EXPLORING STUDENT'S PERSPECTIVES TOWARD CLARITY AND FAMILIARITY OF SPEAKING SCORING RUBRICS

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Abstract

This study investigates the role of speaking rubrics in fostering student learning and engagement, with a particular focus on student perspectives regarding rubric clarity and familiarity. Through a survey of 100 students at Samarkand State Institute of Foreign Languages, the research explores student perceptions of the strengths and weaknesses of their speaking skills. While students demonstrate a strong understanding of effective speaking qualities like fluency and vocabulary, the findings reveal a potential underestimation of the importance of rubric-assessed skills like organization and delivery. The analysis emphasizes the importance of incorporating student feedback into rubric development to create assessment tools that promote transparency, self-directed learning, and student empowerment. By prioritizing clarity and user-friendliness, rubrics can evolve from mere evaluation tools into instruments that actively guide and support student growth in oral communication skills.

Keywords: speaking skills, survey report, English language competence, designing rubric, feedback, assessment;

Introduction. Speaking skills are not exceptional in an educational context when it comes to the need of effective evaluation. Scoring rubrics are a common tool used by educators to guarantee accurate and fair evaluation. But these rubrics' usefulness depends on how clear and comfortable they are for the pupils. An easily understood rubric by both the teacher and the student offers a clear foundation for assessing speaking performance. We explore how clear and familiar rubrics can empower students to:

- **Target their efforts effectively:** When students grasp the criteria used for assessment, they can tailor their speaking practices accordingly.
- **Self-assess their performance:** Clear rubrics allow students to identify their strengths and weaknesses, fostering self-awareness and ownership of their learning.
- **Reduce anxiety and confusion:** Unfamiliarity with rubrics can lead to frustration and uncertainty. User-friendly rubrics promote a more positive and focused learning environment.

This study delves into students' perspectives on the clarity and familiarity of speaking rubrics. By understanding their experiences, we can identify areas for improvement and ensure rubrics function as valuable tools for learning and growth.

Literature review. Studies have documented several advantages associated with rubrics. They can enhance learning by focusing students on positive criteria during preparation [6]. Additionally, offer professors a standardized approach to grading, potentially leading to more consistent evaluations [9]. However, some concerns regarding student perceptions have

emerged. Studies suggest that students may not always perceive rubrics as improving their performance but rather as tools for achieving alignment with rubric demands [2].

Academic Achievement and Self-Regulation

Priego Quesada et al. [8] observed a positive correlation between higher academic marks and a more positive perception of rubrics. Conversely, Alonso-Tapia et al. [1] suggest a link between learning-oriented self-regulation (focusing on the learning process and progress) and a more favorable view of rubrics. These findings highlight the potential influence of both academic background and self-regulation strategies on student perceptions.

### Clarity and Familiarity: A Focus on Usability

Limited research directly addresses student perspectives on rubric clarity and familiarity. García-Ros [5] emphasizes the importance of well-constructed rubrics for fostering student understanding and reducing difficulties in their use. However, further investigation is needed to explore how specific rubric design elements (e.g., wording, organization, level of detail) impact student comprehension and ease of use.

The Role of Co-Creation

Some studies suggest that involving students in rubric development can enhance their understanding and acceptance [3]. This collaborative approach has the potential to foster a sense of ownership and improve clarity for students. Future research could explore the impact of co-creation on student perceptions of rubric clarity and self-efficacy in oral presentations.

While rubrics offer a valuable tool for evaluating speaking skills, student perspectives on their clarity and familiarity are crucial for maximizing their effectiveness. This review highlights the need for further research in this area, considering factors such as academic background, self-regulation strategies, and rubric design elements. Additionally, investigating the impact of co-creation on student perceptions holds promise for enhancing the learning experience through oral presentations. As N.N.Normatova states, "The process of developing the oral speech skills of foreign language for linguistic departments of Higher Education is different from the process of developing it for non-philological departments. The process has its peculiarities. The quality of education, which is a bilateral process between the teacher and student, depends on the didactic perfection of the teacher`s mastery, and on the other hand, on the student's motivational activity. Meanwhile, if the high scientific potential and methodological skills of the teacher is integrated with the educational activity of students high results can be achieved in the short term period" [7, 96-99].

