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E-Proceedings

International Conference on Innovation in Education: Opportunities and Challenges in Southeast Asia

Co-presented by the United Board for Christian Higher Education
in Asia and Soegijapranata Catholic University

Editors:

Cecilia Titiek Murniati M.A., Ph.D

Dr. Heny Hartono, SS., M.Pd



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October 29 - 30, 2019

Venue: Thomas Aquinas Building 3rd Floor



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Steering Committee:

Kevin Henderson, Director, Digital Content and Programming,
United Board, New York
Dr. Nancy Chapman, President, United Board, New York
Dr. Ridwan Sanjaya, Rector, Soegijapranata Catholic University

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FOREWORD

The advancement of technology has tremendously transformed today's teaching and learning. Teachers have a plethora of ways to keep students engaged and empowered. Technology allows both students and teachers to interact better and more effectively. Changing student demography, changing teaching paradigms, and changing needs of today's students necessitate the integration of technology in the universities. Universities undoubtedly have to seek innovative methods in delivering courses to increase students' engagement and to attain their teaching goals.

This proceeding is a collection of papers presented in the International Conference on Innovation in Education: Challenges and Opportunities in Southeast Asia. Co-presented by the United board and Soegijapranata Catholic University, the conference discussed the unique challenges and opportunities facing the Asian region, with sessions designed to highlight the innovative ways in which colleges and universities leverage technological advances for the promotion of whole person education.

The themes in this conference centers around massive open online course, online, distance, virtual, and augmented reality learning, faculty development and digital pedagogy, social media and social networking in education.

In the first part of the proceeding, the papers focus on various online, distance, virtual, augmented reality-based methods used to engage students in the classrooms. In the second part of the proceeding, the papers center on the innovative ways to deliver course materials. The papers in the last part of the proceeding highlight how social media and social networking are adopted in the classroom.

We hope that the insights and ideas put forward in this proceeding will greatly contribute to the scholarly discussions of how digital technology is adopted to meet the needs of today's young generations and teachers in the universities.

Editors

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Digital-Based Communicative Competence Assessment for Teachers of Bilingual Program

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Abstract: This study is a part of educational R and D cycles which focuses on the needs of digital-based communicative competence assessment instrument for bilingual program teachers. This study involved 35 bilingual program teachers and 10 assessors in Central Java as participants of focus group discussion. To support the qualitative approach employed in this study, the writers also used semi open-ended questionnaire, and in-depth interviews as the research instruments. The findings of this study showed the positive perceptions towards digital CCA instrument and the expected features of digital-based CCA to enhance teachers' professional development.

Key words: digital, communicative competence assessment, bilingual program, teacher

INTRODUCTION

Teachers are seen as the most contributing factor to the students' outcome or achievement (Hattie, 2008). Therefore, investing on teacher professional development is worth for the success of the future generation educational path. In addition to that, teacher quality should meet parents' expectation towards the educational system and services given by the schools. Moreover schools which offer special programs such as bilingual programs should meet parents' high expectation to send their children to those schools. In fact, by sending their children to English speaking schools, parents are expecting their children to be excellent bilingual speakers (Hartono, 2014). The question is : can the schools meet parents' expectations ? Again, teachers play crucial role to the success of the school goals.

As the one who gives most instructions to the students in the classroom, teacher's role is central in the teaching and learning process. In fact, the classroom's dynamics are much influenced by teachers' ability to communicate with their students. Professionally, teachers are demanded to be effective in their classroom both in delivering the lessons and managing the classroom. Campbell, Kyriakides, Muijs, and Robinson (2004, p. 11) provide the definition of teacher effectiveness and describe it as : "the power to realize socially valued objectives agreed for teacher's work, especially, but not exclusively, the work concerned with enabling students to learn". To do so, teachers need to have good communication ability.

The ability to communicate appropriately according to the settings, language rules, and communicative purposes is known as communicative competence (Celce-Murcia, 1995). As reflected in the practices of teaching and learning process, teacher's communicative competence is very crucial. Teacher's ability to use language appropriately for classroom discourse will determine the success of a classroom interaction and contribute to the success of teaching and learning. In the case of teachers at bilingual programs, teachers are not only demanded to have good communicative competence in the first language but they are also required to have good communicative competence in the additional language(s).

