasing of certain items and the layout of the questionnaires.

3.5. Data Collection Procedures:

Ethical protocols were followed throughout the research process. Permission to conduct the study was obtained from the department chair at the English Language Department, College of Arts, Gharyan, Gharyan University. For student participants, the researcher visited classes during regular meeting times, explained the purpose of the study, and distributed paper-based questionnaires to those who expressed willingness to participate. For teacher participants, questionnaires were distributed individually to faculty members in the English Language Department.

3.6. Data Analysis:

FIRST: Student Experiences with Presentations as an Assessment Tool

Part One: Background Information

1. What is your current level of study?

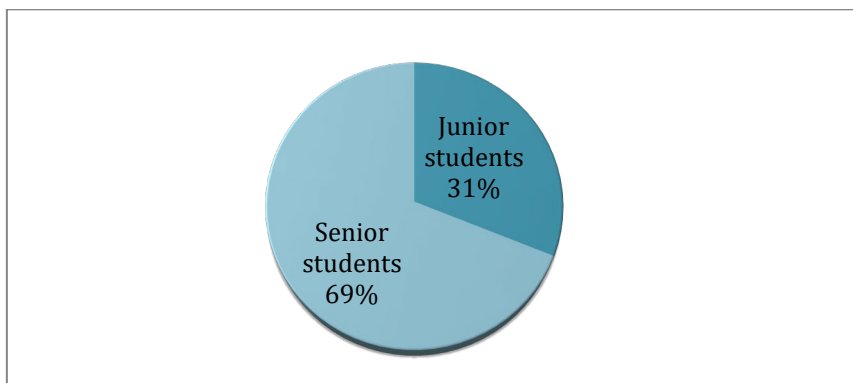


Figure (1): Students' current level of study.

The graph shows that 69% of the respondents are senior students, while 31% are junior students. This indicates that the majority of participants are at an advanced stage of their academic program, suggesting that their responses are informed by relatively extensive experience with university-level assessment practices, including presentations. Consequently, their perceptions can be considered reliable for evaluating presentations as an assessment tool.

2. What is your major/field of English study?

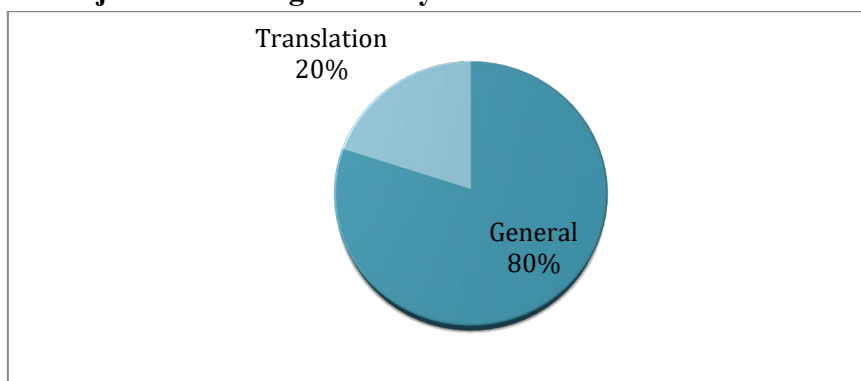


Figure (2): Students' major/field of English study.

According to the graph, 80% of the students major in General English, whereas 20% specialize in Translation. This distribution reflects the dominant representation of General English students in the sample. As a result, the findings largely reflect the experiences and perceptions of students enrolled in general English programs rather than specialized tracks.

3. Gender:

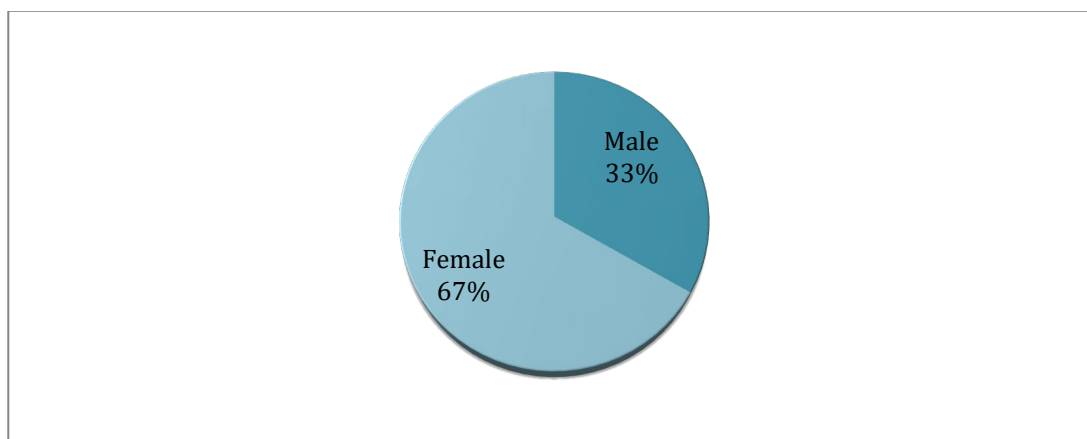


Figure (3): Students' gender.

