An Investigational Study on Assessing Speaking Skills by Contextual Intelligence (CI)

[1]Dr. S. Lavanya, [2]M. Raju, [3]Dr. P. Veerraghava, [4]Mr. B. Sridhar Kumar,

Associate Professor of English & Research Supervisor, Department of English, KLEF (Deemed to be University), Greenfields, Vaddeswaram, Guntur, A.P., India-522 502.
Research Scholar, Department of English, KLEF (Deemed to be University), Greenfields, Vaddeswaram, Guntur, A.P., India-522 502.
Assistant Professor of English, Department of BS&H, BVRIT, Narsapur, Medak, Telangana-502 313
Research Scholar, Department of English, KLEF (Deemed to be University), Greenfields, Vaddeswaram, Guntur, A.P., India-522 502.

Abstract:
Since ages, theorists have been hypothesising that skill in speaking can be measured positively corelated with the Contextual Intellectual (CI). As Aristotle said, Man is a civic animal (1), and he uses intelligence based on the context or event or any other situation, not on the Intellectual Quotient (IQ) levels. Contextual Intelligence (CI) is, although, considered the tacit ability or knowledge and can be measured over language abilities and skills. This research article targets to assess speaking skills by using CI at undergraduate level.

30 undergraduate heterogenous students have been tested if they could use or develop CI to speak freely and clearly in L2 classrooms and labs. To assess Speaking skills, CEFR speaking Skills rubrics have been adopted. Speaking Skills and Contextual Intelligence (CI) have been identified and notified separately after taking outputs of the stipulated aspects from experimental group. Analysing and assessing speaking skills by CI have been embedded with the CEFR rubrics. Stern Berg's Triarchic Model (3) (Creativity 1999) and Lang's Cognitive Psychology Models (12) (1971) have been formulated to test the reliability of the empirical date to assess the tacit knowledge of the heterogenous group.

Investigational Words/phrases: Assess, Contextual Intelligence, Empirical Data, Speaking Skills, Tacit ability

Research Problems:
1. To find out how Contextual Intelligence makes students to speak language.
2. To find out how speaking skills are assessed by Stern Berg and Lang's models

Specific Out Comes (SOC):
1. Able to assess students speaking skills by Contextual Intelligence.
2. Able to assess speaking skills by CERF rubrics.

1. **Review of Literature**
1 Man is confined to certain boundaries in the society, the boundaries fade away as the time passes on. Man excels in many possible aspects in the life. Man, also plays insignificant roles sometimes, no doubt, man is a civic animal with certain boundaries. (David J. Depew, 1995)
2 Contextual problems that are entangled in the regular life with family, school, classmates affect not only students' academic results, but also social function. Emotions play major role in contextual intelligence. These can be related with lack of social skills (Carlos Salavera, et al,2019)
3 Many theorists asserted and viewed the Intelligence as a part of creativity. It is very clear that intelligence comes out when creativity gas an idea to form shape. Intelligence comes contextually would play a significant role. (R J Stern Berg et al 2011)

4 Matthew Kutz (2011) says about Intelligence in his many books and articles, asserting that Intelligence rolls out as the context makes the individual to use it not on the IQ. He further states that Test Performance or Intellectual Ability are need not be necessarily important to measure the ones the intelligence capability.

5 Haisi (Jessica) Li et al (2016), emphatically attributed contextual value perspective, human can find multiple contexts to value for perspectives but, some contexts fetch experience of previous works done in relation with it and expose to future guided contexts. Affiliations and efforts have been proved by Huissi in value perspectives.

6 Soft Skills are needed for contextual intelligence to assimilate and stimulate the concepts. To formulate contextual Intelligence experience are to be amalgamated to face any event or circumstance

7 Dynamics Assessment (DA) promotes speaking Skills at all levels on any EFL context. Typology for Dynamic Assessment over speaking problems and also better performance. A is also important and necessary for both students and teachers (Hooshang, K(Khoshima) (2016)

8 Speaking Skills listing has another face to be asserted is oral skills testing. The range of criterion is yet to be required for oral skills test takes place, issue regarding speaking Skills are considered its applicability to people working in various circumstances. (Knight Ben 1992)

9 R. Metruk (2018) emphatically assert that holistic approach is needed to guide the contextual Intellectual Intelligence for speaking Skills assessing in the designed approach. It is also identified that speaking with a motive and purpose is clearly observed to get the designed output

10 Yuh-Show Cheng (2017) emphasised that group interventions are essential to assess skills. Exploratory factor analysis has been done to assess speaking skills. He used a model called Lang's (1971) Tripartite model experiments. Three main components characterised into 1. Psychological 2. Cognitive Distress (Subject) 3. Behavioural avoidance. He then explained about assessing skills with a motive of intervention is very essential. Sometimes, anxiety also plays very significant role to have accurate results psychologically.