Analysis. To develop a speaking scoring rubric there were held a survey report in which 100 students of Samarkand State Institute of Foreign Languages from the English faculty with different levels of language competence and with different years of being in a sphere of language learning were engaged in an experiment as the students were concluded as a key component of designing the rubric. The diagrams below show the average percentage of levels of students to be concrete with the further indicators.(Table1)

Table 1
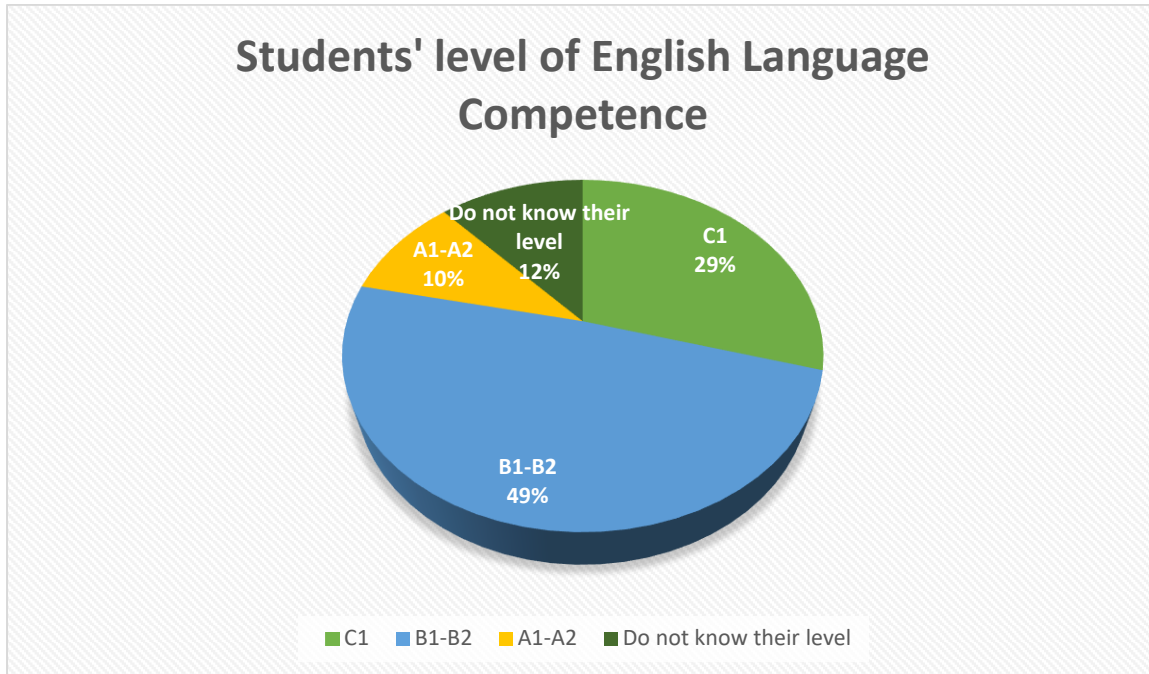
The other finding through the survey was the most challenging skill among 4 domains listening, reading, speaking, and writing for which 71 of learners considered speaking as the most challenging to master. The other numbers were 10 of them for writing, 8 students opted for reading, 5 voted for listening and only 6 did not face any challenges while practicing all four core English language skills. (Table 2) From the results, it can be easily identified that speaking is considered as the most difficult part of English language learning competence, as Development and formation of speech requires such qualities as the ability of sociability correct selection of words corrective grammar knowledge in different areas such as economics sociology education and much more. And also the importance of the period from which the students started to learn the language and the time they spend learning the language also plays a big role. After all, the most important thing in language learning is how much time and where students spend in order to improve their skills. According to the questionnaire, the majority of pupils have been studying English for more than 5-6 years, however for the question: **"In what primary contexts or domains is English predominantly used by you on a global scale?" most of the students' answer was in education while learning language requires more time it should cover students' life , rather then spending 4-5 hours in an educational institution.**

