

Educators' Perspective of Collaborative Assessment in Group Oral Discussion

Soo Kum Yoke, Nor Haniza Hasan

UiTM Cawangan Negeri Sembilan, Negeri Sembilan , Malaysia,

Haryati Ahmad

UiTM Cawangan Johor, Johor , Malaysia

Corresponding Author Email: norha207@uitm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i1/20974>

DOI:10.6007/IJARPED/v13-i1/20974

Published Online: 15 March 2024

Abstract

Assessment is an integral aspect of the educational process. However, some issues concerning classroom assessment, such as the difficulty and subjectivity in assessing speaking skills, have persisted throughout the years. As such, there is a need to improve conventional assessment methods for assessing group oral discussion. The collaborative assessment model (CAM) is a promising approach as it requires multiple assessors to assess multiple groups by focusing only on one or two specific assessment components. This qualitative study utilized observations of mock business meetings and interviews with the assessors to glean the educators' perspectives regarding the limitations of the conventional assessment methods, the advantages and limitations of CAM, and the proposal to use CAM as an alternative assessment method in group oral discussion. It was found that while CAM has some limitations, it could be a more effective assessment method for assessing group oral discussion than the conventional assessment method as it ensures greater accuracy, validation of marks, fairness in marking, and shared stimuli.

Keywords: Collaborative Assessment, Collaborative Assessment Model, Conventional Assessment Method, Educators' Perspective, Mock Business Meeting

Introduction

Collaborative learning and assessments have become increasingly popular in education due to their potential benefits for student learning and development. Oral discussion assessments, particularly mock business meeting discussions, provide a valuable opportunity for students to develop their critical thinking, communication, and collaboration skills. Comparatively, conventional assessment methods often fail to capture the full range of student presentation and speaking skills.

Conventional assessment methods typically involve some form of test to measure student learning and performance. These methods are often based on evaluating individual student achievement and assigning a grade to represent their mastery of a specific skill. The goal is to measure what a student knows and understands within what has been taught. In

the conventional assessment setting, the educator has the central role of designing, administering, and grading the assessment. The assessment is typically designed to measure specific learning outcomes, and students are expected to demonstrate their knowledge and skills for lessons that have been taught. The grading is often based on a standardized rubric or scoring guide, which outlines the criteria for evaluating student responses (Montgomery, 2002). Nonetheless, traditional assessment methods have undeniable advantages, such as providing a straightforward measure of student performance and progress. However, they do not capture the full range of student learning and do not provide opportunities to engage in self-reflection or peer feedback, which are critical in developing metacognitive skills and promoting deeper learning (Elbyaly & Elfeky, 2022).

While this is the case, oral or speaking assessments have been said to be very subjective and challenging for educators. In Vietnam et al (2021) found that teachers were challenged in preparing young learners for the Cambridge speaking test due to a lack of facilities and equipment, teaching resources, teachers' proficiency in the English language, and learners' inhibition. Alahmadi et al (2019) found that one of the most challenging tests faced by Saudi Arabian undergraduates was the summative speaking test, and this has led to a need to seek approaches to enhance their competency in the speaking test and to provide for constructive feedback to improve students' speaking performance.

The Collaborative Assessment Model (CAM) is a promising approach that offers a better overview of student learning by incorporating multiple sources, including multiple instructor assessments. Thus, this paper intends to explore educators' perspectives on using CAM in group oral discussion assessments, specifically university students' mock business meeting assessments. By examining the strengths and limitations of this approach from the perspective of educators, this paper aims to provide insights into how CAM can be effectively implemented to enhance student learning and development. The objectives of this study are:

- To examine the limitations of the conventional assessment method from the educator's perspective
- To explore the advantages and limitations of CAM in oral discussion assessments
- To propose the use of CAM in oral discussion assessments

Literature Review

An assessment is a comprehensive, universally applicable, and critically required measurement with much potential. It is a test that gauges how well students have absorbed the material. It serves as a benchmark to determine how well children are acquiring knowledge. Gikand et al (2011) contend that assessments, which determine what students have learned after a lesson or course, are essential for effective learning. According to Swan et al (2019), assessments are what matters, and this involves obtaining data to support students' growth in learning and development.