The gender distribution shows that 67% of the respondents are female, while 33% are male. This imbalance suggests a higher participation rate among female students. The dominance of female respondents may influence perceptions related to confidence, anxiety, or communication skills and should be considered when interpreting the results.

Part Two: Presentation Experience

4. Have you been asked to do a presentation as part of a course assessment?

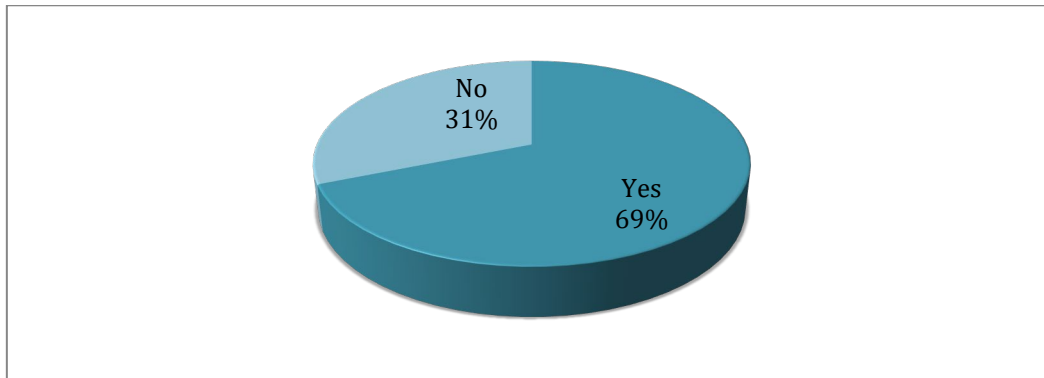


Figure (4): Have students been asked to do a presentation as part of a course assessment? The graph indicates that 69% of the students have been asked to give presentations as part of course assessment, while 31% have not. This result confirms that presentations are a commonly used assessment method within the program. The high percentage of experienced students strengthens the validity of subsequent responses related to perceptions and challenges.

5. What type(s) of presentation(s) have you done?

Table (1): Type(s) of presentation(s) students have done.

<i>Type(s) of presentation(s)</i>	<i>Number of students</i>
Individual oral presentations	15
Group presentations	19
Online or virtual presentations	7
Recorded video presentation	7
Poster presentations	5
Other	//

The table shows that group presentations (19 students) and individual oral presentations (15 students) are the most frequently used formats. Online/virtual presentations and recorded video presentations were each reported by 7 students, while poster presentations were the least common (5 students). This variety indicates that students are exposed to multiple presentation modes, though traditional face-to-face formats remain dominant.

6. How often have you been assessed through presentations in your current program?

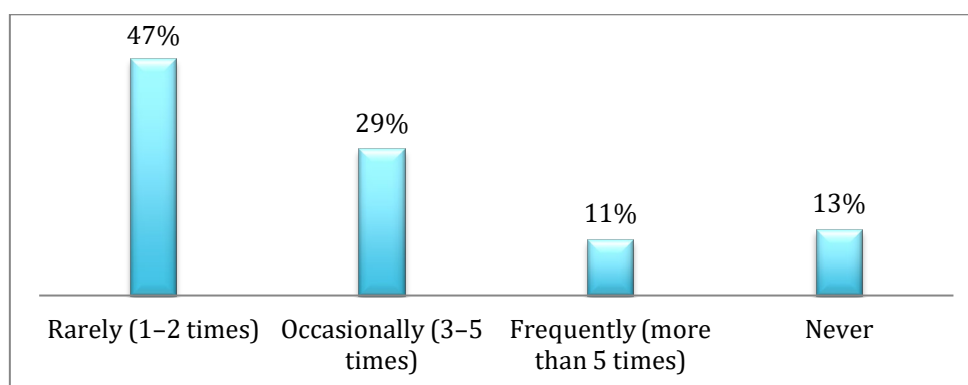


Figure (5): How often have students been assessed through presentations in their current program?

The graph reveals that 47% of students are assessed through presentations occasionally (3–5 times), followed by 29% rarely (1–2 times). Only 11% experience frequent assessment, while 13% report never being assessed through presentations. This suggests that, although presentations are widely used, they are not consistently integrated across all courses.