In Indonesia, most of the bilingual programs run by schools from the primary level to high schools involve the use of native language and one or more foreign languages. English is one of the foreign languages mostly taught in bilingual programs in Indonesia. It is in accordance with Crystal (2003, pp. 60-71) who observes that the number of people who are able to speak English is increasing in the last few decades. Further, he also mentions that there is a shift taking place in the number of English users as first language. In 1960s, the most English users were detected as the first language speakers but now there are more people speak English as a second language and even there are many more speak it as a foreign language. This study was encouraged by the facts that not all primary bilingual school teachers in Central Java have English education background nor experience of teaching their subjects in English. Therefore, not all of the teachers have good competencies in English. To give the best educational services, schools need to know their teachers's level of communicative competence. This background has motivated the writers to conduct an empirical study related to teachers' communicative competences. This study was a part of an educational R and D cycles by which a survey on the respondents needs of digital based communicative

competence instrument was conducted. The objective of this study was to see the respondents' perceptions on digital-based communicative competence assessment (CCA) instrument and the expected features of digital-based CCA instrument. The results of this study will be used to develop a model of digital CCA instrument.

LITERATURE REVIEW

A. Communicative Competence

The term “communicative competence” was introduced in 1960s by Dell Hymes as a counter-argument against what was called “linguistic competence” as proposed by linguist Noam Chomsky (Celce-Murcia, 2007). The focus of Chomsky’s attention is linguistic competence excluded social factors. Hymes argued that language acquisition was not context-free. He condemned that in addition to linguistic competence, sociolinguistic competence was needed. In applied linguistics, communicative competence was then adopted in the practice of language teaching and learning process.

Since then, other linguists such as Canale and Swain had modified the model of communicative competence from the one proposed by Hymes by adding strategic competence and discourse competence. In 1995, Celce-Murcia added actional competence as a part of communicative competence so that there were five components of communicative competence so called the linguistic competence, actional competence, strategic competence, discourse competence, and sociocultural competence with discourse competence as the core.

In 2007, Celce-Murcia proposed a model of communicative competence for language teachers. The model was the development of 1995 model with addition of formulaic competence and interactional competence as the modification of actional competence. Thus, the communicative competence model consists of :

- a. Sociocultural competence which refers to the speaker’s pragmatic knowledge that is how to express messages appropriately within the overall social and cultural context of communication (Celce-Murcia, 2007).
- b. Discourse competence that refers to the selection, sequencing,

and arrangement of words, structures, and utterances to achieve a unified spoken message.

1. c. Linguistic competence which includes the knowledge in phonology, lexicon, morphology, and syntax. In short, this is the competence that enables target language users to use the language correctly according to the rules of the language.
- d. Formulaic competence
Celce-Murcia (2007, p. 47) refers this competence to “those fixed and pre-fabricated chunks of language that speakers use heavily in everyday interaction”. A speaker of a language can be called as fluent speaker when he or she has and uses formulaic knowledge as much as he or she has systematic linguistic knowledge.
- e. Interactional competence which covers three components :
 - Actional competence that is the competence to perform action through speech acts. Target language users with actional competence can perform interactions and express opinions and feelings in the target language
 - Conversational competence which is the ability to handle conversation including how to open, close, interrupt, and backchannel
 - Non-verbal/paralinguistic competence which includes the use of non-verbal language to support an interaction in the target language.
- f. Strategic Competence which refers to the ability to sustain smoothly in a communication.

Teachers of bilingual program should have all the aspects that comprise the communicative competence.

B. Assessment

Along with the history of language teaching, assessment has been a part of the teaching cycle. In fact, there have been numbers of studies related to assessment tools and the assessment of learners' communicative competence. Some of the previous researches deal with intercultural competence (Arasaratman, 2009; Sercu, 2005) of students and teachers. There are also some previous studies about teachers' performance and competence in Indonesia and other countries as reported in the studies of Gordon, Kane and Steigger (2006) “Identifying Effective Teachers Using Performance on

the Job”; Anugerahwati, (2012) “Professional Competence for Teachers of English in Indonesia” and “The study of teacher competence at schools in the three southern provinces of Thailand” (Achwarin, 2010). Some other studies related to the policy and the implementation of international standard schools in Indonesia also provide vivid description of the use of English at schools in Indonesia (Kustulasari, 2009; Sumintono and Mislan, 2012). Meanwhile, Cheng and Warren’s (2002) study concerns more on peer assessment in language proficiency.

