

# A Framework for Testing Communicative Competence

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## Abstract

There has been a plethora of models offered for testing writing and comprehension proficiency, but there is a distinct lack of models for testing oral language proficiency. This paper addresses this issue and proposes a communicative testing model which is grounded in a wider, multi-dimensional interpretation of what is believed to constitute communicative behaviour and oral language proficiency. It proposes a framework and observation instruments which can be used as a basis for testing communicative competence in a second/foreign language (L2). Communicative competence is the ability of learners to interact meaningfully, as distinct from their ability to perform competently on discrete-point tests of grammatical knowledge, and comprises four areas of knowledge and skill: linguistic competence, sociolinguistic competence, strategic competence, and discourse competence. As such, the framework aims to provide a more integrated assessment of a learner's ability to communicate in spoken, interpersonal interaction. The paper reports on an investigation undertaken by the writer to ascertain the effects of different modes of input on L2 communicative competence, and how this could be measured. Integrated proficiency tests were carried out through the use of carefully constructed test and observation instruments which were designed to measure both verbal and non-verbal (paralinguistic) behaviour; both of which are asserted to be integral to being communicatively competent.

**Keywords:** communicative competence, discourse analysis, language proficiency, verbal and non-verbal behaviour

## Communicative Competence

The notion of communicative competence is widely accepted as a basis for testing both oral and written language proficiency. However, there has been considerable debate over the precise form that a model of communicative competence should take and there is little consensus on the types and composition of competencies that should be included in such a model.

The realisation that having perfect spoken linguistic form and accuracy in L2 does not necessarily constitute competence in verbal communication, prompted a move towards a more integrated theory of communicative competence. Ingram (1985) emphasises this point:

The notion of communicative competence evolved in order to account for the fact we have already observed that linguistic competence does not adequately account for how language is used or the forms that occur in actual use (226).

The seminal work of Canale and Swain (1980) maintains that communicative competence is comprised of four areas of knowledge and skill: *linguistic competence*, *sociolinguistic competence*, *strategic competence*, and *discourse competence*.

The lack of concern in conventional teaching methodology for the distinction between communicative competence and linguistic competence is affirmed by Savignon (1972), whose definition of communicative competence highlights the importance of paralinguistic (non-verbal) input in the communicative use of linguistic knowledge:

Communicative competence may be defined as the ability to function in a truly communicative setting - that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more of the interlocutors (8).

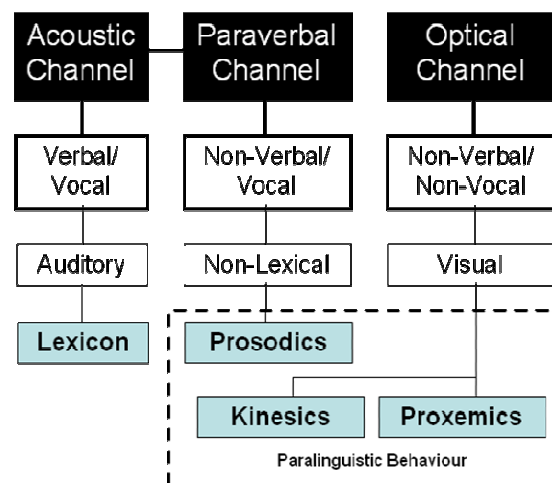
### The Significance of Paralinguistic Behaviour in Developing Communicative Competence

Paralinguistic behaviour is defined in terms of varying combinations of three subsystems:

1) *Kinesics*, following Kellerman (1992) and Hurley (1992), refers to posture, gesture, facial expressions and eye movement, 2) *proxemics*, following Hall (1966) refers to "social and personal space and man's perception of it" (cited in Pennycook, 1985, p.259), and 3) *prosodics*, following Arndt and Janney (1987), and sometimes referred to as the *non-lexical* dimension of speech communication, pertains to "accent (articulatory force, emphasis, stress, pitch prominence), intonation (tune, melody, pitch contour, pitch duration) and rhythm (speed, duration, pause, tempo)" (cited in Gassin, 1992, p.2).