Part Three: Perceptions and Learning Outcomes

7. How comfortable do you feel giving presentations in front of your class or online?

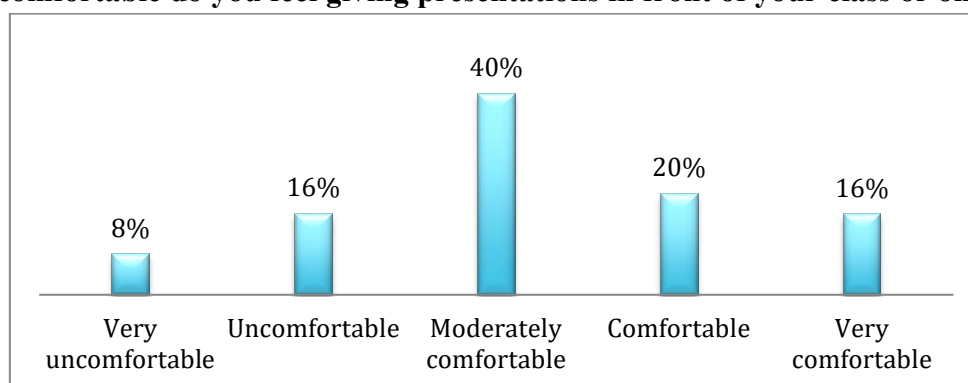


Figure (6): How comfortable do students feel giving presentations in front of their class or online?

The results indicate that 40% of students feel moderately comfortable, and 36% feel comfortable or very comfortable when giving presentations. However, 24% report feeling uncomfortable or very uncomfortable. This distribution highlights mixed emotional responses, suggesting that while many students adapt to presentations, a notable proportion still experiences anxiety.

8. To what extent do you agree with the following statements?

Table (2): To what extent do students agree with the these statements?

Statement	Agree	Neutral	Disagree
Presentations help me better understand the subject content.	60%	40%	0%
Presentations improve my confidence in public speaking.	47%	47%	6%
I believe I was fairly assessed on my presentations.	51%	36%	13%

Group presentations allow all members to contribute equally.	42%	38%	20%
Feedback from teachers helped me improve my presentation skills.	47%	40%	13%
I prefer presentations over written exams or tests.	36%	40%	24%

Understanding subject content: Statistics suggest that presentations are generally perceived as supportive of content comprehension.

Improving public speaking confidence: Statistics indicate moderate effectiveness in building confidence, though not uniformly across all students.

Fairness of assessment: Statistics suggest some concerns about assessment transparency or consistency.

Equal contribution in group presentations: Statistics highlight a common concern regarding unequal participation in group work.

Usefulness of teacher feedback: Statistics suggest variability in the quality or timing of feedback.

Preference for presentations over written exams: Statistics indicate that presentations are not universally favored as an assessment method.

Part Four: Challenges and Suggestions

9. Which of the following challenges have you faced while preparing or giving presentations?

Table (3): Which of the these challenges have students faced while preparing or giving presentations?

	<i>Number of students</i>
Difficulty organizing content	13
Limited time to prepare	7
Engaging the audience	8
Trouble using presentation tools (e.g. PowerPoint)	3
Fear of public speaking	19
Lack of confidence	10
Managing time during the presentation	9
Other	0

The most frequently reported challenge is fear of public speaking (19 students), followed by difficulty organizing content (13) and lack of confidence (10). Time management and audience engagement were also notable challenges. These results emphasize that affective factors, particularly anxiety, represent the main obstacles to effective presentation performance.

10. Which of the following types of support would help you feel more confident when doing presentations?

Table (4): Which of these types of support would help students feel more confident when doing presentations?

	<i>Number of students</i>
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More practice opportunities	14
Clear guidelines or rubrics	11
Workshops or training on presentation skills	17
Rehearsal time in front of a small group	5
Feedback from teacher or peers	15
Examples of good presentations	14
Help with visual aids or slides	7
Other	0

The table shows that students most strongly favor workshops or training on presentation skills (17 students) and feedback from teachers or peers (15 students). More practice opportunities and examples of good presentations were also highly requested. This indicates a clear need for structured pedagogical support rather than reliance on presentations as a stand-alone assessment tool.

11. Which of the following improvements would you suggest for how teachers assess presentations?

Table (5): Which of these improvements would students suggest for how teachers assess presentations?

	<i>Number of students</i>
Use a clear and detailed rubric	13
Focus more on effort and improvements	10
Give feedback right after the presentation	25
Provide examples of strong presentations	16
Make the grading criteria known in advance	6
Involve peers evaluations	2
Allow self-assessment	9
Other	//

The most strongly suggested improvement is providing feedback immediately after presentations (25 students), followed by providing examples of strong presentations (16) and using clear and detailed rubrics (13). These findings stress the importance of transparency, formative feedback, and clarity in assessment criteria to enhance students' learning experience.

