COMMUNICATIVE COMPETENCE ASSESSMENT KIT

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Guidance for Assessors

A. Symbols and abbreviations :

ACC : accuracy	LC : linguistic competence	1 : strongly disagree
FLU : fluency	SoC : sociolinguistic competence	2 : disagree
RNG : range	SC : strategic competence	3 : neutral
APP : appropriacy	FC : formulaic competence	4 : agree
INTL : intelligibility	DC : discourse competence	5 : strongly agree
	IC : interactional competence	

B. The Components of Communicative Competence :

- Linguistic competence is the ability to apply the knowledge of the language.
- Sociolinguistic competence is the ability to express meanings appropriately within overall social and cultural context of communication.
- Strategic competence is the ability to handle communication breakdowns and to keep communication smooth.
- Formulaic competence is the ability to use fixed and prefabricated chunks of language that speakers use heavily in everyday interaction.
- Discourse competence is the ability to select, sequence, and arrange words, structures, and utterances to achieve a unified spoken message.
- Interactional competence is the ability to use language functionally and to perform actions through language.

C. The Components of Communicative Competence Assessment :

1. <u>Self-Reflection Assessment</u> : participants are asked to assess themselves.
2. <u>Receptive-Productive Assessment : the </u>assessment is conducted through interview. Assessor completes the rubric for teacher during the interview.
3. <u>Performance Assessment </u> : the assessment is conducted through class observation. Teachers are assessed during teaching process. Assessors complete the rubric for each teacher being assessed.

D. Steps to employ the Communicative Competence Assessment :

1. Set up the schedule for the whole assessment.

2. Prepare the assessment forms for all the participants

3. Assessment can start from self-reflection assessment but it is quite flexible to start with one of the other two assessments.

4. Before administering the self-reflection assessment, make sure that the participants understand the instruction. Remind them to be honest about themselves.

5. To get the overall result, sum up the results of the three assessments using this formula : R = (A1x20%)+(A2x40%)+(A3x40%)

    R=final score
    A1 = self-reflection assessment
    A2= interview
    A3=performance assessment

6. Check the band descriptor for the final impressions.

E. Band Descriptor

Final Score	Description
1	Intermittent Communicator : Communication occurs only sporadically.
2	Limited Communicator : Receptive/productive skills do not allow continuous communication.
3	Moderate Communicator : Gets by without serious breakdowns. However, misunderstandings and errors cause difficulties.
4	Competent Communicator : Copes well but has occasional misunderstandings or makes occasional noticeable errors.
5	Good Communicator : Copes well and performs competently.

Self-Reflection Assessment

Name   : ....

Institution   : ....

Date   : ....

Complete this self-reflection assessment by responding to the statements in the communicative events. Put a tick (√) in the column that best describes your condition.

1= strongly disagree 2:=disagree   3= neutral   4= agree   5= strongly agree

LC		1	2	3	4	5
No	Communicative events	1	2	3	4	5
1.	I have no problem with pronunciation in English (ACC).					
2.	My grammar and vocabulary help me to be a fluent speaker (FLU).					
3.	I know a lot of words and terms used in my subjects (RNG).					
4.	I can use all tenses –past, present, perfect, future, active, passive--with no difficulty (APP).					
5.	When I teach in English, my students easily understand the lesson (INTL).					
Total Score 1						
Average 1(total score/5)						

SoC		1	2	3	4	5
No	Communicative events	1	2	3	4	5
1.	I use accurate expressions when speaking to my students in the class and outside the class (ACC).					
2.	My knowledge about English language and culture of the English native speakers helps me to be a fluent speaker (FLU).					
3.	I use examples of cultural differences when I teach in English (RNG).					
4.	I keep eye contact, use facial expressions and body language appropriately when I communicate in English (APP).					
5.	My verbal and non-verbal communication can be clearly understood by other people (INTL).					
Total Score 2						
Average 2 (total score/5)						
SC						
No	Communicative events	1	2	3	4	5
1.	I use accurate expression and intonation to make my communication smooth (ACC)					
2.	I can find another way to say difficult words or terms when communicating with other people (FLU).					
3.	I use every opportunity to practice using various English expressions (RNG)					
4.	I know how to confirm or ask other people to repeat what they say (APP)					
5.	People understand the points I am talking about (INTL)					
Total Score 3						
Average 3 (total score/5)						