11 Symen A.Brouvwers (2015) used the term decontextualised set of skills that are closely connected Cognitive Style ,Situation Cognition and Practical Intelligence. Contextualised view of intelligence can be embedded in a context to guide to assess person's abilities. Cognition and Context was the model proposed.

12 Contextual Intelligence is to be aligned with general intelligence to deepen the contexts and its variables to get the accurate results before testing Tier 3 Terenzini's Contextual Intelligence frame work. (Karen L. Webber 2015)

13 The communication competency for college levels and class in an educational context, formulated as skills that are very essential. The educational contexts are separated into groups namely communication codes, oral messages, evaluation, basic speech communication skills, and human relations. Each of the competency has been assessed directly considering only Listening and Speaking skills (Rebecca B. Rubin 1982)

14 Before assessing speaking skill, it is very important to know students' language abilities in performing particular functions and tasks. It is rather, what they learned about language. Knowledge of linguistic rules makes the test of assessing speaking reliability and validation. (Jean Turner 1998)

15 Assessing Contextual Intelligence is broadly hinge upon the element which has been there with human mind or developed by analysing and evaluating critical thinking. (Brody, N. 2000).

16 Intelligence models would enrich the ideation which is predefined in the human psychic mode. Contextual Intelligence sometimes enact from the metacognition to the right things on the clear and right paths. (Davidson et al 2000)

17 Cultural and language background would difference the cognitive skills to formulate speaking skills. To speak language, cognitive and critical thinking skills play a significant role in speaking and assessing it. (Liu, et al 2019)

18 Multidimensional and hierarchical structure play a valuable insight in Listening, Speaking, Reading and Writing skills with specific facets to asses listed skills by imbibing Academic self-

concepts. Generalizing native and non-native languages for assessing the listed skills. (Arens, A. K., & Jansen, M. (2016).

19 From speaking skill perspective view, speaking is often tested live interaction which can't be entirely predictable to assess it. Special procedures are formulated to assess speaking skills as no two speakers speak the same on any same topic. Reliability and validity make the speaking test clearer and more accurate (Sari Luoma 2010)

2. Introduction:

Why some students are better at communication, speaking and others at vocabulary, and others better at paraphrasing, others at dialogue creates? Seemingly, the answer is simple and full of meaning because each student has his/her own motivation and talent, which they develop at the own pace, in which they are unique from others -Howard Gardner's book "Frames of Mind"

Each student evolves by their own needs. drawing at the conclusion of Frames of Mind, students who don't show interest in linguistics intelligence for might have great abilities in analysing language devices and analytical in.

2.1 Context in language

A context is either formal or informal situation in which words and sentences are understood around the text orally and written forms. Context is what revolves with text (written or spoken) which makes readers or listeners to understand the communication. To comprehend it, one should go beyond what is said or written. One cannot understand easily the context unless gets into the horizons of speaker, written texts, author ideas and clues. One formally needs to understand what has been mentioned or slated in the texts. Unless certain clues/non-verbal skills decode, one cannot understand the contest and meaning. So, cues and non-verbal signals report to make out the context.

When a student says 'I cannot understand the topic 'in an English class, there would be many reasons to decide student's statement and should be answered meticulously the following questions.
1. Is the topic beyond the expectation of the student or his intellectual ability?
2. Is the teacher unable to deliver what student expects from the teacher?
3. Are physical facilities facilitate him?
4. Does the student face the any one of the language or any other academic barrier?

In language, the context refers the words and sentences that surround any part of a discourse and that helps to determine its meaning. Sometimes, it is called Linguistics Context. Language without context and its intelligence lacks important reference points for meaning which lays behind the speaker intention.