Assessment practices are defined as a process of inquiry that integrates multiple sources of evidence, whether test-based or not, to support an interpretation, decision, or action (Moss et al, 2006 as cited by Freeman, Orzulak and Morrissey in Burn and Richard, 2009, p. 78). Moss argues that assessment involves two main aspects namely questions or problems and evidence. The evidence is used to address questions or problems, to support interpretation, decision and action. Educational institution needs to conduct assessment for teacher’s teaching performance as teacher’s performance is the reflection of his or her competence. The assessment will be useful to support decision and action needed for individual teacher professional development as well as the schools continuous effort to improve the quality.

Douglas Brown in his book “*Language Assessment Principles and Classroom Practices*” defines test as “a method of measuring a person’s ability, knowledge, or performance in a given domain” (2003, p.3). By that definition, there are some components of a test which reflect the role of a test in a teaching cycle. Those components are method, measurement, performance, and given domain.

The first component is method. As a method, test is therefore an explicit and structured instrument which consists of a set of techniques, procedures, or items. Tests may take form as multiple choice questions, filled-in questions, writing prompt with scoring rubric, oral interview based on question script and so on (Brown, 2003). Next, test is a means of measurement. In social sciences, measurement is the process of quantifying the characteristics of persons according to explicit procedures and rules (Bachman, 1995, p.18). Some tests measure general abilities while some others measure very specific competencies. Tests measure performance but the results imply the test takers’ ability. In the field of applied linguistics, tests’ results imply the test-takers’ competence. The last component of a test is a given domain. Tests are constructed to measure the test-taker’s ability

within a certain domain.

While a test is prepared administrative procedures that are scheduled for some particular times in a curriculum, assessment is, on the other hand, an ongoing process that encompasses wider domain. Assessment can be done formally and informally. Informal assessment can be taken by a teacher when students answer questions, give comments, or even try to use new words or expressions. Thus, it can take forms as “incidental, unplanned comments and responses along with coaching and other impromptu feedback to the students” (Brown, 2003, p.5). Some examples of informal assessments are teachers’ comments which serve as feedback such as “good job !”, “Did you say *rent* or *lent* ?” , “Well, I think what you mean is I broke the glass, not I break the glass”.

On the other hand, formal assessments are “exercises or procedures specifically designed to tap into a storehouse of skills and knowledge” (Brown, 2003, p.6). This kind of assessment is a systematic and planned sampling technique used by teacher to measure students’ achievement. From this point, it can be said that all tests are formal assessment although not all formal assessment is testing because tests are usually relatively time-constrained. Portfolio can be seen as a formal assessment but it is hardly called as a test.

In the teaching practice, assessment can also be viewed from two functions which are identified as formative and summative assessment. Most of the informal assessment in the classroom can be grouped as formative assessment in which teachers give feedback to improve the learners’ ability. Hence, the formative assessment is mainly focused on the ongoing development of learners’ language ability. Summative assessment is the one prepared by teachers to measure students’ achievement at the end of the course.

Another distinction of assessment is known as norm-referenced tests (NR) and criterion-referenced tests (CR) (Brown, 2003, Douglas, 2000). The purpose of NR is to place test-takers in a continuum rank. The test-takers’ achievement is based on their rank. Examples of NR tests are standardized tests like Scholastic Aptitude Test (SAT) or the Test of English as a Foreign Language (TOEFL). The CR test is aimed to maximize the distinctions among the test-takers so as to rank them based on the ability tested. Thus, test-takers who can meet the criteria determined can pass the test.

Historically, there are two major testing approaches in language testing called Discrete-Point and Integrative Testing. Discrete-Point is based on a view that language can be broken down into its components and the parts can be tested separately. Those components of language : speaking, writing, reading, listening, and other units of language such as phonology, syntax, morphology, lexicon, vocabulary, and discourse. Another argument says that language competence is a unified set of interacting abilities that cannot be tested separately. Communicative competence is global and requires integration. This argument was then known as unitary trait hypothesis which suggested indivisible view of language proficiency : the four skills of language, vocabulary, grammar, and phonology cannot be disentangled from each other in language performance (Brown, 2003).

