Interactional Competence Rubric (initial version)

Interactional Competence Scale

Score	Conversation Management	Developing and Maintaining Discussion (content /ideas)	Turn taking/Backchanneling	Communicative Effectiveness
5	• Demonstrates a very high level of involvement by actively engaging with other speakers (e.g., asking clarification questions) • Takes on a facilitator role by repairing communication breakdowns, helping others complete sentences, or speaking if there are long pauses in the conversation • Often tries to involve other speakers (e.g., by prompting for more information or asking silent members questions) _Note_: Nonverbal cues also serve as acknowledgement	• Frequently introduces new ideas as well as discusses relevant ideas from other speakers • Links both own and other contributions across turns; may paraphrase or clarify other speaker ideas • Demonstrates the ability to talk about most ideas at length • Skillfully performs a variety of actions beyond agreeing/disagreeing such as giving opinions, elaborating, and explaining	• Interactionally fluid without awkward pauses or abrupt overlap • Can use various devices to project ends or continuation of turns (e.g., changes in intonation, change in tempo) • Backchannels with a variety of appropriate words/phrases at acceptable times • Can use placeholder phrases to indicate that thinking time is necessary before responding	Can communicate a good range of simple and advanced ideas effectively
4	• Shows a high level of involvement by actively engaging with other speakers • Sometimes takes initiative if there is a communication problem or if conversation lapses • Sometimes attempts to involve other speakers	• Often introduces new ideas as well as discusses other speaker ideas although may be unsuccessful linking the two • Attempts to link both own and other contributions across turns, may attempt to paraphrase or clarify other speaker ideas, both with some success • Demonstrates the ability to talk about several ideas at length • Adequately performs actions related to the discussion such as agreeing, disagreeing, and giving opinions	• Proficient in turn taking with minimal pausing between speakers, may inadvertently interrupt others • Proficient in a limited number of methods to select others for speaking (e.g., making direct eye contact or lowered intonation) • Backchannels often but sometimes uses inappropriate words/phrases or at unexpected times • Can use placeholder phrases to indicate that thinking time is necessary before responding	Can communicate simple and more advanced ideas, although misunderstanding possible on more complex ideas
3	• Engages with other speakers but level of involvement may not be consistent • Often passive and generally waits for others to help when there are communication breakdowns or lapses in conversation • Rarely attempts to involve other speakers	• Primarily discusses own ideas and may occasionally discuss other speakers' ideas • Shows limited ability to link both own and other ideas, uses token agreements before discussing own ideas (e.g., 'I think so too.') • Can talk about some ideas at length but provides minimal responses for other ideas • Attempts to perform speech acts related to the discussion but utterances may be unnatural or too direct	• Shows somewhat limited ability to take turns, usually takes turns after being chosen by other speakers, may self-select after a long pause in conversation • Over-relies on one or two methods for choosing other speakers • Backchannels sometimes using mostly L1 words/phrases and a limited number of L2 words/phrases	Can convey simple ideas reasonably clearly, but struggles to communicate more advanced ideas
2	• Rarely engages with other speakers, is mostly silent during the conversation and does almost no backchanneling • Seldom takes initiative to repair communication breakdowns or speak during extended periods of silence • Does not engage in the discussion beyond responding to direct questions	• Discusses only own ideas NOT other speaker ideas • Only discusses own ideas which may repeat previous ideas or be irrelevant • Shows a limited ability to talk about ideas at length, may stop speaking at unexpected times or require assistance from other speakers • Attempts a limited number of actions (e.g., agreeing and expressing opinions only) but utterances are largely unsuccessful	• Only speaks when called upon directly, takes a noticeably long time before responding, does not self-select to speak during pauses in conversation • May rely on mechanical or unnatural phrases such as "that's all" or hand gestures to select other speakers • Backchannels rarely and only uses L1 words/phrases	Able to convey very simple ideas, but misunderstanding is likely
1	• Shows little to no involvement with the conversation, and only speaks if addressed directly • Does not attempt to repair breakdowns in conversation or fill periods of silence • Often shows signs of avoiding speaking.	• Discusses only own ideas when prompted • Ideas lack detail, have been previously discussed, or are irrelevant • Responses are minimal • Does not attempt speech acts related to the discussion other than agreeing with other opinions, possibly only with body language	• Does not show any evidence of turn taking knowledge; may default to "round robin" conversation pattern • Does not select other speakers • Does not backchannel	Unable to communicate even very simple ideas

Interactional Competence Rubric (revised version)