Contextualising eagerly in a lesson is meticulously possible by using situation, topics, images and talking points. Visualising a contextualised frame-work to a reference is not a mechanised platform when a novel approach comes out from them. While speaking, one should get involved in the context to present the situation. At times, the intelligence might have experienced by the previous works and thoughts. To comprehend the context with intelligence should have the idea that can be inculcated through teaching or by themselves.

S.No	Linguistics Contextual Intelligence	Mainstream Contextual Intelligence
1.	Pronunciation	Analytical Thoughts
2.	Fluency	In-depth Analysis
3.	Vocabulary	Accurate-Decision ideation
4.	Grammar	
5.	Kinetic Expression	
6.	Accuracy	
7.	Discourse Management	

Table 1

Learning experience plays a significant and vital role in Contextual Intelligence. Some of the students do score well in internal and external scheme of evaluation, but some tend to fail in the situation where they cannot explain or speak accurately in interview processes. If activated (CI) before the thought is presented, a learner's schemata do valuable preparation either previous experience or critical thinking analysis acting as a 'Landing Pad' for the idea. Setting out to get involved in CI, is not an implicit expression or idea. The schemata related job interviews participating in GD, is likely to be something for language learners to speak in a context. An affective 'Landing Pad' context for learning or speaking for any context.

Another way of getting involved ever more from CI is to assess speaking skills independently and in-depth analysis of the slated topic. To explain the topic, his/her thoughts land somewhere to bring back previous experience to the present context, apart from linguistic intelligence which gives a lot of scope to assess speaking skills by comprehending students' the following elements.
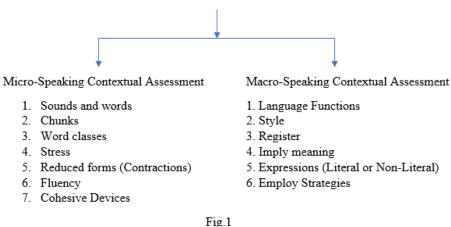
1. Thought provoking pads
2. Free of expressions
3. Established usage to speak
4. Communicative Job

Being able to adopt situations happening around, it gives more scope to foresight critically to evaluate. Before saying anything, mind thinks and sends the information contextually to speak or to act. [5]

1. Thinking and behaviour
2. Reacting to the situation
3. Synchronising present with past to experience and to frame future sets of goals
4. Tacit Knowledge
5. Time orientation

Contextual Intelligence deals with the practical application of knowledge and information to real world situations. Context is the background in which an ability/event takes place. Context usually comes in copious ways and gets involved in any kind of circumstances surrounding an activity /event. It navigates constantly shifting into speaking environment. In any speaking environment, CI shapes clearly paradigms to speak accurately.

Contextual Intelligence of Speaking

Micro-Speaking Contextual Assessment
1. Sounds and words
2. Chunks
3. Word classes
4. Stress
5. Reduced forms (Contractions)
6. Fluency
7. Cohesive Devices

Macro-Speaking Contextual Assessment
1. Language Functions
2. Style
3. Register
4. Imply meaning
5. Expressions (Literal or Non-Literal)
6. Employ Strategies

Fig.1

3. Methodology:

30 undergraduate students have participated in the empirical study to assess the contextual intelligence of speaking skills. Each of the candidates have been given separate identity number with a tag to be identified. Candidates are asked to speak on the given topic, topics have not given before, moreover, they have been given on the spur of the moment. A language expect committee consisted of Dr. B Mrunalini, Associate Professor of English & Dr. GV Ramana, Associate Professor of English, has observed very meticulously candidates' speaking abilities and their contextual intelligence based on the formulated rubrics. The rubrics have been adopted from IELTS band score academic. The primary level of IELTS

academic has been adopted from it as empirical study is mixed with all engineering students. of 30 candidates,20 are male and 10 are female. Their age groups are differing because students are assessed based on the speaking and contextual intelligence. The deliberate heterogenous group has been taken to get accurate results based to assess speaking skills by CI

3.1 Rubrics for Assessing Speaking Skills contextually

Rubrics are needed to prompt a criterion-referred assessment, it does provide students with vivid picture and timely feedback. Students become thoughtful judges of their own quality of work while speaking and knowing contextually. Critical thinking, by all in all, inculcated in scoring and it helps to refine and define teaching skills and learning activities. It encourages student's performance and practicability. Students are provided a platform for information description of expected performance. Learners, by observing themselves, can be helped to monitor and critique their own contexts and thinking abilities.

