

When I use English,  
I feel I am able to:

Tick ✓any one

Always      Frequently      Rarely      Never

1. Speak to the teacher /other students with confidence
2. Use a black-board to explain a point to the class
3. Answer when the teacher asks me a question
4. Volunteer to answer or give information.
5. Persuade others in the class to accept my point of view
6. Ask questions in class to obtain information
7. Express my ideas to others
8. Explain my difficulties to other students
9. Explain my difficulties to the teacher.
10. Use English outside the class with confidence
11. Understand and use English in formal contexts (e.g.scientific writing, report writing )
12. Understand and use English in informal contexts (e.g.conversation)
13. Ask for clarification from the teacher/other students

## COMMUNICATIVE COMPETENCE SCALE (Continued)

|     |                                                                                                     | Tick <input checked="" type="checkbox"/> anyone |            |        |       |
|-----|-----------------------------------------------------------------------------------------------------|-------------------------------------------------|------------|--------|-------|
|     |                                                                                                     | Always                                          | Frequently | Rarely | Never |
| 14. | Understand and accept somebody else's point of view                                                 | _____                                           | _____      | _____  | _____ |
| 15. | Communicate successfully with all people, whether they have poor/average/good knowledge of English. | _____                                           | _____      | _____  | _____ |
| 16. | Listen to a lecture in English, in order to obtain information                                      | _____                                           | _____      | _____  | _____ |
| 17. | Listen closely to a person, in order to understand what he is communicating (e.g. mood, feelings)   | _____                                           | _____      | _____  | _____ |
| 18. | Co-operate with other students in classroom activities                                              | _____                                           | _____      | _____  | _____ |
| 19. | Communicate well with students whose level of English is similar to mine                            | _____                                           | _____      | _____  | _____ |
| 20. | Communicate well with students whom I generally do not associate with                               | _____                                           | _____      | _____  | _____ |
| 21. | Take the initiative in classroom activities                                                         | _____                                           | _____      | _____  | _____ |
| 22. | Take on responsibility for directing classroom activities                                           | _____                                           | _____      | _____  | _____ |

Notes: 1. Scores on the communicative competence Scale were assigned on the basis of the four frequencies:

| <u>Frequency</u> | <u>Score</u> |
|------------------|--------------|
| Always           | 4            |
| Frequently       | 3            |
| Rarely           | 2            |
| Never            | 1            |

The total score of each learner, on the Scale, was the sum of the scores for each item.

2. The range of scores of the 133 learners to whom the communicative competence scale was administered, was 44-87. These were divided into three approximately equal groups, in the following manner:

|             |   |        |         |
|-------------|---|--------|---------|
| H (High)    | : | Scores | 75 - 88 |
| A (Average) | : | Scores | 60- 74  |
| L (Low)     | : | Scores | 44 - 59 |