Table 2
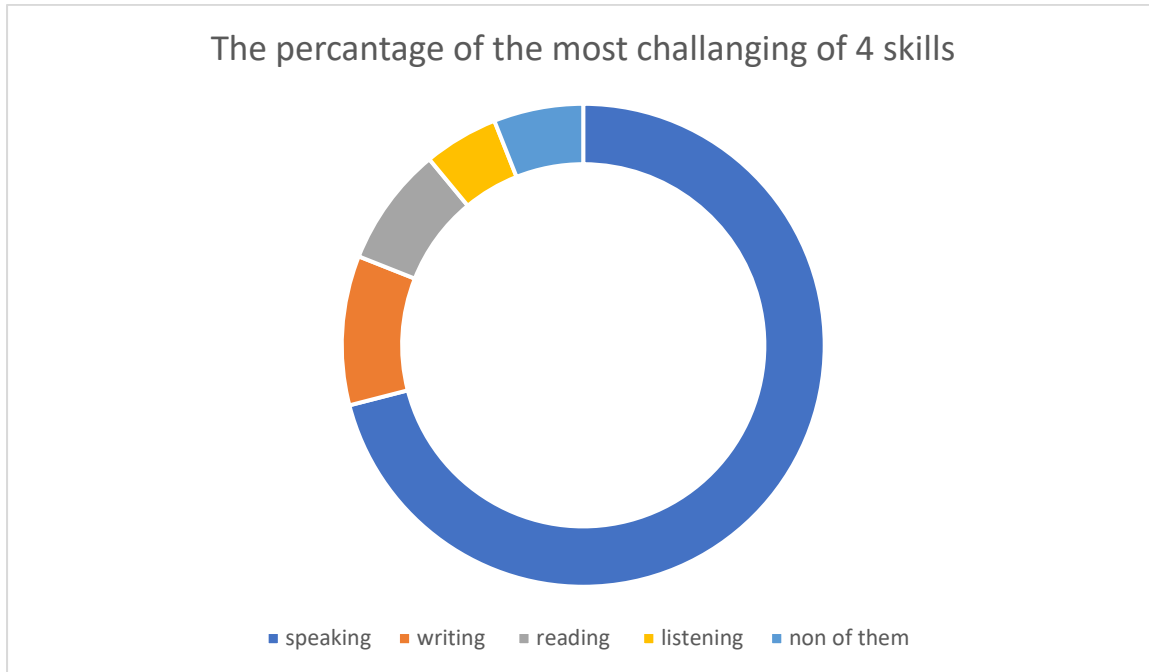
Furthermore, students have a clear perception of conducting a good speech as for the question: "Imagine yourself delivering a successful oral presentation in English. Select all of the following characteristics that would contribute to the effectiveness of your presentation" Students opted for variants like a clear and logical structure, use of a wide range of vocabulary, accurate and fluent delivery, engaging body language, and vocal variety. This indicates that students are aware of the advantages and disadvantages of language learning, but they need any kind of feedback and support from their surroundings like family, parents, teachers or friends which provides them with a high rate of confidence as for the question: "In order to maximize your learning and development, what type of feedback on your speaking skills would you find most beneficial" students choose various variants like:

o   Written feedback with specific suggestions for improvement.
o   Oral feedback highlighting strengths and weaknesses.
o   Peer feedback on overall presentation effectiveness.
o   Self-assessment based on rubric criteria

According to the next question: "**How do psychological factors impact a person's ability to learn and improve their speaking skills in a new language?" From the survey, it is clear that psychological factors have a huge amount of positive and negative impact on youngsters' minds and students wrote that: "**All learners experience the same psychological effects when learning a new language" and it has an individual approach for every student. In the table below students chose the most appropriate options, which would help assess students speaking skills.(Table3)

Table 3

Skill	Not Important	Somewhat Important	Important	Very Important

Fluency (Ability to speak smoothly and with minimal hesitation)				
Grammar (Use of accurate and appropriate grammatical structures)				
Vocabulary (Utilization of a wide range of vocabulary relevant to the topic at hand)				
Pronunciation (Clarity and accuracy of pronunciation, ensuring comprehensibility)				
Organization (Presentation of ideas in a logical and well-structured manner)				
Delivery (Effective use of vocal variety, body language, and appropriate volume to engage the audience)				
Content Accuracy (Provision of accurate, relevant, and insightful information)				
Learner Background and Experience (Cultural Background,Prior Language Learning Learning,Style				

From the information taken from the table above from the student input survey report

The results extremely surprised me, as most of the students consider that such qualities like fluency, vocabulary, pronunciation, and grammar play a vital role, while, core qualities like the organization of speech, learner background, and delivery are underestimated by most students (Table 4). Through this, I consider that these qualities, which were overlooked by candidates, are their drawbacks and they should hardly work on them. Through the learner's background, experience, prior language learning education, style of learning cultural knowledge, provision of accurate, relevant, and insightful information, and presentation of ideas in a logical and well-structured manner students will be able to transfer their ideas into words and held a good conversation with their listeners.