Even if this is the case, it has been argued that evaluating oral or speaking skills is subjective and can be quite difficult for educators. Nguyen and Le (2021) discovered that teachers faced difficulties preparing young students for the Cambridge speaking test in Vietnam because of a lack of facilities and equipment, a lack of teaching resources, teachers limited English language competency and learners' hesitation. According to Alahmadi et al (2019), the summative speaking test was one of the most difficult exams Saudi Arabian undergraduates had to take. As a result, it has become necessary to look for strategies to

improve students' proficiency on the speaking test and to give them constructive criticism to help them speak more effectively.

Copland et al (2014) looked into teachers' difficulties in several countries, including Colombia, Italy, South Korea, Tanzania, and the UAE. They discovered that a lack of resources, knowledge gaps, inadequate training, class size, time constraints, and English proficiency made getting young students ready for speaking exams challenging. Similar findings were made about teachers in Vietnam preparing their pupils for the Cambridge Speaking test (Nguyen & Le, 2021).

One of the four fundamental language abilities needed for efficient communication is speaking, as speakers of a language are defined by their proficiency and capacity for communication in that language (Zaremba, 2006; Ur, 2000). Speaking is also useful since it allows for observing language production (Nashruddin, 2013). Le (2019) asserts that speaking is the most crucial aspect of acquiring communicative competence, which also serves as a catalyst for group and pair conversations in the English language classroom.

Oral discussions are normally conducted in groups. Oral discussion assessments provide room for interactional work and are designed to assess students' interactive communication skills. In this context, an opportunity for genuine conversation can be inculcated by means of the exchange of ideas and a range of speech functions such as suggestions, agreement or disagreement, explanations, and challenges. However, the risk is that the quality of student discourse and interaction may be compromised (Gan, 2010).

Advancing from traditional speaking assessments, authentic assessments, such as interviews, forums, debates, and mock meetings, have been introduced. Mueller (2014) defines authentic assessment as a form of assessment in which students are asked to perform real-world tasks to demonstrate meaningful application of essential knowledge and skills. In line with this, mock business meetings have been introduced to students in university courses to enable students to get a taste of real-world settings.

Mock business meeting assessments are commonly used in the business world as a tool for evaluating the performance of employees or students in simulated business settings. Mock business meetings are believed to enhance communication skills, teamwork, and critical thinking abilities, essential skills for success in the business world.

Several studies have investigated the effectiveness of mock business meetings as a form of assessment. Waiyakul and Plaekhong (2020) studied the impact of using mock business meetings as an assessment tool for business English learners. They found that they effectively improved learners' speaking, listening, and critical thinking skills. Gok and Akbulut (2019) investigated the effectiveness of mock business meeting assessments in evaluating the communication skills of university students. Their study found that the use of mock business meetings improved students' communication skills and their ability to work in a team.

Further, Arbaugh and Benbunan-Fich (2006) explored the effectiveness of mock business meetings in an online learning environment. The findings indicated that the use of mock business meetings enhanced students' communication skills and their ability to collaborate and work effectively in virtual teams.

Hence, this suggests that mock business meeting assessments can be an effective tool for evaluating employees' or students' communication, teamwork, and critical thinking abilities. Graduating students looking for work should be proficient in oral communication, including speaking in front of an audience or in business meetings. According to Sirisrimangkorn (2021), effective communication skills are essential for undergraduate studies and prospective professions at the tertiary level. Effective communication benefits graduates' career

advancement (Sharma, 2014). The use of mock business meetings can improve these skills and prepare individuals for success in their future employment.

Collaborative Assessment Model (CAM)

The Collaborative Assessment Model is an adaptation of Model 3: Assessment introduced by the Center for Innovative Delivery and Learning Development (CIDL) in a local public university (CIDL, n.d.). In a conventional oral discussion, only one assessor will assess the group online, and the assessor would have to evaluate based on all the assessment components. However, in CAM, multiple assessors conduct online assessments simultaneously, focusing only on specific components for each class. This could provide a more effective assessment with less overlooking of the components involved.