3.2 Rubric for Speaking Skills to assess Contextual Intelligence

A rubric is set for framed guidelines to assess any activity done in that domain. Speaking Skills are set of discourse-oriented outcome. Speaking English is quite natural tendency than speak in English. To assess the contextual intelligence of Speaking skills, the predefine rubrics are to be formulated to have reliability and accuracy of the designed skill in a stipulated manner that gives a scope to learn and assess learners speaking abilities for both learners and instructors.

S.No	Name of the Rubric	Value of the Rubric (calculated in 10-point value)
1.	Fluency	10
2.	Accuracy	10
3.	Grammar	10
4.	Contextual Vocabulary	10
5.	Discourse Management	10

Table 2

There is a broadly classification of the speaking skills for Contextual Intelligence. Since Speaking is a productive skill, contextual intelligence is assessed than measured in Micro and Macro level of understandings. Speaking cannot be assessed without listening, hence assessing speaking skills is always done through filtering of skills of the language. It should be elicited the responses to assess the skill for its Contextual Intelligence.

4. Empirical data:

Empirical data on Contextual Intelligence and Speaking Skills average of 30 undergraduate students by using Stern Berg's Triarchic Model (Creativity 1999) and Lang's Cognitive Psychology Models (1971). The data is assessed for language abilities based on CEFR (Common European Frame work of Reference for Language)

S. No	Candidate identity	CI average	Speaking Skills

	No.		average
1	A1	0.21	0.23
2	A2	0.24	0.54
3	A3	0.22	0.62
4	A4	1.21	1.26
5	A5	0.20	0.28
6	A6	1.22	1.25
7	A7	1.12	1.56
8	A8	1.26	2.54
9	A9	2.21	2.89
10	A10	2.15	2.65
11	C1	0.12.	0.19
12	C2	1.23	1.45
13	C3	1.56	2.56
14	C4	0.21	0.23
15	C5	0.28	0.65
16	C6	2.01	2.45
17	C7	1.25	1.45
18	C8	2.15	2.45
19	C9	0.15	1.23
20	C10	2.19	2.49
21	K1	0.12	0.46
22	K2	0.56	0.25
23	K3	0.21	1.59
24	K4	1.21	1.48
25	K5	0.48	2.16
26	K6	1.21	1.89
27	K7	0.25	0.56
28	K8	2.15	2.89
29	K9	02.54	2.56
30	K10	1.24	1.89

Table 3

4.1 Contextual Intelligence for speaking skills assessment based on Fluency

S.No.	No. of Candidates (Undergraduate students) participated	Value of the Rubric (calculated in 10-point value) attained
1.	30	3.71

Table 4

As 30 undergraduate students participated in the fluency test to assess contextual intelligence for speaking skills, all of them participated with a motive of speak freely and fluently. The attained value for fluency is 3.71 out of 10 points rubrics scale. Fluency has been assessed along with candidate contextual intelligence

in the speech for a stipulated period of time. That has been shown very meticulously that fluency of the study is just average.

4.2 Contextual Intelligence for speaking skills assessment based on Accuracy

S.No.	No. of Candidates (Undergraduate students) participated	Value of the Rubric (calculated in 10-point value) attained
1.	30	2.83

Table 5

As 30 undergraduate students participated in the Accuracy test to assess contextual intelligence for speaking skills, all of them participated with a motive of speak freely and accurately. The attained value for Accuracy is 2.83 out of 10 points rubrics scale. Accuracy has been assessed along with candidate contextual intelligence in the speech for a stipulated period of time. That has been shown very meticulously that accuracy of the study is just below average, and candidates' accuracy for contextual intelligence for speaking skills is poor as they got very less primary band score of IELTS test.