In order to identify the significance of paralinguistic behaviour in L2 oral communication and assessment, it is important to construct a realistic and practical framework of the human communication process. An essential characteristic of this framework is that it should recognise all relevant aspects of interpersonal communication through the unification of L2 verbal (linguistic) and non-verbal (paralinguistic) structure and content.

Such a framework of communication is expressed by Poyatos (1976; 1982) and focuses on a multi-channel framework that considers verbal and non-verbal channels of communication (see Figure 1).



**Figure 1.** Integrated Multi-Channel Framework for Conveying and Perceiving Information and Meaning in Spoken Interaction (Adapted from Poyatos, 1976)

The term *prosodics* is conveyed through vocal articulation and perceived through the paraverbal channel, and the terms *kinesics* and *proxemics*, are conveyed through body movement and perceived through the optical channel.

The tri-modal framework illustrated in Figure 1 characterises the unified nature of oral interaction and forms the basis for a total body communication approach to L2 learning.

This paradigm of language learning advocates that the synthesising and rhythmic synchronisation of auditory speech, non-lexical expression and visual body movements facilitate learners to comprehend, internalise, recall and replicate linguistic and paralinguistic structure and content of the target language to a much greater degree than with the conventional single-channel approach (i.e. acoustic channel only), in developing communicative competence.

### **A Theoretical Model for Testing Communicative Competence**

Di Nicuolo (1991:143) remarks on the old atomistic versus holistic dichotomy: "... assessment of the underlying skills does not necessarily imply assessment of the global performance". This contentious issue, which continues to fuel the communicative competence debate, focuses on two main testing approaches: indirect, discrete-point proficiency testing and direct, integrative proficiency testing. Savignon (1991) distinguishes these in characterising communicative competence as the ability of learners to interact meaningfully, as distinct from their ability to perform on discrete-point tests of grammatical knowledge.

The underlying assumption in favour of discrete-point testing, which seems to have dominated classroom assessment, is that breaking a language down into different elements and testing them separately affords greater objectivity, and is therefore a more reliable evaluation of a learner's proficiency than a subjective evaluation of performance in the integrated skill. Such a view is epitomised in the work of Lado (1961) and Cooper (1972) who promote the concept of proficiency as being the result of the additive proficiency of all the skills and subskills of a L2 learner. This "analytic" approach has been rigorously challenged by researchers and teachers who see proficiency testing as a means of assessing a learner's speaking skills used in real-life situations, and not just a measure of his or her skills of listening comprehension and grammatical knowledge (Oller, 1975; Day, 1981; Lapkin, 1985).

Discrete-point tests are categorised as indirect tests, in that they seek to measure one aspect (i.e. knowledge of grammar) in order to make a judgement on something else (i.e. the ability to communicate). Also, they are used as a means to rank order learners and measure a learner's proficiency in relation to other learners. As such, discrete-point tests are seen as norm-referenced tests designed to produce readily quantifiable data suitable for psychometric or statistical analysis.

In contrast, integrated proficiency testing, as the term suggests, seeks to assess proficiency in terms of a learner's total language behaviour by bringing together all the components of the language, both linguistic and paralinguistic. Integrated proficiency tests are classed as direct tests in that they centre directly on learners' proficiency and are rated against a set of criteria that are indicative of their language performance. In Ingram's (1985) words:

. . . direct tests focus directly on the learner's proficiency as demonstrated in the way he carries out actual communication tasks and proficiency statements are made in terms of the learner's actual language behaviour. Learners are rated by being matched against the level on a scale consisting of a series of proficiency descriptions that best describe their language behaviour. In other words, direct tests are criterion-referenced or edumetric tests. (247)

Integrated testing is mainly connected with oral proficiency or with measuring conversational ability, and as such, involves linguistic and paralinguistic interaction. Cummins (1983) maintains that discrete-point and integrative models of testing are equated

with assessing cognitive/academic language proficiency (CALP) and basic interpersonal communicative skills (BICS) respectively.

