

University Students' Endeavors in Oral Midterm and Final Examinations

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Abstract:

Despite adequate preparation, some students frequently struggle with oral exams. The study used a Likert-based survey method with both quantitative and qualitative results to ask students how they did in major oral exams and weekly speaking-based activities, what specific challenges they faced, and how they could improve their fluency. The students' performance was deemed to be moderate. Nonetheless, for high-quality teaching and learning, the professor's 1) administration of class activities and 2) feedback as well as students' 3) self-awareness, 4) oral exam difficulties, and 5) speaking fluency progress need to be reviewed. The findings would offer a means of comprehending some problems in education that call for compensatory strategies to raise students' oral test scores to an exceptional grade in these aspects. Insights from this research can also help instructors and academics create resources and best techniques that will help students improve their fluency and organization in the target language.