

THE ROLE OF AVAILABLE RUBRIC TO ASSESS PRESENTING SKILLS IN PRE-SERVICE EFL TEACHING SYSTEM

Nurmurodova Kamola

Jizzakh State Pedagogical Institute

Abstract: *The article studies the target groups' results whether they would give successful results on the task of performing presenting skills with specific rubric or without. The participants are the freshmen in foreign languages faculty at Pedagogical Institute. The research resulted better with the participants who prepared for the task with given rubric beforehand than the other ones and it gives the idea of that giving specific criteria to assess students for certain tasks particularly presenting ones provides more effects in language teaching and assessing.*

Key words: *assessment, teaching, learning, criteria, rubric, teaching skills, presentation, performing.*

Introduction

There are noticeable distinguishing points in the process of teaching and the assessment of teaching. (Green, 2014) The former is a continuous procedure in which there is possibility to change your approach, if you understand that the previous is unavailable. The latter lasts quite shorter: mostly the assessor must reach his/her target with one attempt fairly. Hughes (2003) agrees the idea that testing must not be obedient to teaching process. Assessment is differently structured process, which is not following teaching. The reason is when the teaching cannot reach the aim of the lesson, the effect of assessment of teaching (backwash) will be able to achieve that. Therefore, the assessment of teaching must be perfectly conducted not only to avoid negative backwash, but also to help teaching process as well.

The assessment is a complex process which demands to keep balance between being objective and subjective. If one is assessed subjectively, it is highly likely to commit bias. As for complete objective assessment, all sides of an assessee may not be considered. However, if the criteria of assessment is made up taking into consideration all necessary sides, the result will be better. The following research about assessing future EFL teachers' teaching skills with criteria proved that theory.

Materials and Methods

The aim of the research is to identify the difference between assessing teaching skills of pre-service teachers with and without rubric. As well as, taking into consideration the result of it, one must impose the better result into assessment system of pre-service education in order to obtain more skilled teachers when they graduate.

The participants of the research are first course students whose major is teaching English language as a foreign language at Jizzakh State Pedagogical Institute. The reason why I chose the freshmen is to see transparent result of the research. If I had chosen the older students, they would have performed better based on their background experience and skills. As a result, I would not know the real effect of target point of the work.

In the research, there were four mini-groups containing three-four students in each. Their ages are 18-22. They are:

First group: one male, two females.

Second group: two females, two males

Third group: three female students.

Fourth group: two males, one female

The task for all mini-groups was to perform 15-minute mini-teaching. The needs analysis for the freshmen at that University conducted at the beginning of the year told that majority of students are lack of pronunciation in spite of their different level. Therefore, the researcher intended to give the task from the subject of “Phonetics of English language” so that the content of their lesson must be new and interesting for the audience as well. However, the distributed themes had been presented beforehand by the teacher of the subject. Overall, the following are the general aims to give the task to the students:

- to identify the difference between criterion-based assessment and assessment without criteria of teaching skills;
- to know how students acquire the knowledge teacher gave from the phonetics;
- to revise and cover other misunderstandable points of the themes for the students;

For the first two groups were not given any rubric to assess beforehand. They were just asked to present the theme and practice it with students.

The latter two groups were handed the following assessment rubric to consider while preparing for the mini-teaching.

<i>The criteria</i>	1 (bad)	2 (satisfactory)	3 (good)	4 (very good)
How they acquired the knowledge				
How to present it				
How is the learners' result?				
Team management				

Result and discussion

The results revealed some information about the students' potential abilities, and preparedness of the students which were the answers for the aim of the research. In the first group, only the girls explained the topic writing on the board, but the male of them just read the part of the theme from the book, and they conducted an activity to make students practice. The second group presented the assigned theme well, but they had not prepared the activity beforehand. When I, the teacher, asked to do something to practice, they immediately created one activity and conducted it at that moment. However, both groups did not pay attention to the effectiveness of the lesson. They focused on explaining the theme to the teacher only rather than presenting it to the students as a teacher. Those students are used to considering that completion of the task means that they had to just explain it to the teacher not students. Thus, the notions of 'explaining', 'doing', 'completing', 'presenting', 'teaching' as a task goes for one the same concept-just need to explain and speak anything (even though it is not meaningful) is enough to pass the tasks. This is because the most secondary school teachers who have been the participants' teachers lately get used to teaching and assessing in the same way. Brown (2010) highlights that the beliefs of the learners influence on their learning and presenting process as well. Therefore, one can conclude that the participants of the research could not perform properly since they did not take clear instructions about what teacher wants to get from them for this task.

In contrast, students of the last two groups performed better being aware of the rubric than the previous ones. Even the fourth group have prepared some additional activities which are not of the limit of the scope of the theme, but just for fun. Considering the time limit, the teacher did not allow them to conduct that. But overall, they both brought visual materials to present and make activities and attempted to teach with energy. Therefore, other learners were attracted to their lessons and participated actively. It was obviously clear that both groups strongly tried to follow the content of the rubric.

Further thoughts

After observing all learners, I came to conclusion that the tasks particularly those requiring presenting skills have more efficiency when they are given with specific rubric. Furthermore, if I have the chance to regive the task to my students, I would add some more points for rubric: bringing handouts in different shapes, present in power point, detailed instruction of criteria such as preparedness (knowledge, educational tools like chalk, giving turn to each other), to give concrete limit for the theme since they are not able to border the scope of the theme they are presenting.

Conclusion

It is proved that the role of criteria is appreciable in assessment process. Furthermore, assessing is also learning and teaching, with the help of criteria they learn how to teach as well as it will be easy for teachers to explain some necessary points of the meaning of the tasks. (Anna & Perez, 2013) All in all, implementing criteria into education system to assess teaching skills is strongly recommended in order to raise the effect of the quality of backwash.

REFERENCES

1. Hughes, A. (2003). *Testing for language teachers*. Cambridge: Cambridge University Press.
2. Brown, D.H. (2010). *Language Assessment: Principles and Classroom Practices* (2nd Edition). White Plains, NY: Longman Pearson. ISBN: 9780138149314
3. Anna Maria & Nicholas Perez. *Assessment of young learners: using rubrics to bridge the gap between praxis and curriculum*.
4. Green, A. (2014). *Exploring language Assessment and Testing*. NY. Routledge.