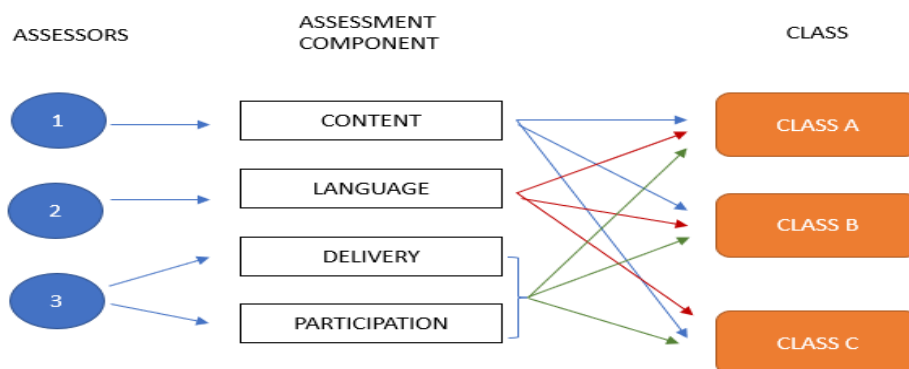


Figure 1
The Collaborative Assessment Model (CAM)

Figure 1 is a sample to describe CAM. In this sample, three assessors are given specific components to assess. Assessor 1 assesses ‘content,’ Assessor 2 assesses ‘language,’ and Assessor 3 assesses ‘delivery’ and ‘participation’. For unbiased assessment, all three classes taking the same English for business meeting course, comprising six groups overall, are assessed by the same assessors with the same assessment components. This ensures less difference in the allocation of marks from different assessors and that the grades are more reliable.

Methodology

This study used a qualitative approach through observations and interviews to investigate educators’ perspectives of CAM in oral discussion assessment. There were 42 students from 3 different classes, and they were divided into 6 groups of 7 persons each. According to Kawulich (2012), observation is used to collect data about people, processes, and cultures. Marshall and Rossman (1989) further state that it is a systematic description of social events, behaviors, and artifacts. There are several observation techniques, but the participation observation technique is used for this study. This involves the researchers being in the setting under study as both observer and participant. The observation was conducted during the assessment for the mock business meeting for a local university English language course. The observation was done in a course of 3 assessment sessions. After that, the educators assessing the mock business meeting were invited for an interview session. Chamberlain (2013) states that there is no rule or theory on how many interviews should be enough data

for a study. Further, he asserts that more interviews do not mean the study is more rigorous. Boyd (2001) reiterates that two to ten participants or research subjects are sufficient to reach saturation. In the present study, three participants were selected using a purposive sampling method based on the resources of their acceptance to participate in the collaborative assessment used for the study. The interview items were developed based on objectives 1 and 2 of the study and amounted to 4 structured questions.

Mock Business Meeting Assessment

Based on the given standardized course assessment structure, the mock business meeting assessment carried 30 marks (Content = 8 marks; Language = 12 marks; Delivery = 5 marks; Participation = 5 marks). Since the assessment scoring was subjective, two descriptors were given: (1) Business meeting descriptors and (2) CEFR descriptors. The descriptors were in the form of bands to help facilitate the assessment.

The assessments were carried out live on the Google Meet platform. Each group was given 10 minutes to prepare before presenting their mock meeting. The duration of the mock meeting was 20 minutes. The assessment tested content, language, delivery, and participation using skills such as agreeing, disagreeing, giving opinions, negotiating, etc. Specific terminologies used were also assessed. In addition, delivery and expressions used were also assessed.

While the assessments were carried out, observations were done based on the students' content, language, delivery, and participation in their respective groups. The interviews of the three assessors were done after the mock business meeting assessment. The transcripts were then analyzed thematically using the Nvivo 14 software application.

Research Design

This research is designed to meet the objectives of the study. Based on each objective, the instruments and analysis are listed in Table 1.