4.3 Contextually Intelligence for speaking skills assessement based on Grammatical Aspects

S.No.	No. of Candidates (Undergraduate students) participated	Value of the Rubric (calculated in 10-point value) attained
1.	30	3.28

Table 6

As 30 undergraduate students participated in the Grammatical Aspects test to assess contextual intelligence for speaking skills, all of them 30 participated with a motive of speak freely and accurately with grammatical aspects. The attained value for Grammatical Aspects is 3.28 out of 10 points on rubrics scale. Grammar has been assessed along with candidate contextual intelligence in the speech for a stipulated period of time. That has been shown very meticulously that accuracy of the study is good, and candidates' grammar for contextual intelligence for speaking skills is good as they got score on the primary band score of IELTS test.

4.4 Contextually Intelligence for speaking skills assessment based on Contextual Vocabulary

S.No.	No. of Candidates (Undergraduate students) participated	Value of the Rubric (calculated in 10-point value) attained
1.	30	5.74

Table 7

As 30 undergraduate students participated in the Contextual Vocabulary test to assess contextual intelligence for speaking skills, all of them 30 participated with a motive of speak freely and accurately with contextual vocabulary. The attained value for Contextual Vocabulary is 5.74 out of 10 points on rubrics scale. Contextual Vocabulary has been assessed along with candidate contextual intelligence in the speech for a stipulated period of time. That has been shown very meticulously that accuracy of the study is good, and candidates' Contextual Vocabulary for contextual intelligence for speaking skills is very good comparatively with other formulated rubrics as they got score on the primary band score of IELTS test.

4.5 Contextually Intelligence for speaking skills assessment based on Discourse Management

S.No.	No. of Candidates (Undergraduate students) participated	Value of the Rubric (calculated in 10-point value) attained
1.	30	4.02

Table 8

As 30 undergraduate students participated in the Discourse Management test to assess contextual intelligence for speaking skills, all of them 30 participated with a motive of speaking freely and accurately with Discourse Management. The attained value for Contextual Vocabulary is 4.02 out of 10 points on rubrics scale. Discourse Management has been assessed along with candidate contextual intelligence in the speech for a stipulated period of time. That has been shown very meticulously that accuracy of the study is good, and candidates' Discourse Management for contextual intelligence for speaking skills is very good as they got score on the primary band score of IELTS test.

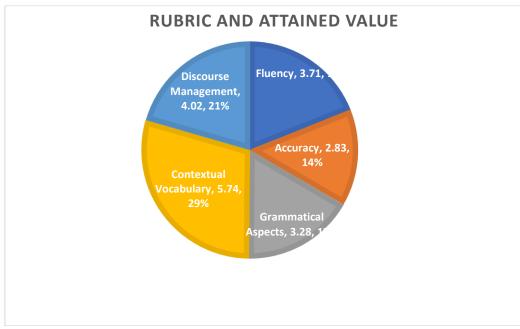| S.No.	No. of Candidates (Undergraduate students) participated	Value of the Rubric (calculated in 10-point value) attained
1.	Fluency	3.71
2.	Accuracy	2.83
3.	Grammatical Aspects	3.28
4.	Contextual Vocabulary	5.74
5.	Discourse Management	4.02

Table 9

Fig.2

5. Future Scope:

Analytical and contextual thinking hone the learner's abilities to think and speak freely, and fluently by imbibing Contextual Intelligence. To reframe the context, one should have the logical thinking of the situation to anticipate the event or circumstances in the general and academic point of view as well. Speaking Skills would be enriched and developed as the learner thinks higher order thinking along with Contextual Intelligence. Richard Paul and Linda Elder have asserted that critical thinking in any context of the situation or event would enhance the scope of speaking or any other domain in which the learner or any human being crave for it. There is a huge demand and scope for **"Thinking Employees"** in the sophisticated and **AppsYuga (Period of Applications)** so, before solving the problem, one should have contextual thinking not to generate the problem rather identify and resolve it very meticulously

Phrases/acronyms used for first time:
1. Thinking Employees (TE)
2. Apps Yuga (Period of Apps/Era of Apps)
3. Thoughts provoking pads (TPP)
4. Mainstream Contextual Intelligence (MCI)
5. Accurate-Decision ideation (ADI)

6. Works cited:

[1] Depew, D. (1995). Humans and Other Political Animals in Aristotle's "History of Animals". *Phronesis, 40*(2), 156-181. Retrieved October 13, 2020, from http://www.jstor.org/stable/4182496