Even though the importance of both for developing language proficiency is widely accepted, the domain of the language classroom has traditionally been cognitive learning. Hence, the reason for focusing on the assessment of CALP in the classroom domain. Another reason for this preference is that cognitive language proficiency is easily measured, since discrete-point tests can be used. The communicative aspect is difficult to measure, since it is more individual in nature and hence more time consuming and difficult to control. This differential in complexity between assessing BICS and CALP is reflected in the communicative assessment model proposed by Olaofe (1992), who ranks the communicative components as *higher level* categories and the lexico-grammatical components as *lower-level* categories.

In recognition of the important differences between CALP and BICS, Hatch (1992) identifies the CALP with listening comprehension, reading and writing, and BICS with oral interaction, which typically involves productive skills. This is also acknowledged by Rea (1985) and Brindley (1989) who equate the former with assessing ability to use linguistic forms accurately and focusing on non-communicative performance, and the latter with assessing the ability to use language for communicative purposes and focusing on communicative performance. Non-communicative performance is thus linked to comprehension testing which is relatively easy to construct, whereas communicative performance typically involves oral interactive tasks and requires the establishment of a complex testing system to observe and assess real-life communicative ability in relation to clearly defined criteria.

Any form of assessing communicative skills poses major underlying problems, not least of which are the demands on the tester and the difficulty of identifying and describing the linguistic and paralinguistic structures that a sample of native-speakers use to realise particular functions within certain social contexts.

Verhoeven and Vermeer (1992) echo the views of others (e.g. Bachman, Nunnan, Vanniarajan and Lynch, 1988; Lantolf and Frawley, 1988; di Nicuolo, 1991) in regard to the specific demands made on the tester in assessing communicative skills. As has been pointed out, conversational strategies cannot be tested by means of objectively scalable tests. Rather, as suggested by Verhoeven and Vermeer (1992):

. . . assessment of communicative behaviour requires an accurate observation of the learner in the communicative context. The process of communication is not carried on through a single medium, but is multi-faceted. Both the child's verbal expressions and the nonverbal and paralinguistic aspects of communication are relevant. In order to validate the content of the observations, it is important to provide data points that cover all relevant aspects of the communication process. (165)

According to Paltridge (1992), the aim of communicative language testing should be to measure how well (or how little) a learner can perform "real life" language tasks and activities. Consequently, the tests should be criterion-referenced and have a high level of 1) content validity, 2) construct validity and 3) predictive validity in terms of these criteria. Paltridge (1992) summarises how communicative testing should be validated:

It (communicative testing) should sample the kind of language it is aiming to measure (content validity), it should reflect a theoretical view of language appropriate to the demands of the

future language performance (construct validity), and it should be able to be demonstrated that it is a vital predictor of future success in the language domain the test aims to assess (predictive validity). (246)

The assessment design and criteria for an investigation carried out to ascertain the effects of different modes of input on productive skills were designed to attempt to meet these standards through the use of carefully constructed test and observation instruments (see Appendices 1, 2a, 2b, and 3). Moreover, the test design for productive skills was grounded on the general principles of Swain (1985a) whose work has been particularly influential in the development of L2 communicative testing, specifically in the field of ESL and EFL (e.g. Ontario Test of English as a Second Language [Wesche, Canale, Cray, Mendelsohn, Tumbane and Tyacke, 1987]; English for Academic Purposes [Paltridge, 1992]). Swain's work has emerged as one of the foremost theoretical blueprints for communicative language testing and has been widely used as the basis of test design by a number of noted researchers and practitioners (e.g. Lapkin, 1985; Bachman, 1989a; Brindley, 1989; Weir, 1990b).