In the mid 1980s, the argument about unitary trait hypothesis was abandoned and people started to design communicative language testing tasks with a focus on communicative performance. Bachman and Palmer stressed the need to consider both language test performance and language use. They also emphasized the importance of strategic competence which is “the ability to compensate for breakdowns as well as to enhance the rhetorical effect of utterances” (Brown, 2003, p.10). The challenge faced by test designers is to provide real-world tasks that must be performed by test-takers. The real-world tasks allow the test-takers demonstrate their language competence through their performance. One characteristic of performance-based assessment is the presence of interactive tasks.

From the explanation above, it can be concluded that assessment is an integral part of the teaching-learning cycle. Tests are the subset of assessment which can give feedback as well as input about the learners’ achievement and the success of the teaching. Brown (2003, p.16) provides some basic principles of assessment :

- Periodic assessments, both formal and informal can increase motivation by serving as milestones of student progress
- Appropriate assessments aid in the reinforcement and retention of information
- Assessment can confirm areas of strength and pinpoint areas needing further work.
- Assessment can provide a sense of periodic closure to modules within a curriculum.

- Assessments can promote student autonomy by encouraging students' self-evaluation of their progress.
- Assessment can spur learners to set goals for themselves.
- Assessments can aid in evaluating teaching effectiveness.

The advancement of technology has affected some aspects of assessment. The Technology Enhanced Assessment (TEA) offers some potentials such as the more various modalities to demonstrate achievement, more opportunities for learners to enhance the decision –making skills, increasing flexibility, supporting and enhancing collaboration, assessing complex problem solving skills, enhancing feedback to students, innovation in recording achievement, and exploiting learning analytics locally and nationally (Timmis, Broadfoot, Sutherland, Oldfield, 2016).

METHODOLOGY

4 This research was designed as an educational research and development study (R and D). Gall, Gall, and Borg (2003, p. 569) mention that :

Educational Research and Development (Educational R & D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard.

Further, Borg and Gall (1983, p. 772) define Educational R & D as the following :

Educational Research and Development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising to correct the deficiencies found in the field-testing stage. In more rigorous programs of R & D, this cycle is repeated until the field-test data indicate that the product meets its defined objectives.

A. Type of research

Qualitative approach was applied in this phase. Creswell (2009, p.4) defines qualitative research as a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. ¹⁵ This method is meant to dig and gain data from natural setting. The output of this phase was an analysis of the existing model of communicative competence assessment instrument with the discussion of their strengths and weaknesses. Besides, from this phase, the writer also got the analysis of teachers' needs to improve the paper-based communicative competence assessment instrument to the digital one.

B. Research subjects

There were 35 teachers from 6 schools and 10 assessors which consisted of lecturers of English Department from 5 universities in Indonesia involved as subjects for the research. The teachers involved in this study were those who taught at the bilingual programs and used English when they teach their subjects. Meanwhile, the English Department lecturers involved in this study were those who understood the concept of communicative competence and had tried out the paper-based communicative competence assessment instrument.

C. Research procedure

This following procedure shows how this research was conducted:

1. Administering questionnaire

The first step to do in this phase was constructing semi-open ended questionnaire to collect data from the respondents. The questionnaire was meant to get a picture of respondents' perceptions on digital-based communicative competence assessment. Before distributing the questionnaire, the writer checked the content validity of the questionnaire with some faculty members of English department who were competent in this field.

¹⁶ 2. Focus Group Discussion

The purpose of doing focus group discussion is to collect data related with respondents' view on the existing communicative competence assessment (the paper-based CCA) and digital-based assessment instrument. The focus group discussions were conducted twice with two different groups. The first group consisted of bilingual program teachers and the other group was

assessor group. The FGDs were also meant to confirm the results of the questionnaire.