SECOND: Teachers' Perspective about Presentations as an Assessment Tool

Part One: Background Information

1. What is your subject area?

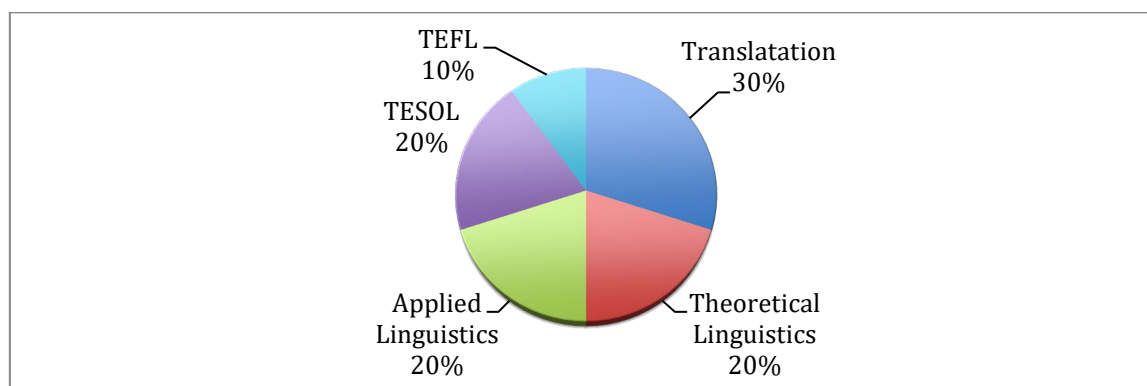


Figure (7): Teachers' subject area.

The data indicate that the respondents represent a range of English-related disciplines. Translation constitutes the largest proportion of participants (30%), while Theoretical Linguistics, Applied Linguistics, and TESOL each account for 20%. TEFL represents the smallest group at 10%. This distribution suggests a reasonable diversity of academic specializations, with a stronger representation of practice-oriented fields such as Translation and TESOL, which may influence perceptions of presentations as an assessment tool.

2. What level(s) of university students do you primarily teach?

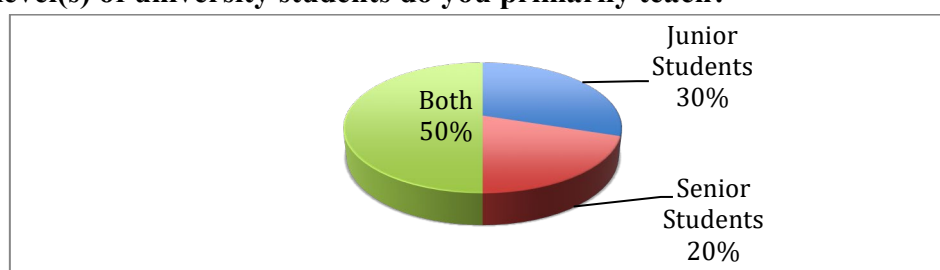


Figure (8): Level(s) of university students teachers primarily teach.

Half of the respondents (50%) reported teaching both junior and senior students, while 30% primarily teach junior students and 20% teach senior students. This indicates that most instructors have experience across multiple academic levels, allowing their responses to reflect a broad perspective on assessment practices throughout undergraduate study stages.

3. How many years of teaching experience do you have?

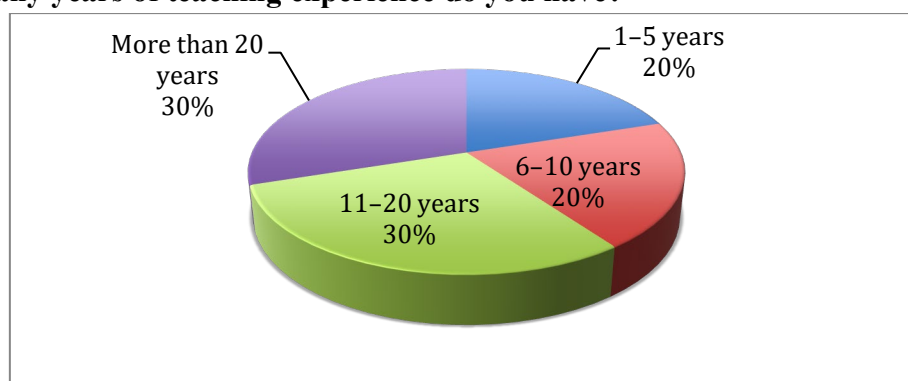


Figure (9): Years of teaching experience teachers have.

The teaching experience of participants is relatively balanced. Instructors with 11–20 years of experience and those with more than 20 years each constitute 30% of the sample. Meanwhile, those with 1–5 years and 6–10 years of experience each represent 20%. This suggests that the

findings are informed largely by experienced faculty members, which enhances the credibility of judgments related to assessment practices.