### **Pedagogical Model for Measuring the Effects of Paralinguistic Input on Communicative Competence**

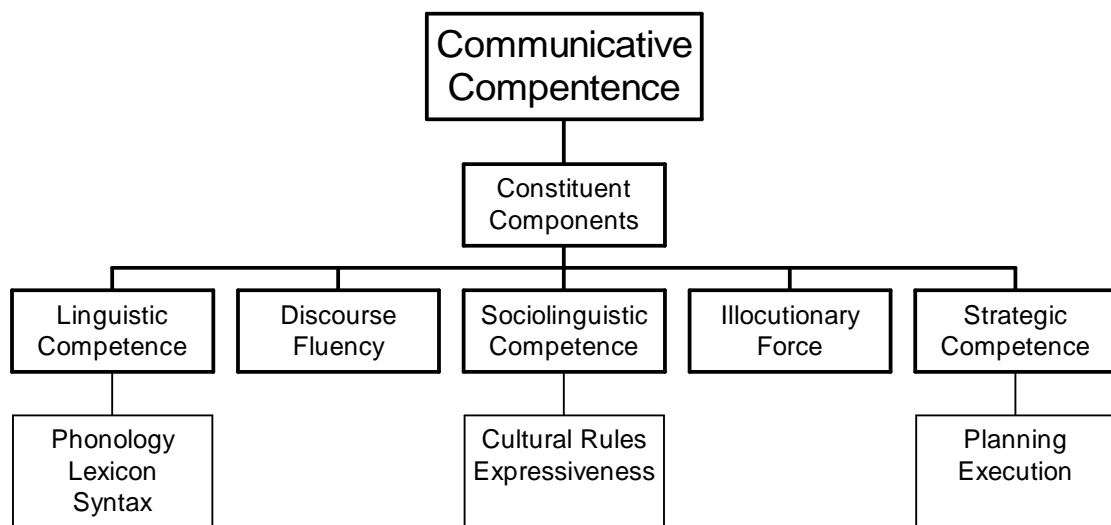
The proposed theoretical framework for describing communicative competence and the pedagogical model for measuring the effects of paralinguistic input on communicative competence were derived from the multi-faceted frameworks developed by Canale and Swain (1980), Canale (1983), Cummins (1980; 1984), Swain (1985a), Bachman (1988; 1989a) and Paltridge (1992), and guided by empirical data from Verhoeven and Vermeer's (1992) study on modelling and assessing the communicative competence of L2 learners. This consolidation of these widely accepted theoretical frameworks and practical application in communicative testing is grounded in a wider, multidimensional interpretation of what is believed to constitute communicative behaviour and language proficiency, and is thus compatible with the proposed multi-channel methodological framework.

As such, the resultant model would seem to be the ideal vehicle from which to draw for providing a measure of L2 communicative performance. The assessment of communicative performance requires an accurate observation of the learner in the communicative context. Verhoeven and Vermeer (1992) provide an observation scale comprising a set of communicative components which attempt to cover both verbal and non-verbal aspects of communication. From each component, observational categories are chosen for the purposes of generating a quantitative measure of the learners' communicative competence. These categories are drawn from earlier literature on communicative assessment (e. g. Erikson and Omark, 1981; Bennet and Slaughter, 1984) and have been demonstrated in Verhoeven and Vermeer's (1992) study to be an effective observational mechanism for providing data points that cover both linguistic and paralinguistic aspects of the communication process.

Such an observational model draws on the premise that the starting point for assessment is discourse analysis. Lonergan (1994, p.94) asserts that in following a discourse analysis approach, the assessor “. . . views the whole of the communicative situation and responds to the learner's overall performance”. In assessing the learners' performance and communicative ability, Lonergan (1994) regards the discourse-level approach as a means of providing a global appraisal of the whole discourse, and, as such, it is appropriate for assessing video recordings:

... speech has been effective not by analysing the language at word or sentence level but by appreciating the communicative value of what has been said. This type of assessment is the starting point for the evaluation of most video recordings of learners' performances. (96)

From the results of their study, Verhoeven and Vermeer (1992) conclude that assessment of communicative competence is feasible. They propose a multidimensional, interdependent framework for describing communicative competence, which, as noted by the researchers, "... conforms to a great extent to the theoretical frameworks proposed by such researchers as Bachman and Palmer, Canale and Swain" (Verhoeven and Vermeer, 1992, p.171). Verhoeven and Vermeer's (1992) framework for describing communicative competence is illustrated in Figure 2.