Score	Conversation Involvement	Developing and Maintaining Discussion (content /ideas)	Turn taking/Backchanneling	Communicative Effectiveness
5	• Demonstrates a very high level of involvement by actively engaging with other speakers • Takes on a facilitator role by repairing communication breakdowns, helping others complete sentences, or speaking if there are long pauses in the conversation • Often tries to get participation from others (e.g., by prompting for more information or asking silent members questions) *Note: Nonverbal cues also serve as involvement*	• Frequently introduces new ideas • Links both own and other contributions across turns; may paraphrase or clarify other speaker ideas • Has the ability to talk about most ideas at length • Skillfully performs a variety of actions beyond giving opinions/agreeing/disagreeing such as analyzing and synthesizing	• Interactionally fluid without awkward pauses or abrupt overlap • Can use various devices to project ends or continuation of turns (e.g., changes in intonation, change in tempo) • Backchannels frequently in the target language • Can use placeholder phrases to indicate that thinking time is necessary before responding	Can communicate a good range of simple and advanced ideas effectively
4	• Shows a high level of involvement by actively engaging with other speakers • Sometimes takes initiative if there is a communication problem or if conversation lapses • Sometimes attempts to involve other speakers	• Often introduces new ideas • Attempts to link both own and other contributions across turns, may attempt to paraphrase or clarify other speaker ideas, both with some success • Has the ability to talk about several ideas at length • Adequately performs actions related to the discussion such as agreeing, disagreeing, and giving opinions	• Proficient in turn taking with minimal pausing between speakers • Proficient in a limited number of methods to select others for speaking (e.g., making direct eye contact or lowered intonation) • Backchannels often in the target language but sometimes uses inappropriate words/phrases or at unexpected times • Can use placeholder phrases to indicate that thinking time is necessary before responding	Can communicate simple and more advanced ideas, although misunderstanding possible on more complex ideas

3	• Engages with other speakers but level of involvement may not be consistent • Often passive and generally waits for others to help when there are communication breakdowns or lapses in conversation • Rarely attempts to involve other speakers	• Sometimes introduces new ideas • Shows limited ability to link both own and other ideas, uses token agreements before discussing own ideas (e.g., 'I think so too.') • Can talk about some ideas at length but provides minimal responses for other ideas • Attempts to perform speech acts related to the discussion but utterances may be unnatural (e.g., asking multiple questions with little uptake) or too direct	• Shows somewhat limited ability to take turns, may self-select after a long pause in conversation • Over-relies on one or two methods for choosing other speakers • Backchannels sometimes using mostly L1 words/phrases	Can convey simple ideas reasonably clearly, but struggles to communicate more advanced ideas
2	• Rarely engages with other speakers and is mostly silent during the conversation • Seldom takes initiative to repair communication breakdowns or speak during extended periods of silence • Does not attempt to involve other speakers	• Rarely introduces new ideas • Only discusses own ideas which might echo previous ideas or be irrelevant • Has a limited ability to talk about ideas at length • Attempts a limited number of actions (e.g., agreeing and expressing opinions only) but utterances are largely unsuccessful	• Takes a noticeably long time before responding, does not self-select to speak during pauses in conversation • May rely on mechanical or unnatural phrases such as "that's all" or hand gestures to select other speakers • Backchannels rarely and only uses L1 words/phrases	Able to convey very simple ideas, but misunderstanding is likely
1	• Only speaks if addressed directly	• Does not introduce new ideas • Ideas lack detail, have been previously discussed, or are irrelevant • Responses are minimal • Does not attempt speech acts other than expressing minimal opinions or agreeing with others	• Does not show any evidence of turn taking knowledge • Does not select other speakers • Does not backchannel	Unable to communicate even very simple ideas

Conversation Clip Transcript

4. Un un. So: you think, we:: we: make the communications skills through the part time job.

2. Yes, [yes.

4.   [Un, un, un.]

2. Especially- especially.

4. [Especially].

2. [I think there] are many many skills we can learn,

many skills, but especially [the]=

4.   [Un, un.]

2. =communication skills is the most important [things]=

4.   [Un, un.]

2. =in the jobs than in the other kind of jobs.

4. Un, [un].

2.   [Un.]

4. Thank you.

1. Un Un Un Un?

4. How about Mai?

(laughter)

4. Restaurant?

3. Restaurant.

4. Restaurant <u>desu ka</u>?

         <u>Is it a restaurant</u> (that you work at)?

3. Un, un.

4. How about the restaurant (unintelligible)

3. …Nn?

4. We have a good point of job at restaurant?

1. [Un, un, un.]

3.   [Hnnnn.] He:?

1. Aa, only- only English.

(laughter)

2. Only English, you have (unintelligible). You right, you right.

3. *Eh, ii desu- aa, nanka*. Communication skill.

Huh, ok – uh, so.

4. Un.

2. Gesture is- is- um, gesture, gesture, [gesture] gesture

3.   [Eh?]

2. Yeah. Un. It's good.

3. [Eh,?]

2. I'm- I'm sorry.

(laughter)

4. With customer?

3. Yes, yes, [yes.]

4.   [Un]un un.

3. *Ato… Shabete*… (unintelligible)

And also… Speaking… (unintelligible)

4. *Kare*?

him?

3. Aa, sou, yes yes yes yes.

4. So you- you think we can make the communication skills too, at a part time job. Communication skills.

3: Un

4. Un, un, un. How about Hibiki?

1. Unn. I think, uhh, universal students should do part time job.

4. Un un.

2. Why?

1. Why? Oh::

(laughter)

2. Why? That's the kind. Point. That's the-that's the point.

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