Part Two: Use of Presentations in Assessment

4. Do you currently include student presentations in your assessment strategy?

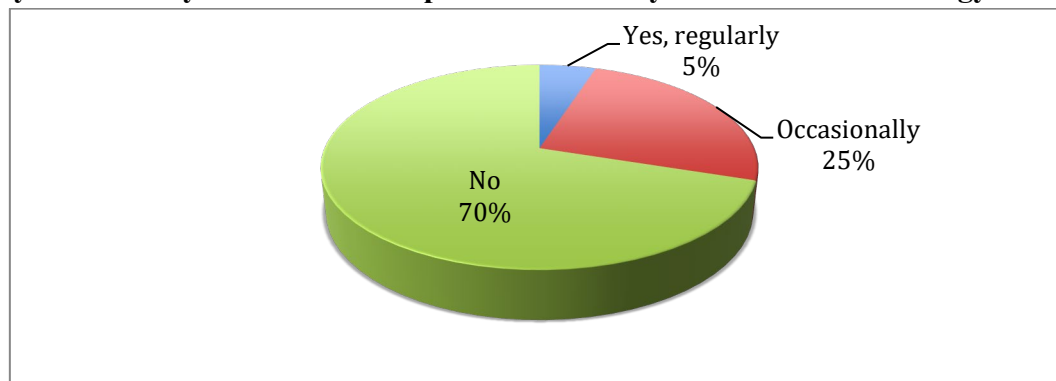


Figure (10): Do teachers currently include student presentations in their assessment strategy? A substantial majority of teachers (70%) reported that they do not include presentations in their assessment strategy. Only 25% use them occasionally, and a very small percentage (5%) use presentations regularly. This result suggests that presentations are not widely institutionalized as an assessment method among the respondents, despite their pedagogical potential.

5. What types of student presentations do you commonly assign?

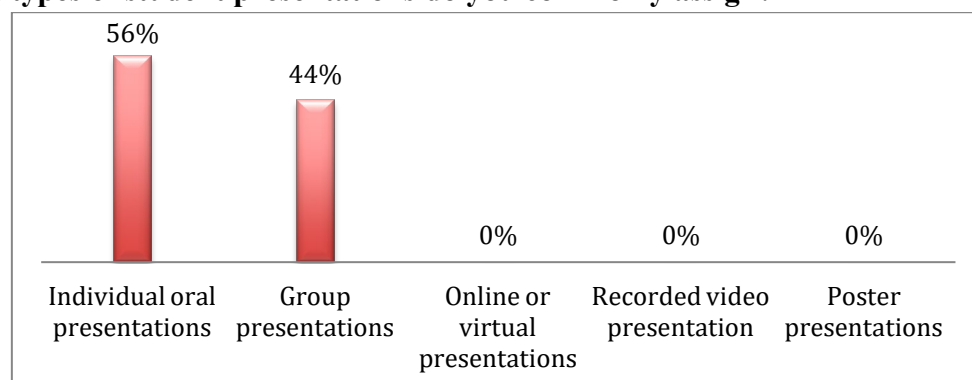


Figure (11): What types of student presentations do teachers commonly assign? Among those who assign presentations, individual oral presentations (56%) and group presentations (44%) are the only formats used. No respondents reported using online/virtual presentations, recorded video presentations, or poster presentations. This indicates a strong reliance on traditional, face-to-face oral presentation formats, with limited adoption of alternative or technology-mediated presentation types.

6. What is the typical weight of presentations in your course's final grade?

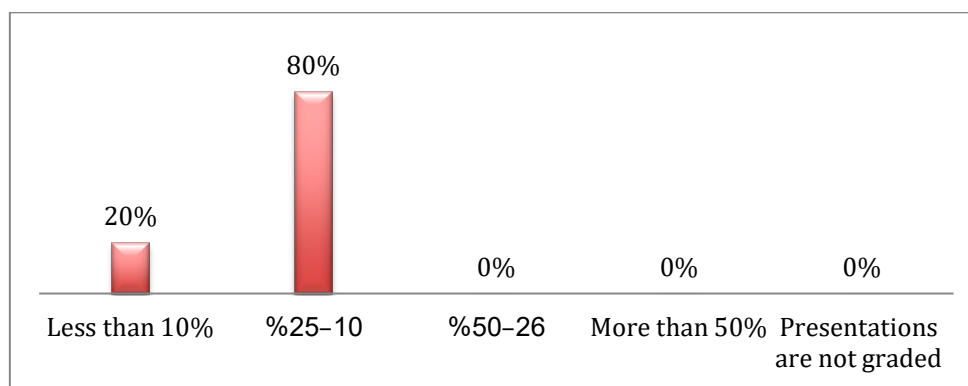


Figure (12): What is the typical weight of presentations in teachers' course's final grade? Most respondents (80%) indicated that presentations contribute less than 10% to the final course grade, while 20% reported a weight between 10% and 25%. No participants assigned presentations a higher weighting, and none reported grading presentations above 25%. This finding reflects a tendency to treat presentations as a minor or supplementary assessment component rather than a core evaluative tool.