**Figure 2.** Framework for Describing Communicative Competence (Adapted from Verhoeven and Vermeer, 1992)

The following descriptions of the constituent components and communicative components adopted in Verhoeven and Vermeer's (1992) framework are adapted from Bachman (1988, pp.156-158), Canale (1983, pp.7-12), Lapkin (1985, p.335) and Verhoeven and Vermeer, 1992, pp.164-166):

*Linguistic Competence* refers to the mastery of knowledge of the language code itself. This involves controlling the formal organisation of the language for producing or recognising "correct" sentences and organising them to form texts. Linguistic Competence includes the rules of word formation and vocabulary (*lexicon*), pronunciation (*phonology*) and sentence formation (*syntax*). This knowledge of the language code is framed in terms of understanding the literal meaning of the utterance.

*Discourse Fluency* refers to the ability to use the rules and conventions of combining grammatical forms and meanings to achieve unified spoken texts in different genres. This unity of text is achieved through cohesion in form and coherence in meaning. Cohesive devices include pronouns, synonyms, conjunctions and parallel structures which help to link individual utterances and show the logical or chronological relations among a series of

utterances. Coherence refers to the logical sequencing of the ideas in a text. Discourse fluency is seen as an overall measure of spontaneous speech behaviour in peer-interactive situations. The observational categories pertaining to the appropriateness of language used in a natural way, combined with the functions implementing the communicative goal, can be characterised as a global measure of discourse fluency and include both linguistic and paralinguistic behaviour.

*Sociolinguistic Competence* refers to the mastery of cultural rules of use of the language and rules of discourse. With respect to cultural rules of use, the emphasis is on appropriateness of communicative acts and the naturalness of speech within given socio-cultural contexts (i.e. kinesics, proxemics and prosodics). With respect to the rules of discourse, the focus is on *expressiveness* using paralinguistic communication (gestures and mimical effects), and the rules of cohesion (the linking of utterances) and coherence (the logical sequencing of ideas).

*Illocutionary Force* refers to the ability to use socially appropriate illocutionary acts in discourse. These include those acts (i.e. complaining, requesting, inviting, claiming etc) directed at achieving rhetorical effects, mimical effects and feedback.

*Strategic Competence* refers to the mastery of verbal and non-verbal strategies to compensate for breakdowns in communication and to enhance the effectiveness of communication, by paraphrases, avoiding, gestures, varying intonation, speed or rhythm, repeating, feedback, turn taking and topic switching. Some of these strategies are related to linguistic competence (e.g. paraphrasing, avoiding) and some to sociolinguistic competence (e.g. gesturing, varying intonation, speed or rhythm). Strategic Competence incorporates two communicative components: *planning* and *execution*. The planning component retrieves the necessary items from linguistic competence and formulates a plan for realising the communicative goal. The execution component draws on psychophysiological mechanisms to implement the plan in a modality (receptive/productive) and channel (audio/visual) that is appropriate to the communication goal and context.

For the purposes of the investigation, a modified version of Verhoeven and Vermeer's (1992) model was proposed as a basis for a pedagogical model to measure the subjects' L2 communicative skills. It is not always necessary to measure all the aspects of communicative behaviour. Canale and Swain (1980) and Canale (1983) suggest that their theoretical framework be used as a guide to select appropriate assessment criteria for a given purpose. Chambers and Richards (1992, p.8) remark that ". . . it is unlikely that all components can be assessed at once at any level by any task, or given equal importance."

The aims and purpose of the study focused on the utility of paralinguistic behaviour in developing receptive and productive skills. The purpose of assessment was to measure the extent to which the subjects were able to perform both written (comprehension) and oral (productive) tasks, each class having been taught the specific instructional content of the course. In line with the literature and theoretical frameworks previously described, the assessments for comprehension and oral production were performance oriented to measure achievement in CALP and BICS respectively, and were thus criterion-referenced.

Proficiency in CALP was assessed through written comprehension tests encompassing a number of different testing strategies (e.g. multiple choice, true or false, who said what?).

In assessing BICS, the observational categories to be scored had to incorporate those elements that would give a measure of achievement in utilising a combination of the linguistic and paralinguistic dimensions in oral interaction. In order to give a meaningful measure of the subjects' interpersonal communicative skills, the observational categories to be assessed governed the two principal testing strategies to be employed: 1) role-play and 2) interview, which incorporated description of pictures; monologue; questions and answers.