Table 1

Research Design of the Study

OBJECTIVES	INSTRUMENT	ANALYSIS
To examine the limitations of the conventional assessment method from the educator's perspective	Interview	Thematic Analysis
To explore the advantages and disadvantages of CAM in oral discussion assessments	Interview	Thematic Analysis
To propose the use of CAM in oral discussion assessments	Observation & Interview	Descriptive

Results and Discussion

Observation

Based on the observations of the assessment carried out for the six groups, the following table has been drawn up.

Table 2

Summary of Observations

GROUP	OBSERVATION		
	Content (Assessor 1)	Language (Assessor 2)	Delivery & Participation (Assessor 3)
1	Students adhere to <i>some</i> of the basic procedures of meeting/discussion and portray a little creativity in props.	Students use <i>some</i> appropriate language aspects and essential glossary of terms when applying procedures in a meeting. Students make <i>some</i> grammatical and syntax errors in the meeting.	Students listen attentively while other students speak but provide <i>little or no response</i> to any statements. Students actively participate by speaking more than once but repeat information each time.
2	Students adhere to <i>most</i> of the basic procedures of meeting/discussion and portray <i>some</i> creativity in props.	Students use <i>a lot of</i> appropriate language aspects and essential glossary of terms when applying procedures in a meeting/discussion. Grammatical and syntax <i>accuracy</i> is present in the meeting/discussion.	Students listen attentively while other students speak but provide <i>little or no response</i> to any statements. Students actively participate by speaking more than once but repeat information each time.
3	Students adhere to <i>most</i> of the basic procedures of meeting/discussion and portray <i>some</i> creativity in props.	Students use <i>some</i> appropriate language aspects and essential glossary of terms when applying procedures in a meeting. Students make <i>some</i> grammatical and syntax errors in the meeting.	Students listen attentively while other students speak but provide <i>little or no response</i> to any statements. Students actively participate by speaking more than once, adding new information/evidence each time.
4	Students adhere to <i>most</i> of the basic procedures of meeting/discussion and portray <i>some</i> creativity in props.	Students use <i>some</i> appropriate language aspects and essential glossary of terms when applying procedures in a meeting. Students make <i>some</i>	Students listen attentively while other students speak but provide <i>little or no response</i> to any statements. Students actively participate by speaking

		grammatical and syntax errors in the meeting.	more than once but repeat information each time.
5	Students adhere to <i>most</i> of the basic procedures of meeting/discussion and portray some creativity in props.	Students use <i>some</i> appropriate language aspects and essential glossary of terms when applying procedures in a meeting. Students make <i>some</i> grammatical and syntax errors in the meeting.	Students listen attentively while other students speak but provide <i>little or no response</i> to any statements. Students actively participate by speaking more than once but repeat information each time.
6	Students adhere to <i>most</i> of the basic procedures of meeting/discussion and portray some creativity in props.	Students use <i>some</i> appropriate language aspects and essential glossary of terms when applying procedures in a meeting. Students make <i>some</i> grammatical and syntax errors in the meeting.	Students listen attentively while other students speak but provide <i>little or no response</i> to any statements. Students actively participate by speaking more than once but repeat information each time.

Table 2 shows the observation of the six groups in terms of their assessment criteria of (1) content, (2) language, and (3) delivery and participation. The observation found that while all the groups adhered to most of the basic procedures of meeting and discussion and portraying some creativity in props, group 1 only adhered to some of the basic procedures of meeting and discussion and portrayed some creativity in props. This shows that from the observation, most groups could fulfill the criteria for content except for one group.

Concerning the language criteria, it was observed that most students in all the groups, except for group 2, used some appropriate language aspects and essential glossary of terms when applying procedures in a meeting or discussion. The students made some grammatical and syntax errors in the meetings or discussions. Only group 2 used a lot of appropriate language aspects and an essential glossary of terms when applying procedures in a meeting or discussion. Grammatical and syntax accuracy is also present in the meeting or discussion of group 2. This shows that students in most groups could improve in using terms appropriate for mock business meetings and proper grammar and syntax when speaking.