Part Three: Assessment Practice and Criteria

7. Which of the following criteria do you use when assessing student presentations?

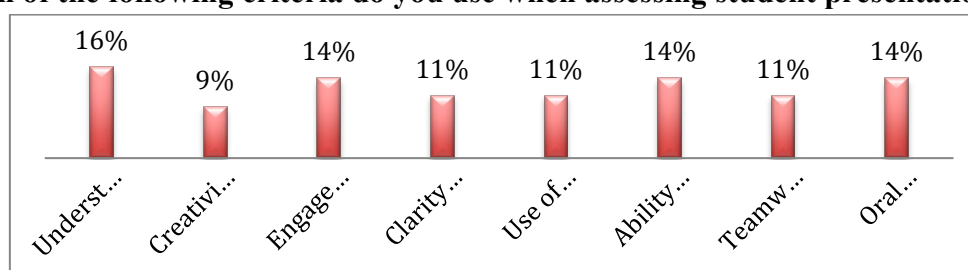


Figure (13): Which of these criteria do teachers use when assessing student presentations? The responses reveal that teachers employ a range of assessment criteria, though none dominates strongly. Language accuracy, content organization, delivery skills, use of visual aids, pronunciation, and interaction with the audience are all represented with relatively close percentages (ranging approximately from 9% to 16%). This suggests a multidimensional approach to assessment, but also indicates a lack of standardized or unified assessment focus across instructors.

8. Do you use a rubric or grading guide when assessing presentations?

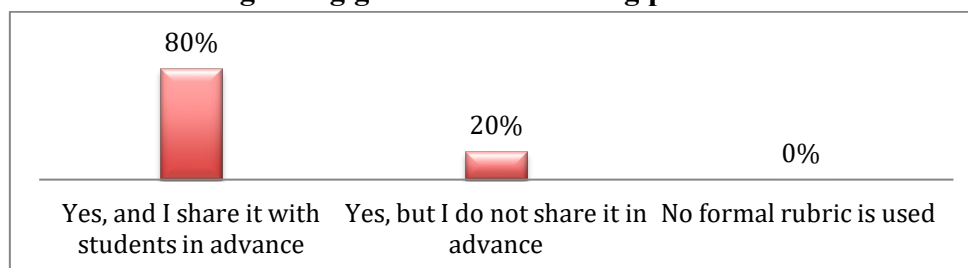


Figure (14): Do teachers use a rubric or grading guide when assessing presentations? The majority of respondents (80%) reported using a rubric and sharing it with students in advance, while 20% use a rubric but do not share it beforehand. No participants reported assessing presentations without a formal rubric. This demonstrates a strong awareness of transparent assessment practices and suggests an institutional inclination toward structured evaluation tools.

9. To what extent do you feel confident in assessing student presentations objectively?

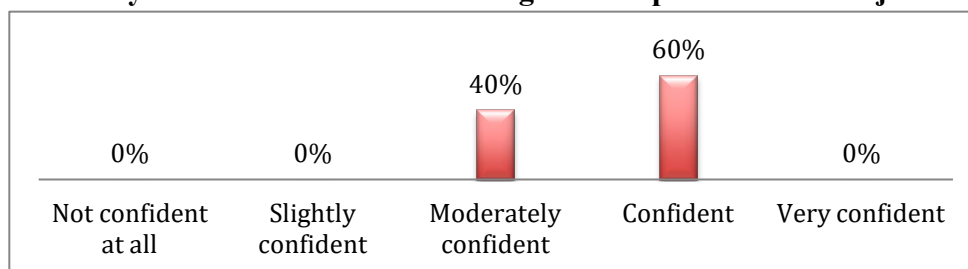


Figure (15): To what extent do teachers feel confident in assessing student presentations objectively?

Most teachers reported moderate (60%) to high (40%) confidence in their ability to assess presentations objectively. None of the respondents indicated low or no confidence. This finding implies that instructors generally trust their evaluative judgment when assessing oral presentations, possibly due to experience and the use of rubrics.

10. Do you include opportunities for peer or self-assessment during presentations?

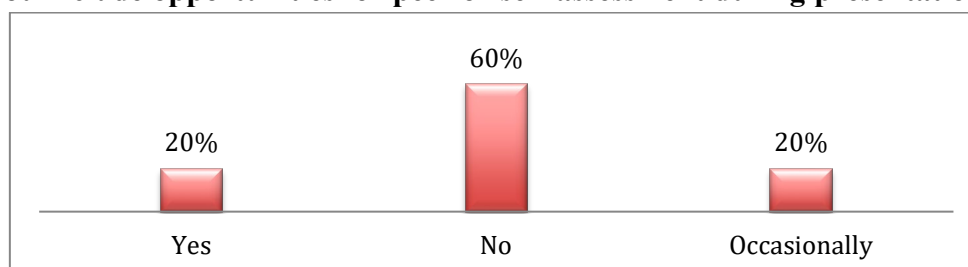


Figure (16): Do teachers include opportunities for peer or self-assessment during presentations?

A majority of respondents (60%) indicated that they do not include peer or self-assessment during presentations. However, 20% reported using such practices regularly, and another 20% reported occasional use. This suggests that alternative assessment strategies are present but not systematically integrated into presentation-based assessment.