As previously noted, it was necessary to test only the communicative components applicable to the scope and setting of the programme of instruction and the investigation. Accordingly, the test instruments were designed to incorporate the assessment criteria relative to Linguistic Competence, Discourse Fluency, Sociolinguistic Competence and Strategic Competence. It is suggested that the communicative categories selected would yield appropriate data points to assess these competencies within the limits of the testing strategies, and provide profiles of linguistic and paralinguistic behaviour, from which both a global appraisal of each subject's communicative performance and a measure of the effects of paralinguistic input on communicative competence could be derived.

### **Empirical Study**

The purpose of the investigation was to provide an empirical foundation for a broad methodological framework for instruction and assessment which combines both verbal and non-verbal aspects of communication in the teaching and testing of a foreign language. The notion of communicative testing to include all sensory channels is seen as being an essential ingredient in assessing a learner's overall progress.

The study was designed to investigate the effects of exposure to two media types (audio and video). The study examined the effects of video as a tool for teaching a foreign language. It explored the significance of an integrated, multi-channel approach (as illustrated in Figure 1) to L2 teaching, learning and testing, which considers the synthesis of verbal language conveyed through phonetic articulation (*lexicon*) and perceived through the acoustic channel, and paralinguistic behaviour conveyed through a combination of body movements (*kinesics and proxemics*) and perceived through the optical channel, and vocal articulation (*prosodics*) perceived through the paraverbal channel.

The sample was made up of 102 year 7 beginner-learners of German from a non-selective local State high school. Four classes were randomly assigned to two media group types (audio and video).

The investigation comprised a series of experimental and testing procedures to assess both comprehension (receptive) and oral (productive) skills. The presentation of the mediated and written material to assess comprehension was strategically scheduled to test the understanding of vocabulary and structures covered in the course of instruction. The material to prepare the subjects for the performing and assessment of role-plays and interviews was designed to consolidate and extend the linguistic and paralinguistic input presented during the course of instruction and comprehension tests through integrative mediated and supporting written material.

### **Strategies for Testing Subjects**

The following strategies were used to test the subjects' aural receptive and oral productive skills:



### 1. Aural Receptive Skills

- Multiple choice questions;
- Brief answers to general comprehension questions;
- Who said what?
- True or False;
- Identify the sequence in which sentences are said;
- Choose words to complete the sentences;
- Matching phrases to form sentences;
- Correct jumbled sentences;
- From description, who is this person?

### 2. Oral Productive Skills (Recorded on Video)

- Monologue
- Questions and answers;
- Dialogues and interviews with the researcher;
- Role-play based on a learned dialogue;
- Description of pictures;

## **Observation Test Instruments and Rating of Subjects**

Assessment was carried out by independent, trained raters viewing the videos of each subject performing the above activities, using test instruments developed by the researcher. The quantitative data collected from the comprehension tests to test receptive skills, and from the observations to assess productive skills were processed, analysed and formulated to provide a quantitative measure of the effects of the two media on the communicative competence of the subjects.

Three sets of observation instruments: Overall Impression, Communicative Performance and Paralinguistic Elements, each comprising two rating schedules, were formulated to assess each subject's oral communicative skills for the role-play and interview. For each of the communicative categories, communicative statements, each referring to directly observable communicative behaviour, were formulated on a six-point, criterion-referenced scale. The scale comprised progressive levels of frequency criteria: *never, infrequently, sometimes, frequently, mostly and always*.

A crucial feature in the design for the global assessment of verbal and non-verbal behaviour was to incorporate a separate score to provide an "overall impression" of each subject's communicative skills prior to assessing communicative performance and specific communicative elements (see Appendix 1). This was aimed at providing a level of each subject's overall ability to perform the communicative task.