Table 4
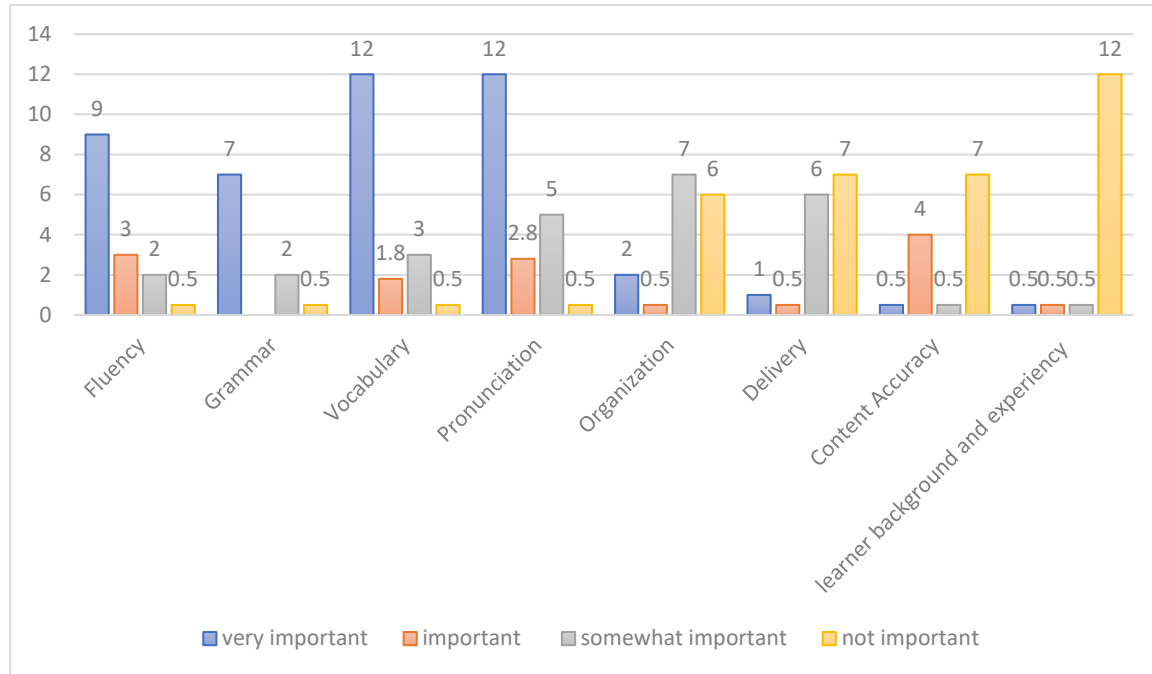
Main part. Through the student input survey, it becomes clear that students still face some challenges during language learning. And the highest level of dissatisfaction occurs in mastering oral speech, conducting good speech, and presenting it, in communication while all of them are core relatives of speaking skills. All kinds of disruptions on the way increase the skills students hang on with problems related to psychology, behavior, feedback, support, and searching the specific information, and the main one is overcoming themselves and compelling to practice the skills in all kinds of circumstances. However, on the question: "What kind of arrangements do you use in order to improve your speaking skills?" from the survey most of the students replied that they are working on enhancing their vocabulary through learning and practicing new words, watching films, listening musing in the English language use mobile apps with sample question and answers, watch educational videos on YouTube, follow native speakers on social platforms and try to repeat or imitate speech sounds and their speech itself. These kinds of answers can indicate that students are still on the way to investigations and try all possible affairs in order to reach their goals.

This research contribute valuable insights for educators seeking to refine their speaking assessment practices. By prioritizing student perspectives on clarity and familiarity, we can create rubrics that not only evaluate performance but also empower students to become more confident and effective speakers.

This study will explore student perspectives through surveys, interviews, and focus groups. By gathering data on student experiences with speaking rubrics, the paper aims to uncover:

- How students perceive the level of clarity in the rubrics used for speaking assessment.
- The level of familiarity students feel with the criteria outlined in the rubrics.
- The impact of rubric clarity and familiarity on student learning and engagement.
- Specific areas of improvement to enhance clarity and user-friendliness of speaking rubrics.

Understanding student perspectives on speaking rubrics holds significant value for educators and curriculum developers. By incorporating these insights, we can create assessment tools that:

- **Promote transparency and fairness:** Clear rubrics ensure all students understand the expectations for success.
- **Facilitate self-directed learning:** When students can self-assess against clear criteria, they become more active participants in their learning journey.
- **Motivate and empower students:** User-friendly rubrics can equip students with a roadmap for improvement, fostering confidence and a growth mindset.

Conclusion. Speaking is a key skill, and teachers use rubrics to grade presentations fairly. But are these rubrics clear and familiar to students? This study aims to understand how students feel about rubrics. By listening to their experiences, we can find ways to improve them. **Clear rubrics act like a guide, helping students focus on what matters and boosting their confidence.** This research wants to create rubrics that go beyond grading – they'll be tools to empower students and make speaking a positive learning experience. We'll gather student feedback through [insert your chosen research methods, e.g., surveys, interviews, focus groups] to uncover areas for improvement, ultimately creating rubrics that are both effective and student-friendly. This study has highlighted the significance of student perspectives in refining speaking rubric practices. By prioritizing clarity and familiarity, educators can create rubrics that go beyond evaluation, empowering students to become more self-assured and effective speakers. The findings from the student survey conducted at Samarkand State Institute of Foreign Languages underscore the need for rubrics that not only assess core speaking skills like fluency and vocabulary but also emphasize undervalued aspects such as organization and delivery. Incorporating student feedback throughout the rubric development process is paramount in ensuring these assessment tools foster transparency, self-directed learning, and a growth mindset among students. Future research can explore the impact of co-creation on student perceptions of rubrics and delve deeper into the influence of rubric design elements on student comprehension and self-efficacy. By elevating student voices in the rubric development process, we can cultivate a learning environment that empowers students to take ownership of their speaking skills and flourish in their communication journeys.

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