[2] Carlos Salaver, Pablo Usan, & Pilar Teruel, "Contextual Problems, Emotional intelligence and social skills in secondary education Students: Gender Differences", Annales Medico-Psychologiques, Revue Psychiatric, Vol.177, Issue 3 March 2019, P. 223-230

[3] R.J.Stern berg, & J.C.Kaufman Intelligence, Encyclopaedia of Creativity III edition, Academic Press, P.673-676 https:// doi.org/10.1016/B978-0-12-809324-5.23647

[4] Huisi Jessica Li, Ya-Ru Chen, Steven L Blader "Where is context? Advancing States Research with Contextual Value Perspective ", Research in Organisational Behaviour, Vol.36,2016 P.185-198, https://doi.org/10.1016/j.riob.201610003

[5] Matthew. Kutz, "Contextual Intelligence: Overcoming hindrances to perform well in times of change ", Development and Learning Organisation, Vol.25, No.03, 2011, p.8-11, Emerald Group Publishing Ltd, DOI 10.1108/14777281111125336

[6] Hooshang,K (Koshisima), "On the role of Different Models Dynamic Assessment on Promoting Speaking " International Journal of Humanities and Cultural Studies , Vo.02, Issue 04, March 2016, ISSN:2356-5926

[7] Dr. Yuh-Show Cheng, "Development and Preliminary Validation of 4 brief measures of L2Language: Specific Anxiety, "System, Science Direct, Vol.68, August 2017 P.15-25

[8] Knight. Ben," Assessing Speaking Skills: A Workshop for Teacher Development", ELT Journal (Cambridge University Press), Vo. 46, Issue 03, July 1992 P. 294-302

[9] Symen A. Brouwers, Fons J. R. & Van de Vijver, "Contextualized Intelligence in Assessment: The next step", Human Resource Management Review", Vol. 25, Issues 01, March 2015 P.38-46 , https://doi.org/10.1016/j.hrmr.2014.09.006

[10] R J Stern Berg, Scott Barry Kaufman 2011, The Cambridge Handbook of Intelligence, Cambridge University Press P.485-504

[11] Rastislav Metruk, "Comparing Holistic and Analytic ways of scoring in the assessment of speaking skills", The Journal of Specific and Academic Purposes, Vol.06, No. 01, 2018, P.179-189

[12] Peter J. Lang, "For distinguished contribution to Psychology", The Psychology, The Society for Psychological Research. Inc, Vol.29 No.01,1990

[13] CEFR (Common European Framework of Reference for Languages) The ALTE Frame Work and the CAN-DO Project, ALTE 1992-2002

[14] Rebecca B. Rubin (1982) Assessing speaking and listening competence at the college level: The communication competency assessment instrument, CommunicationEducation, 31:1, 1932, DOI: 10.1080/03634528209384656

[15] Jean Turner," Assessing Speaking', Annual Review of Applied Linguistics, Volume 18, March 1998, PP. 192-207,Cambridge University Press online: https://doi.org/10.1017/S0267190500003548

[16] Brody, N. (2000). History of theories and measurements of intelligence. In R. J. Sternberg (Ed.), Handbook of intelligence (p. 16–33). Cambridge University Press. https://doi.org/10.1017/CBO9780511807947.003

[17] Davidson, J. E., & Downing, C. L. (2000). Contemporary models of intelligence. In R. J. Sternberg (Ed.), Handbook of intelligence (p. 34–49). Cambridge University Press. https://doi.org/10.1017/CBO9780511807947.004

[18] Liu, J., Hu, S., & Pascarella, E. T. (2019). "Are non-native English-speaking students disadvantaged in college experiences and cognitive outcomes?" Journal of Diversity in Higher Education. Advance online publication https://doi.org/10.1037/dhe0000164

[19] Arens, A. K., & Jansen, M. (2016). Self-concepts in reading, writing, listening, and speaking: A multidimensional and hierarchical structure and its generalizability across native and foreign languages. Journal of Educational Psychology, 108(5), 646–664 https://doi.org/10.1037/edu0000081

[20] Sari Luoma (2010) "Assessing Speaking "book, Publisher: Cambridge University Press May 2010 (online print) DOI: https://doi.org/10.1017/CBO9780511733017.009 pp 170-191