

A P P E N D I X D

MEASURE OF COMMUNICATIVE COMPETENCE
IN ENGLISH

This Appendix presents :

1. the components of the Measure of Communicative Competence in English:
 - a) Written test
 - b) Supervised assignments
 - c) Unsupervised assignments
 - d) Participation in class
2. the system for scoring learner responses on the written test
3. the system for evaluating learners using the Measure of Communicative Competence in English.

A : WRITTEN TEST

Faculty of Home Science
M.S. University of Baroda.

Semester I

Time : 40 mins.

English

NameDiv.....Roll No:.....

I. Read the passage Last Stand of Asia's Lions, and work on the following tasks:

TASK A: From paragraphs 7-11 list information in terms of cause and effect. Also mention the actual word/phrase, in each case, that shows this cause-effect relationship:

<u>Cause</u>	<u>Effect</u>	
e.g. A father held his daughter up high.	She could see the seven lions.	(so that)
1.		
2.		
3.		
4.		
5.		

TASK B: Mention whether the following statements are true or false. For each statement, justify your choice, either by mentioning words/phrases from the passage or by explaining in your own words, why you feel it is true or false.

Statement

True/False.

1. The place where the lion show will be held each afternoon, can normally be decided only a few hours in advance.
(Justification:
.....)
2. The difference between the Asiatic and the African lions is minimal.
(Justification:
.....)
3. Lack of rains in Gujarat directly affected the lions.
(Justification :.....
.....)
4. It has been proved that tourists disturb the lions and destroy their habitat.
(Justification:.....
.....)

II : Read the passage given below, and fill each blank with an appropriate word. Do not use more than one word in each blank:

WHY THROW AWAY GOLD?

When the Indian housewife ~~thhows~~ throws away the mango seeds into the garbage can, little does she realise that she is throwing away gold. Mango seeds, which _____ generally thrown away after eating the pulp or extracting the juice, have now become a source _____ precious foreign exchange. Fat obtained from the mango kernels can now be used _____ a substitute for the rich cocoa butter, say scientists working at the National Institute of Nutrition, Hyderabad. The mango seeds _____ contain the kernel were earlier considered as a waste product. Nobody _____ what to do with them. But _____ this waste material has now become a raw material for producing cocoa butter as well as a source of good quality starch and protein. The Scientists at the NIN have found that the mango kernel contains nearly 9-12% oil or mango kernel butter. It is possible to convert _____ oil into a substitute for cocoa butter,

a prized product in _____ International market. This is used in chocolate making and in the confectionery industry. The oil _____ nearly Rs. 120 per kg. India produces nearly nine million tonnes of mangoes per year. Mangoes grow in _____ all the states. If all the kernels were properly collected and sent to factories for extraction of oil, one lakh tonnes of cocoa butter could _____ extracted. The chocolate manufacturers in Japan and Italy have shown keen interest _____ have placed orders for its supply.

III. Write One paragraph, describing the posture that one generally adopts when sweeping the floor. Describe the position of each part of the body, in relation to the rest.

B : SUPERVISED ASSIGNMENTS *

1. Using contextualised vocabulary:

Using the vocabulary provided in Unit 3, write a paragraph describing the appropriate posture you should adopt:

- a: when attending a lecture in the class room
- b: when eating a meal.

2. Identification of language functions (form- function relationships):

The following sentences from Unit 11, serve specific language functions: definition, explanation, illustration, contrast, Identify one function for each sentence and underline a word/ words to support your choice.

3. Making inferences:

Read paragraphs 1-5 in Unit 10, and mark the appropriate option. Where possible list words /phrases which provide clues:

- a: The writer's attitude to the pharmaceutical industry is:
 - i) Positive

- ii) negative.
 - iii) indifferent
- b. The writer highlights:
- i) Viral diseases.
 - ii) organic diseases
 - iii) Common diseases

4. Rewriting in a format:

Paragraphs 16-19 in Unit 2 provide recommendations for introducing crash protection measures in developing countries. On similar lines, write a set of recommendations regarding safety measures against fire accidents in the house.

5. Describing a process:

- a. Unit 8 provides information on several stages in the manufacture of glass. Describe the stages in this process, using the outline given below:

- i. Ingredients in various proportions
- ii.is added to this mixture.
- iii. The mixturein a tank /pot furnace;
 first
 then
 thereafter
- iv Shapes are formed by
- v On completion, the glass is
- vi Final touches such as grinding, polishing, enamelling, etching, are given to make

- b. Write this process in the form of a paragraph, listing the words you use to link each sentence with the next.

C. UNSUPERVISED ASSIGNMENTS

1. Rewriting in a format:

Using the information in Unit 5:

- a. Define the problem
- b. List factors leading to the problem.
- c. Recommend a plan of action to tackle the problem

2. Describing a process:

The accompanying outline provides information on stages in the production of coffee. Describe this process in the form of a paragraph, using appropriate link words, as well as introductory and concluding statements.

D. PARTICIPATION IN CLASS

Learners were graded during discussions in the classroom, on the basis of :

1. Participation/involvement in activities
2. Co-operation
3. Flexibility
4. Persuasiveness
5. Confidence
6. Competitive behaviour
7. Ability to resolve conflicts
8. Management of activities

9. Ability to handle learner-learner/learner-class/learner-teacher talk

Note: The supervised and unsupervised assignments (marked*) were tasks drawn from the course materials prescribed for the course in communication skills in English at the Faculty of Home Science, M.S. University of Baroda: Vanikar, R.V. (1984), Corridors to Communication. Bombay: Orient Longman.

SYSTEM FOR SCORING LEARNER RESPONSES
ON THE WRITTEN TEST

1. Numerical scores were assigned to various tasks as follows:
(Maximum possible score on test: 40)

TASK I a: (Total possible score: 15)

<u>Score for each item</u>	<u>Description of skills involved</u>
1	Identification of statements indicating cause
1	Identification of statements indicating effect.
1	Identification of cohesive devices
<u>3</u>	

TASK I b (Total possible score: 8)

<u>Score for each item</u>	<u>Description of skills involved</u>
1	Appropriate inference
1	Appropriate justification for inference
<u>2</u>	

TASK II (Total possible score: 6)

<u>Score for each item</u>	<u>Description of skill involved</u>
1/2	Prediction of appropriate function/content words

TASK III (Total possible score : 11)

<u>Score for each skill</u>	<u>Description of skills involved</u>
1	Appropriate transfer : visual-verbal
2	Knowledge of appropriate terminology
2	Appropriate use of terminology:
2	Knowledge of appropriate sentence structures
2	Appropriate use of cohesive devices
1	Organisation of information
1	Clarity in presentation of information

SYSTEM FOR SCORING LEARNER RESPONSES
ON THE WRITTEN TEST (Continued)

2. The total score for each learner was the sum of the scores on each task.
3. The total score for each learner was assigned a grade-value on a seven -point scale, as follows:

<u>Grade Level</u>	<u>Numerical Scores</u>
O	35- 40
A	30- 34
B	24- 29
C	18- 23
D	13- 17
E	9- 12
F	0 -8

SYSTEM FOR EVALUATING LEARNERS USING THE
MEASURE OF COMMUNICATIVE COMPETENCE IN
ENGLISH.

1. Grades on a seven-point scale were assigned to each Learner, for the following:
 - a. written test
 - b. supervised assignments
 - c. unsupervised assignments
 - d. participation in class
2. The final grade for each learner was obtained by computing the average of the grades mentioned above (each grade was assigned equal weightage).