Concerning the criteria for delivery and participation, it was observed that all the students in all six groups listened attentively. In contrast, other students spoke but did not respond to any of the statements. While they seemed to have participated actively by speaking more than once, they tended to repeat information each time.

The observation results, therefore, showed that the assessors' use of the CAM model provided a more precise assessment for each of the assessment criteria, which would have

been very stressful for the assessors if they had conducted the assessment conventionally on their own. It also showed that while each assessor had more groups to assess rather than just their respective groups, the assessments were unbiased as the assessors were not only evaluating their own students where they needed to give individual marks. The CAM model, which stressed only specific criteria for each assessor, helped eliminate multitasking in assessing the different criteria.

Interviews

The interviews were carried out with the educators after the observation session. A thematic analysis was applied to the interviews conducted under subheadings of (1) limitations of the conventional assessment, (2) advantages of CAM in group oral discussion assessment, and (3) disadvantages of CAM in group oral discussion assessment.

In the subheading of limitations of the conventional assessment, 4 themes were found related to this, and they are (1) lack of focus, (2) taxing on the evaluator, (3) lack of team support, and (4) mental exhaustion.

In the subheading of advantages of CAM in group oral discussion assessment, 4 themes were also found related to the subheading. They are (1) accuracy, (2) validation of marks, (3) promoting fairness of marks/eliminating bias, and (4) shared stimuli.

In the subheading of disadvantages of CAM in group oral discussion assessment, 4 themes were also found related to the subheading. They are (1) needs much planning, (2) rescheduling of assessment, (3) awkwardness, and (4) more classes to evaluate.

Limitations of the conventional assessment

The interview session provided some insights into examining the limitations of the conventional assessment from the educator's perspective. The following themes were obtained from the interviews related to past studies.

Lack of focus

The interview assessors found that one of the most compelling limitations of conventional assessments was the lack of focus on the assessment criteria. The following are records of the assessors' interview regarding lack of focus:

Assessor 1:

"In conventional assessment, the assessor is solely responsible for evaluating all the different aspects and, because this is a live mock meeting, the assessor may not be able to focus on all the aspects at the same time fully."

Assessor 2:

"Since it is a live mock meeting, the assessor may not be able to completely concentrate on all the features for every student in each meeting group simultaneously."

According to Alahmadi, Alrahaili, and Alshraideh (2019), in their study on speaking tests for undergraduates in Saudi Arabia, it is necessary to look for strategies to improve students' speaking skills. In other words, new strategies should be implemented, and conventional methods must be improved. Lack of focus on the assessment criteria can be avoided if new strategies like the CAM model are implemented.

Taxing on the Evaluator

Another limitation of the conventional assessment that was prevalent as perceived by the educators was the task of evaluation being rather taxing on the evaluators, as described below:

Assessor 1:

"In group discussions, where marks are allocated individually, this is very taxing for the assessor."

Assessor 2:

"Assessing mock business meetings can be very tedious for one assessor, especially when there are many groups to be evaluated."

Assessor 3:

"This is really taxing as they have to listen and award marks to multiple students on multiple aspects."

From the description of the educators as assessors of the mock business meeting, the analysis shows that, indeed, the task of evaluating a group oral discussion can be strenuous for the educator. Most educators assessing the speaking tests have the same conviction about this (Nguyen & Le, 2021; Copland et al., 2014).

Lack of team support

Lack of team support was also brought up as a limitation of the conventional assessment. In the conventional assessment, the educator assessing the groups in the class has to do the assessment alone.

Assessor 1:

"Also, the assessor does not have anyone to consult with if there are some matters regarding the assessment that need discussion."

Since the assessment was subjective in a mock live business meeting setting, there could be some issues that could be facilitated through consultation or discussion among assessors. Thus, a team of assessors could provide support so that the grading could be more accurate and consistent.

Mental exhaustion

Another limitation of the conventional assessment found from the analysis of the interviews was mental exhaustion.