The observation instrument employed to assess Communicative Performance comprised a set of communicative statements pertaining to Linguistic Competence, Discourse Fluency, Sociolinguistic Competence and Strategic Competence. As described earlier, Linguistic Competence encompasses linguistic communicative categories, and the other three competencies incorporate a combination of both linguistic and paralinguistic communicative categories. The linguistic categories assessed were Accuracy, Appropriacy, Comprehension, Fluency, Intelligibility and Range; the paralinguistic categories assessed were Kinesics, Proxemics, Prosodics and Confidence (see Appendix 2a & 2b). The assessment of these paralinguistic categories focused on gaining a measurement of the *general* aspects of paralinguistic behaviour. Paralinguistic Elements, the observation

instrument to assess purely paralinguistic behaviour, incorporated communicative statements pertaining to Kinesics, Proxemics and Prosodics (see Appendix 3). The purpose of this observation was directed at measuring the specific aspects of each of the paralinguistic categories with a view to investigating the relationship between segmental assessment and the global assessment of paralinguistic behaviour manifested in Communicative Performance.

The formulation of the Overall Impression bands and descriptors and the communicative categories and observation statements for the Communicative Performance and Paralinguistic Elements were derived from a synthesis of rating scales contained in a number of assessment models: Verhoeven and Vermeer's (1992) model previously described and the testing model developed by Paltridge (1992), which draws primarily on the principles of the integrated testing approach contained in the International English Language Testing System (IELTS) (University of Cambridge Local Examinations Syndicate, 1989; Weir, 1990b) and the Ontario Test of English as a Second Language (OTESL) (Wesche, et al. 1987).

### **Conclusion**

The results of the investigation revealed support for the use of video and instruction and training in multi-channel language learning in terms of enhancing productive skills. In terms of developing receptive skills, the results also affirmed the more facilitative capacity of video input in comparison to audio input.

The research affirmed the significance and effectiveness of communicative skills testing in generating student learning profiles to enhance and to ascertain a quantitative measure of their communicative competence. The observation test instruments developed for the study were crucial to the overall success of the investigation and have been adapted by the researcher to be used in the Hungarian context in assessing the English oral communication skills of college students. It is acknowledged that this integrative, communicative approach of assessment is a very time consuming process, but the results are worthwhile in giving a more holistic, meaningful measure of the students' interpersonal communicative skills, to that generated by conventional, discrete-point testing. From these observation instruments, students are able to identify the various aspects of their oral communication which need to be addressed in order to be more communicatively competent. The end result of this is that they acquire a greater degree of confidence in speaking the language, which in turn has an accumulative effect in their overall ability to speak the language.

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## Appendix 1

# RATING SCHEDULE FOR SCORING "OVERALL IMPRESSION"

Topic Code: \_\_\_\_\_ Assessor(s): \_\_\_\_\_

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

### *Role-Play/Interview*

**Intermittent Communicator:** 1  
Communication occurs only sporadically

**Limited Communicator:** 2  
Receptive/productive skills do not allow continuous communication.

**Moderate Communicator:** 3  
Gets by without serious breakdowns. However, misunderstandings and errors cause difficulties.

**Competent Communicator:** 4  
Copes well but has occasional misunderstandings or makes occasional noticeable errors.

**Good Communicator:** 5  
Copes well and performs competently.

## Appendix 2a

# RATING SCHEDULE FOR SCORING "COMMUNICATIVE PERFORMANCE"

Topic Code: \_\_\_\_\_ Assessor(s): \_\_\_\_\_

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

### *Role-Play*

ACC = Accuracy; FLU = Fluency; RNG = Range  
KIN = Kinesic; PROS = Prosodic; PROX = Proxemic