FC		1	2	3	4	5
No	Communicative events	1	2	3	4	5
1.	I know exactly the meanings of chunks and idioms I use (ACC).					
2.	I use chunks and idioms without hesitation (FLU).					
3.	I use a lot of chunks and idioms when I teach and communicate in English (RNG).					
4.	I use chunks and idioms appropriately (APP)					
5.	The chunks and idioms I use can be understood by my students or other people (INTL).					
Total Score 4						
Average 4 (total score/5)						
DC		1	2	3	4	5
No	Communicative events	1	2	3	4	5
1.	I am careful with the arrangement of my sentences (ACC).					
2.	I can fluently initiate, respond, and give feedback to my students. (FLU).					
3.	I have a lot of vocabularies that help me teach in English (RNG)					
4.	I can present my ideas in good and correct order (APP)					
5.	My students say that my explanation in English is clear and easy to follow (INTL).					
Total Score 5						
Average 5 (total score/5)						

IC		1	2	3	4	5
No	Communicative events	1	2	3	4	5
1.	I can manage the class in English (ACC).					
2.	I have no problem in teaching or joining a discussion in English (FLU)					
3.	I use a lot of expressions to express my feelings, opinions, or to give information (RNG)					
4.	I can use appropriate expressions to express my feelings, opinions, or to give information (APP)					
5.	People respond as what I expect when I express my feelings or opinions (INTL)					
Total Score 6						
Average 6 (total score/5)						
FINAL SCORE (average1-6/6)						

Receptive-Productive Assessment
(INTERVIEW)

Name : ....

Institution : ....

Date : ....

Guided questions for interview (approximately 10 minutes) :

a. Do you find it easy to teach your subject in English ? Why ?
b. Do you only speak in English in the class ?
c. Is teaching in English a challenge for you ? Why ?

No	Communicative events	1	2	3	4	5
1.	Speaking with accurate grammar and vocabulary (LC - ACC)					
2.	Speaking in appropriate manner (SoC - APP)					
3.	Speaking only in English, responding with little hesitation (SC-FLU)					
4.	Using adequate and appropriate chunks and idioms (FC - RNG)					
5.	Sentences are well structured (DC - APP)					
6.	Expressing feeling and opinion clearly (IC - INTL)					
Total Score						
Average (total score/6)						

PERFORMANCE ASSESSMENT

Name   : ....

Institution   : ....

Date   : ....

Signature and name of assessor :

Put a tick (√) in the column that best describes the participant's condition.

1= strongly disagree 2:=disagree   3= neutral   4= agree   5= strongly agree

LC		1	2	3	4	5
No	Communicative events	1	2	3	4	5
1.	Have no problem with pronunciation in English (ACC).					
2.	Fluency supported by good grammar and rich vocabulary (FLU).					
3.	Wide range of words and specific terms (RNG).					
4.	Use all tenses –past, present, perfect, future, active, passive--with no difficulty (APP).					
5.	Students easily understand the lesson (INTL).					
Total Score 1						
Average 1(total score/5)						

SoC		1	2	3	4	5
No	Communicative events	1	2	3	4	5
1.	Use accurate expressions when speaking to students in the class (ACC).					
2.	Fluency is supported by knowledge about English language and culture of the English native speakers (FLU).					
3.	Use examples of cultural differences when teaching in English (RNG).					
4.	Keep eye contact, use facial expressions and body language appropriately when communicating in English (APP).					
5.	Verbal and non-verbal communication can be clearly understood (INTL).					
Total Score 2						
Average 2 (total score/5)						
SC						
No	Communicative events	1	2	3	4	5
1.	Use accurate expression and intonation to make communication smooth (ACC)					
2.	Can find another way to say difficult words or terms (FLU).					
3.	Use every opportunity to practice using various English expressions (RNG)					
4.	Know how to confirm or ask other people to repeat what they say (APP)					
5.	The points of teaching are comprehensible and easy to be understood (INTL)					
Total Score 3						
Average 3 (total score/5)						

FC						
No	Communicative events	1	2	3	4	5
1.	Use chunks and idioms accurately (ACC).					
2.	Use chunks and idioms without hesitation (FLU).					
3.	Use a lot of chunks and idioms when teaching in English (RNG).					
4.	Use chunks and idioms appropriately (APP)					
5.	The chunks and idioms used can be understood by students or other people (INTL).					
Total Score 4						
Average 4 (total score/5)						
DC						
No	Communicative events	1	2	3	4	5
1.	Sentences are carefully arranged (ACC).					
2.	Can fluently initiate, respond, and give feedback to students. (FLU).					
3.	Use various vocabularies (RNG)					
4.	Can present ideas in good and correct order (APP)					
5.	Explanation in English is clear and easy to follow (INTL).					
Total Score 5						
Average 5 (total score/5)						

IC		1	2	3	4	5
No	Communicative events	1	2	3	4	5
1.	Can manage the class in English (ACC).					
2.	Have no problem in teaching in English (FLU)					
3.	Use various expressions to express feelings, opinions, or to give information (RNG)					
4.	Use appropriate expressions to express feelings, opinions, or to give information (APP)					
5.	Able to apply language functions clearly (INTL)					
Total Score 6						
Average 6 (total score/5)						
FINAL SCORE (average1-6/6)						