Part Four: Perceived Benefits and Challenges

11. In your experience, how effective are presentations for assessing the following skills?

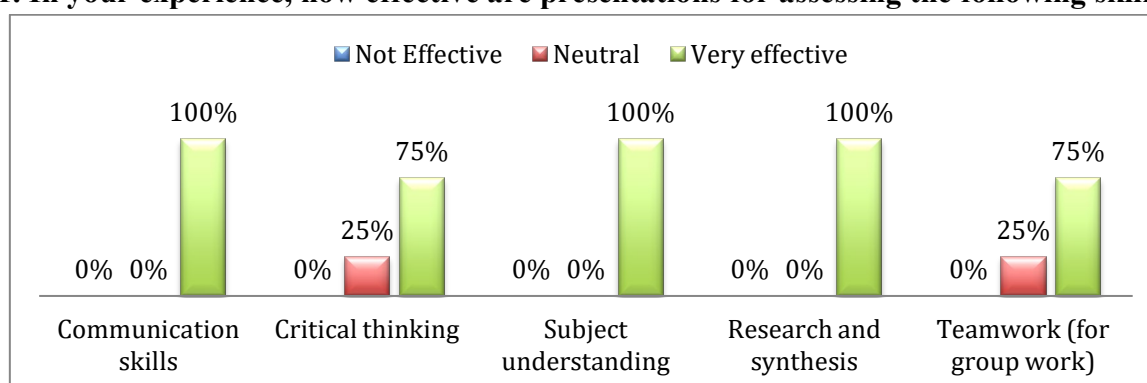


Figure (17): Based on teachers' experience, how effective are presentations for assessing the following skills?

Teachers overwhelmingly perceive presentations as very effective for assessing communication skills, subject understanding, research and synthesis, and teamwork, with effectiveness ratings reaching 75% to 100% for most skills. No respondents rated presentations as ineffective. This

highlights a strong recognition of the pedagogical value of presentations, despite their limited use in actual assessment practice.

12. What of the following challenges do you commonly face when using presentations for assessment?

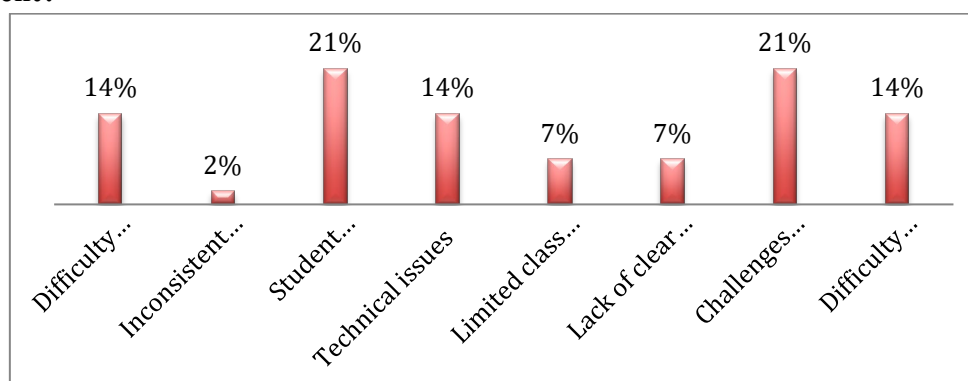


Figure (18): What of these challenges do teachers commonly face when using presentations for assessment?

The most frequently reported challenges include time constraints, large class sizes, and difficulty in ensuring objective assessment, each receiving notable percentages (approximately 14%–21%). Lesser challenges include student anxiety and uneven participation in group work. These findings suggest that practical and logistical factors, rather than doubts about pedagogical value, are the primary barriers to wider adoption of presentation-based assessment.

4. Conclusion:

4.1. Main Findings:

- The majority of students (senior level) have substantial experience with presentations as an assessment tool.
- Presentations are widely used, but not consistently implemented across courses.
- Students generally perceive presentations as helpful for understanding subject content.
- Presentations moderately improve public speaking confidence, though anxiety remains a significant issue.
- Fear of public speaking is the most common challenge faced by students.
- Concerns exist regarding fairness of assessment and equal contribution in group work.
- Students strongly prefer structured support, including workshops, feedback, clear rubrics, and practical examples.
- Immediate feedback after presentations is the most requested improvement.
- Teachers from varied English-related disciplines participated, with a strong representation of experienced faculty members.
- The majority of instructors do not regularly include presentations in their assessment strategies, and when used, presentations carry a low percentage of the final grade.
- Assessment practices rely mainly on traditional oral presentation formats, with no reported use of digital or alternative presentation modes.
- Teachers use multiple assessment criteria and widely adopt rubrics, reflecting an emphasis on transparency and structured evaluation.
- Presentations are perceived as highly effective for assessing key academic and communicative skills.
- Major barriers to wider use include time limitations, large class sizes, and concerns about objective grading.

- Peer and self-assessment are not systematically integrated into presentation-based assessment.