Assessor 3:

"As it is mentally exhausting, I usually have only three groups doing their mock business meeting assessment in one day. This results in doing the assessment for the rest of the groups outside of class hours."

Assessments can be mentally exhausting for the assessors in group oral discussions as the students in the groups can speak or respond at any moment, and grading needs to be

recorded. This situation can be mentally exhausting for one assessor with 7-8 students in a group, as mentioned above when interviewed.

Advantages of CAM in Group Oral Discussion Assessment

The interviews also provided some insights into the advantages of implementing CAM in group oral discussion assessment, such as accuracy, validation of marks, promotion of fairness of marks, or elimination of bias and shared stimuli.

Accuracy

The first advantage noted was accuracy. The following were the remarks from the assessors during the interview:

Assessor 1:

"In my opinion, collaborative assessment has more accuracy in terms of evaluation."

Assessor 2:

"I believe that collaborative assessment is more accurate when it comes to evaluation."

Assessor 3:

"The discussion between the evaluators after each mock business meeting assessment means that all scores are agreed upon by all evaluators. This in itself can be considered as a form of moderation between different evaluators".

"Next, each evaluator has to concentrate only on certain aspects of the evaluation and, as such, becomes less mentally exhausted and more consistent in their scoring."

Thus, the results show that the assessors believe the evaluation is more accurate with the CAM model. Assessor 3 found it to be a form of moderation of marks among the assessors.

Validation of Marks

Another advantage of CAM in group oral discussion assessment is the validation of marks. The analysis of the interviews showed that the assessors believed that moderation of marks validates the grading awarded to each student.

Assessor 2:

"The assessors also get to discuss and moderate the marks together, which validates the grading awarded to each student."

Assessor 3:

"The discussion between the evaluators after each mock business meeting assessment means that all scores are agreed upon by all evaluators. This in itself can be considered as a form of moderation between different evaluators".

Hence, the validation of marks can be done using the CAM model, and this also provides a better assessment of marks in terms of the accuracy of the evaluation.

Promotes fairness of marks/Eliminates bias

Assessors have to be objective when grading students' scores. Fairness must always be practiced to all students to avoid bias. Only then can the marks be validated. The analysis from the interview indicated that all the assessors agreed with this when using the CAM model.

Assessor 1:

“Also, the advantage of seeing students from different classes being evaluated fairly by assessors who may not be their instructors eliminates bias in grading.”

Assessor 2:

“Awarding marks for every student in each group can also be very subjective, which leads to issues of fairness that are being lenient or strict.”

Assessor 3:

“For the students, being assessed by more than one evaluator, of which two are not their class teachers, means that they have fair scores for the assessment.”

The CAM model applied to this study stipulates that for all students in all groups, assessors only assess specific criteria presented in the scoring guidelines or rubrics. After that, they will meet to discuss the marks given. By doing so, any queries can be discussed, and the assessors can come to a consensus as to the appropriate allocation of the marks. This, as indicated by the comments from the assessors, can promote fairness of marks and eliminate bias.

Shared stimulus

Shared stimulus was another advantage of using the CAM model for assessment. This means that the stimuli or assessment questions for the mock business meeting are shared among the lecturers for the assessment, and therefore, they do not prepare all the questions on their own.

Assessor 3:

“The evaluators share the stimuli for the assessment, which means each has to set fewer stimuli in comparison to when they have to use conventional assessment.”

Thus, the shared stimulus for the assessment is another advantage found when using the CAM model.

Disadvantages of CAM in Group Oral Discussion Assessment

Under the subheading of disadvantages of CAM in Group Oral Discussion Assessment, four themes were found, which are (1) needs much planning, (2) rescheduling of assessment, (3) awkwardness, and (4) more classes to evaluate.

Needs Much Planning

Much planning is needed when trying out new innovative approaches to teaching and learning. In CAM, arrangements had to be made to adjust the scoring sheets for the assessment, prepare the stimuli, inform the groups from the different campuses of the assessment schedule, and get the assessors together to discuss the finalized marks. This requires time and proper management of the assessment to be executed accordingly. Since the lecturers who are the assessors have other classes and work to do, this could disadvantage them as they need to plan properly and agree on how to go about the assessment based on the syllabus and rubrics given.