1 = Never; 2 = Infrequently; 3 = Frequently;  
4 = Mostly; 5 = Always

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| a) Responds with little hesitation (FLU).                         | 1 | 2 | 3 | 4 | 5 |
| b) Speaks in complete sentences (FLU).                            | 1 | 2 | 3 | 4 | 5 |
| c) Sentences are well structured (FLU).                           | 1 | 2 | 3 | 4 | 5 |
| d) Uses adequate range of voc. and structures (RNG).              | 1 | 2 | 3 | 4 | 5 |
| e) Speaks only in English (ACC).                                  | 1 | 2 | 3 | 4 | 5 |
| f) Speaks without reliance on written text (FLU).                 | 1 | 2 | 3 | 4 | 5 |
| g) Speech is clear and comprehensible (FLU).                      | 1 | 2 | 3 | 4 | 5 |
| h) Pronounces words competently (ACC).                            | 1 | 2 | 3 | 4 | 5 |
| i) Speaks with little influence of Hungarian (ACC).               | 1 | 2 | 3 | 4 | 5 |
| j) Speech is expressive and appropriately intonated (PROS).       | 1 | 2 | 3 | 4 | 5 |
| k) Flow of speech is rhythmic and continuous (PROS).              | 1 | 2 | 3 | 4 | 5 |
| l) Is aware of pers. and interpersonal space (PROX).              | 1 | 2 | 3 | 4 | 5 |
| m) Displays effective use of body language (KIN).                 | 1 | 2 | 3 | 4 | 5 |
| n) Displays effective use of facial expression (KIN).             | 1 | 2 | 3 | 4 | 5 |
| o) Displays confidence in the interactive process (KIN) & (PROS). | 1 | 2 | 3 | 4 | 5 |

Subtotal:                   —           —           —           —           —

Total Score: \_\_\_\_\_

Average: \_\_\_\_\_/20 = \_\_\_\_\_

Final Grade: \_\_\_\_\_

## Appendix 2b

# RATING SCHEDULE FOR SCORING "COMMUNICATIVE PERFORMANCE"

Topic Code: \_\_\_\_\_ Assessor(s): \_\_\_\_\_

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

### *Interview*

APP = Appropriacy; ACC = Accuracy; FLU = Fluency;  
COMP = Comprehension; INTL = Intelligibility; RNG = Range;  
KIN = Kinesic; PROS = Prosodic; PROX = Proxemic

1 = Never; 2 = Infrequently; 3 = Frequently;  
4 = Mostly; 5 = Always

|    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| a) | Responds with little hesitation (FLU).                         | 1 | 2 | 3 | 4 | 5 |
| b) | Needs little prompting (FLU).                                  | 1 | 2 | 3 | 4 | 5 |
| c) | Speaks in complete sentences (FLU).                            | 1 | 2 | 3 | 4 | 5 |
| d) | Sentences are well structured (FLU).                           | 1 | 2 | 3 | 4 | 5 |
| e) | Uses adequate range of vocab. and structures (RNG).            | 1 | 2 | 3 | 4 | 5 |
| f) | Speaks only in English (ACC).                                  | 1 | 2 | 3 | 4 | 5 |
| g) | Speech is clear and comprehensible (FLU).                      | 1 | 2 | 3 | 4 | 5 |
| h) | Pronounces words competently (ACC).                            | 1 | 2 | 3 | 4 | 5 |
| i) | Speaks with little influence of Hungarian (ACC).               | 1 | 2 | 3 | 4 | 5 |
| j) | Gives correct response (ACC).                                  | 1 | 2 | 3 | 4 | 5 |
| k) | Comprehends overall sense of question (COMP).                  | 1 | 2 | 3 | 4 | 5 |
| l) | Gives appropriate response (APP).                              | 1 | 2 | 3 | 4 | 5 |
| m) | Gives response to questions asked (RNG).                       | 1 | 2 | 3 | 4 | 5 |
| n) | Conveys meaning with little difficulty (INTL).                 | 1 | 2 | 3 | 4 | 5 |
| o) | Speech is expressive and appropriately intonated (PROS).       | 1 | 2 | 3 | 4 | 5 |
| p) | Flow of speech is rhythmic and continuous (PROS).              | 1 | 2 | 3 | 4 | 5 |
| q) | Is aware of personal and interpersonal space (PROX).           | 1 | 2 | 3 | 4 | 5 |
| r) | Displays effective use of body language (KIN).                 | 1 | 2 | 3 | 4 | 5 |
| s) | Displays effective use of facial expression (KIN).             | 1 | 2 | 3 | 4 | 5 |
| t) | Displays confidence in the interactive process (KIN) & (PROS). | 1 | 2 | 3 | 4 | 5 |

Subtotal:

|  |
|--|
| <p>— — — — —</p> <p><b>Total Score:</b> _____</p> <p><b>Average:</b> _____ / 15 = _____</p> <p><b>Final Grade:</b> _____</p> |
|--|