4.2. Discussion of Findings:

4.2.1. Discussion of Findings in Relation to the Theoretical Framework:

Collectively, the findings validate the theoretical assumption that presentations are powerful learning tools grounded in constructivism, higher-order cognition, collaborative learning, and formative assessment principles. However, the research also confirms that theoretical potential does not automatically translate into effective practice. The central “disconnect” identified in the study can now be theoretically explained as follows:

- Teachers conceptually value presentations (Constructivism & Bloom).
- Students experience them primarily as stressful performance events (PSA & AoL dominance).
- Structural limitations prevent full realization of collaborative and formative principles (Collaborative Learning & AfL).
- Partial transparency weakens students’ confidence and perception of fairness (TILT)

Thus, the study does not contradict the theoretical framework; rather, it demonstrates that inconsistent implementation of theoretical principles leads to the tensions observed between teacher intentions and student experiences.

4.2.2. Discussion of Findings in Relation to Previous Studies:

This study both confirms and extends the existing body of knowledge. It reinforces the long-standing findings regarding student anxiety and the importance of clear rubrics and fair group assessment. Crucially, it contributes new insights by highlighting the systemic and logistical barriers that prevent teachers from fully utilizing a tool they theoretically value. By contrasting student and teacher perspectives, this research underscores that optimizing presentation-based assessment requires a dual-pronged approach: one that provides students with affective and developmental support, and another that empowers teachers with the institutional flexibility, training, and technological resources to overcome practical constraints. The consolidated recommendations arising from this study, therefore, offer a more comprehensive framework for practice than those focused on a single stakeholder group.

4.3. Conclusion:

The study concludes that presentations are a valuable but complex assessment tool in English language programs. They contribute positively to students’ understanding of subject matter and help develop communication skills. However, their effectiveness depends largely on proper implementation, clear assessment criteria and sufficient pedagogical support. Affective factors such as anxiety and lack of confidence significantly influence students’ performance. Therefore, presentations should not function merely as evaluative instruments but also as developmental learning experiences supported by constructive feedback and training. When carefully designed and supported, presentations can serve as an effective alternative or complement to traditional written examinations.

The study also concludes that while university teachers strongly recognize the educational value of student presentations, these are not fully embedded within assessment practices. Presentations are treated as supplementary rather than central assessment tools, largely due to practical constraints rather than doubts about their effectiveness. The findings suggest that current assessment systems may not be fully aligned with pedagogical goals related to communication, critical thinking, and collaborative learning. Addressing structural

challenges and enhancing assessment design could enable presentations to play a more meaningful role in evaluating student learning outcomes.

4.4. Recommendations:

Recommendations for Students:

- Engage actively in preparation: Start preparing presentations early and organize content logically (introduction, main points, conclusion) to ensure clarity and coherence.
- Practice regularly: Rehearse presentations multiple times, either individually or in small groups, to build confidence and improve fluency.
- Develop delivery skills: Pay attention to voice projection, eye contact, body language, and pacing to enhance audience engagement.
- Use visual aids effectively: Design clear and concise slides that support your message rather than overload the audience with text.
- Manage presentation anxiety: Apply anxiety-reduction strategies such as deep breathing, rehearsal, and positive self-talk.
- Seek and use feedback: Take teachers' and peers' feedback seriously and use it to improve future presentations.
- Ensure fair group participation: In group presentations, divide responsibilities clearly and contribute equally to the task.
- Adapt to different assessment methods: Be prepared to demonstrate your knowledge through both oral and written formats.

Recommendations for Teachers:

- Provide structured training in presentation skills: Teachers are encouraged to organize or incorporate training sessions that address content organization, delivery techniques, and the effective use of visual aids.
- Integrate gradual practice opportunities: Low-stakes or formative presentations should be embedded within courses to help students progressively build confidence and competence.
- Develop and standardize clear assessment criteria: The use of detailed rubrics, shared with students in advance, can enhance transparency, fairness, and grading consistency. At the departmental level, unified rubrics may further improve reliability.
- Offer immediate and constructive feedback: Providing timely, specific feedback following presentations can maximize learning outcomes and support skill development.
- Address presentation anxiety pedagogically: Teachers should incorporate supportive strategies such as rehearsal sessions, small-group presentations, and peer support to reduce student anxiety.
- Enhance group assessment practices: The inclusion of peer and self-assessment mechanisms can promote accountability, ensure equitable contribution, and foster reflective learning.
- Provide model examples: Sharing samples of effective presentations can clarify expectations and serve as practical guidance for students.
- Integrate technology strategically: The use of recorded, online, or poster presentations may help address time constraints and large class sizes.
- Balance assessment methods: Combining oral presentations with written assessments can accommodate diverse learning preferences while maintaining academic rigor.
- Reconsider assessment weighting and policy flexibility: Institutions and teachers may consider allocating appropriate grade weight to presentations to reflect their pedagogical value and encourage serious engagement.

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