Assessor 1:

“I think collaborative assessments need much planning.”

Thus, planning is important to ensure the smooth running of the collaborative assessment.

Rescheduling of Assessment

Another important matter brought up during the interview was rescheduling the assessment. Since the lecturers assessing the mock business meeting were from different campuses, and

the students had to attend many other classes, rescheduling of the assessments had to be done so that all involved could attend the assessment, which was held online. This was considered a disadvantage for the assessors and students.

Assessor 1:

“On the other hand, in order to run the collaborative assessments, rescheduling of the assessment time needs to be done to ensure that the students and assessors can attend the mock meeting assessment.”

Assessor 2:

“It is very difficult to administer the assessments according to everyone’s schedule.”

Thus, rescheduling of assessment is necessary so all students and assessors can attend the assessment. However, it was not easy to manage as the students and lecturers also had other classes to attend.

Awkwardness

Another disadvantage of the CAM model was that students felt awkward around the new assessors. Not everyone is a confident speaker, so when the assessors are unfamiliar to them, they may feel stressed to perform and awkward. This is because the students may not be excellent in English and may find it difficult to express themselves in front of unfamiliar assessors.

Assessor 2:

“In addition, some students feel awkward having non-familiar assessors during the assessments.”

More Classes to Evaluate

Each lecturer cum assessor had 2 of their classes to evaluate based on the conventional assessment method. However, CAM uses a collaborative assessment method where the lecturers would evaluate not only their classes but also the classes of the other lecturers. This gives a total of 3 classes and six groups. This is another disadvantage, as the assessors have more classes to evaluate.

Assessor 3:

“One obvious drawback is that the evaluators now need to evaluate more groups instead of just evaluating the groups from their own classes.”

Conclusion

In conclusion, this research investigated the educators' perspective of collaborative assessment in group oral discussions, mainly focusing on applying the Collaborative Assessment Model (CAM) in mock business meetings. The study highlighted the limitations of conventional assessment methods, emphasizing the challenges associated with a single assessor, such as tedious and potentially inaccurate mark allocation. Conversely, the CAM model demonstrated certain advantages, including enhanced accuracy, validation of marks, and the promotion of fairness through shared stimuli.

The theoretical contribution of this research lies in its exploration of an alternative assessment model, the CAM, in the specific context of group oral discussions. By addressing the subjective and challenging nature of speaking test evaluations, as evidenced by previous studies (Nguyen & Le, 2021; Alahmadi et al., 2019; Copland et al., 2014), this study advocates for an authentic assessment approach. The CAM model is a promising solution, providing

practical and more accurate marking scores. This theoretical contribution aligns with the ongoing discourse on improving evaluation methods in educational settings.

Contextually, the significance of this research is underscored by the practical implications for educators and institutions striving for enhanced education quality. The findings offer insights into the potential of the CAM model to address the shortcomings of conventional assessment in group oral discussions. As universities aim for better education outcomes, the proposed alternative assessment model adds value by offering a structured and collaborative approach to evaluating students' performance in simulated business meeting scenarios. This contextual contribution positions the research as a valuable resource for educators seeking innovative assessment methods and contributes to advancing educational practices in oral communication assessments.

Conflict of Interests

The authors declare no conflict of interest.

Author Contributions

All authors contributed to the research design, data collection, data analysis, and write up. All authors contributed to the article and approved the submitted version.