3. In-dept Interviews

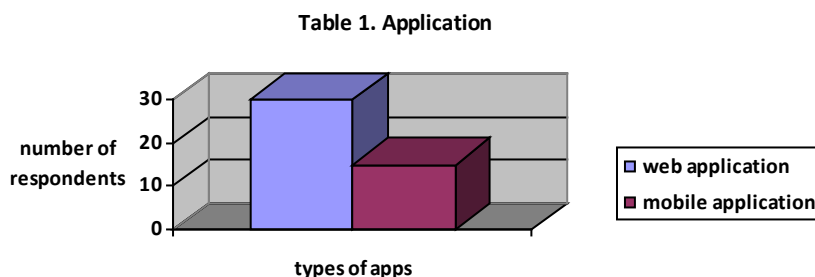
The interviews were conducted to reconfirm the data from focus group discussion. The interviews were done with several respondents from both teachers and assessors.

RESULTS AND DISCUSSIONS

The results of this study provide information of how the teachers and assessors perceived both the paper-based and the digital-based communicative competence assessment instruments. Generally, the respondents agreed that assessing their communicative competence was important. It is shown by the results of the questionnaire in which 100% of the respondents agree that assessing their communicative competence is important. This answer is supported by these following reasons:

- The CCA is a reflection of one’s strengths and weaknesses
- The result of the CCA is a stepping stone to improve one’s competencies
- CCA is important to determine the most appropriate professional training
- CCA is a part of school quality assurance

Regarding the model of digital CCA, 30 out 45 respondents chose web application rather than mobile application. It can be seen in this following table:



During the FGD, the respondents confirmed that they rather chose web application because it could apply to any devices (mobile phone, laptop, or PC). They did not like to have a lot of applications in their mobile phone which required more memory in their gadgets. While the rest of the respondents preferred to have mobile application which was more friendly for them and it could be used both offline and online.

Before starting the FGD, all respondents were given a chance to try out the paper-based CCA instrument. 36 of 45 (80%) of the respondents (teachers and assessors) said that they had no problem with the content of paper-based communicative competence assessment (CCA) instrument. They agreed that the three components of the assessments support and complete one another. It is in line with what Moss (2008) who condemns that an assessment mainly consists of questions or problems and evidence. Therefore, performance assessment is necessary to be included in the assessment set. Meanwhile, out of 10 assessors there was only one assessor who saw some weaknesses in the paper based CCA instrument, especially in the performance assessment. In some cases, it is not easy to apply performance assessment to senior teachers. Commonly senior teachers did not feel comfortable to be assessed during their classes. Nevertheless, all respondents mentioned that the performance assessment was crucial to support the other sets of assessment. Further, it confirms Moss's (2008) argument that evidence which is in this case teachers' performance supports interpretation, decision and action. Educational institution needs to conduct assessment for teacher's teaching performance as teacher's performance is the reflection of his or her competence. The assessment will be useful to support decision and action needed for individual teacher professional development as well as the schools continuous effort to improve the quality. Thus, during the FGD, the respondents also suggested some methods to do the performance assessment such as through CCTV or one way glass window.

Considering that the paper-based Communicative Competence Assessment consists of three main elements so called the self-reflection assessment, receptive productive assessment, and performance assessment, the existing assessment requires a lot of paper. Thus, it is seen impractical and not environmental friendly. This issue was highlighted in the focus group discussion. Therefore, all respondents agreed to have more environmental friendly assessment by reducing the use of paper. However, during in-depth interviews, some teachers and assessors still find it easier to read and complete the paper-based assessment.

In line with Timmis, Broadfoot, Sutherland, Oldfield (2016) who see some challenges in the application of TEA in learning process, the purpose of using digital-based assessment is not only to reduce the cost and paper but it should also leave a space for innovation and improvement in assessment. In two different groups of discussion, both teachers and assessors who became the respondents of this study saw the digital-based CCA instruments offered simplicity, ease, and practicality.

Regarding the features of digital-based CCA instrument, the results of the questionnaire, FGD, and in-depth interviews confirm that the respondents expected to have application which can easily be accessed and friendly user. This includes these following issues: having clear instruction, multiple choice questions (more preferrably), showing direct results, and having attractive background appearance.

CONCLUSION

From the results of the data analysis, it can be concluded that the respondents under this study have positive perception towards the digital-based CCA instrument. In terms of content and instruction, the paper-based CCA instrument have represented a well-designed assessment. The transfer from the paper-based to the digital version should not change the content of the assessment. However, the digital-based version should accommodate respondents' expectation to have user friendly digital-based assessment instrument.

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