References

- Alahmadi, N., Alrahaili, M., & Alshraideh, D. (2019). The Impact of the Formative Assessment in Speaking Test on Saudi Students' Performance. *Arab World English Journal*, 10 (1) 259-270.
<https://dx.doi.org/10.24093/awej/vol10no1.22>
- Arbaugh, J.B., & Benbunan-Fich, R. (2006). An investigation of epistemological and social dimensions of teaching in online learning environments. *Academy of Management Learning & Education*, 5(4), 435-447 <https://doi.org/10.5465/amle.2006.23473213>
- Boyd C.O. (2001). Phenomenology the method. In Munhall P.L. (Ed.), *Nursing research: A qualitative perspective* (3rd. ed., pp. 93–122). Sudbury, MA: Jones and Bartlett.
- Catron, C. & Allen, M. (2014). Developing critical thinking skills in college students using mock business meetings. *Journal of Education for Business*, 89(2), 78-83.
<https://doi.org/10.1080/08832323.2013.768280>
- Center for Innovative Delivery and Learning Development. (n.d.) *Collaborative Learning*. Retrieved from <https://cidl.uitm.edu.my/CG-Collaborative-Teaching.php>.
- Chamberlain, Alan. (2013). Re: How many interviews are needed in a qualitative research? Is there any rule or popular practice?. Retrieved from: https://www.researchgate.net/post/How_many_interviews_are_needed_in_a_qualitative_research_Is_there_any_rule_or_popular_practice/52776670cf57d74c218b45ad/citation/download.
- Copland, F., Garton, S. & Burn, A. (2014). Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities.
- Elbaly, M. Y. H., & Elfeky, A. I. M. (2022). The role of metacognition in promoting deep learning in MOOCs during COVID-19 pandemic. *PeerJ Computer Science*, 8, e945.
- Gan, Z. (2010). Interaction in group oral assessment: A case study of higher- and lower-scoring students. *Language Testing*, 27(4), 585–602.

- <https://doi.org/10.1177/0265532210364049>
- Gikandi, J., Morrow, D., & Davis, N. (2011). Online formative assessment in higher education: A review of the literature. *Computers and Education*, 57(4), 2333–2351
- Gok, O.E., & Akbulut, A. (2019). Evaluation of Communication Skills with Mock Business Meetings. *Journal of Higher Education and Science*, 9(1), 46-50.
- Le, T. M. (2019). An investigation into factors that hinder the participation of University students in English speaking lessons. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 24(4), pp. 84-94.
- Kawulich, B. (2012). Collecting data through observation. *Doing social research: A global context*, 6(12), 150-160.
- Marshall, C. & Rossman, G. B. (1989). *Designing qualitative research*. Newbury Park, Sage.
- Montgomery, K. (2002). Authentic tasks and rubrics: Going beyond traditional assessments in college teaching. *College teaching*, 50(1), 34-40.
- Mueller, J. (2014). *Authentic assessment toolbox: What is authentic assessment*.
- Nashruddin, W. (2013). *Understanding the Teaching of Listening and Speaking: Understanding Students Need*. State University of Malang Press: Malang.
- Nguyen, L. H. T., & Le, M. X. (2021). EFL Teachers' Challenges in Preparing Young Learners for Cambridge Speaking Tests in Language Centers in the Mekong Delta. *International Journal of Science and Management Studies (IJSMS)*, Vol.4(4), <https://doi.org/10.51386/25815946/ijms-v4i4p131>
- Sharma, Y. (2014). Rising unemployment – Are there too many graduates? *University World News*. [Online]. Available: <https://www.universityworldnews.com/post.php?story=20140213153927383>
- Sirisrimangkorn, L. (2021). Improving EFL Undergraduate Learners' Speaking Skills 1 Through Project-Based Learning Using Presentation. *Advances in Language and Literary Studies*, 12(3), 65-72.
- Swan, K., Shen, J., & Hiltz, S. R. (2019). Assessment and Collaboration in Online Learning. *Online Learning*, 10(1). <https://doi.org/10.24059/olj.v10i1.1770>
- Ur, P. (2000). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Waiyakul, C., & Plaekhong, P. (2020). The Impact of Mock Business Meetings on Business English Learners' Speaking, Listening, and Critical Thinking skills. *European Journal of Applied Linguistics and TEFL*, 9(1), 129-146. <https://doi.org/10.2139/ssrn.3589025>
- Zaremba, A. J. (2006). *Speaking professionally*. Canada: Thompson South-Western