

Perspectives on the Gap in English Communication Skills and Competencies



between Academe and Industry

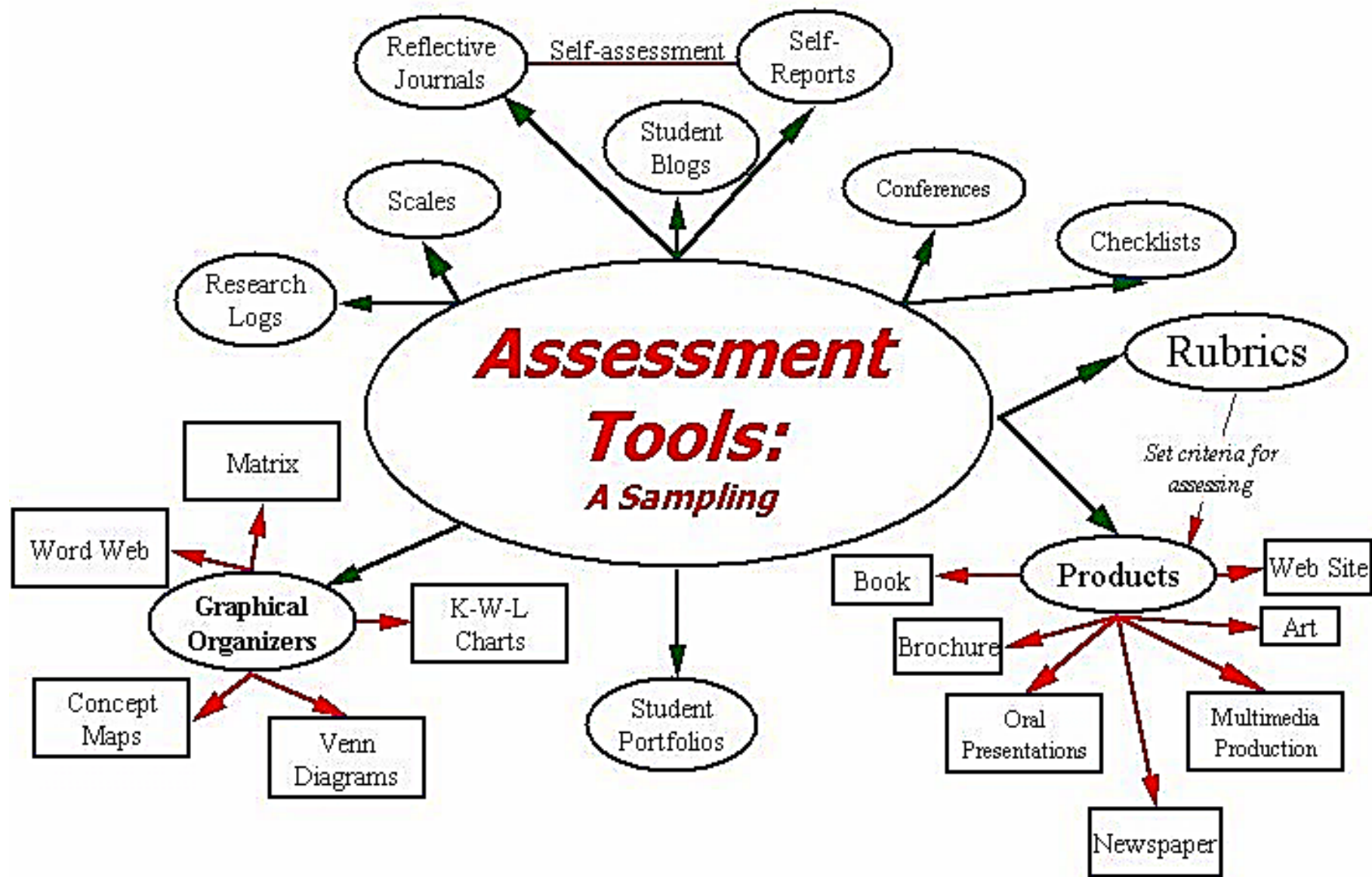
Rosella M Torrecampo

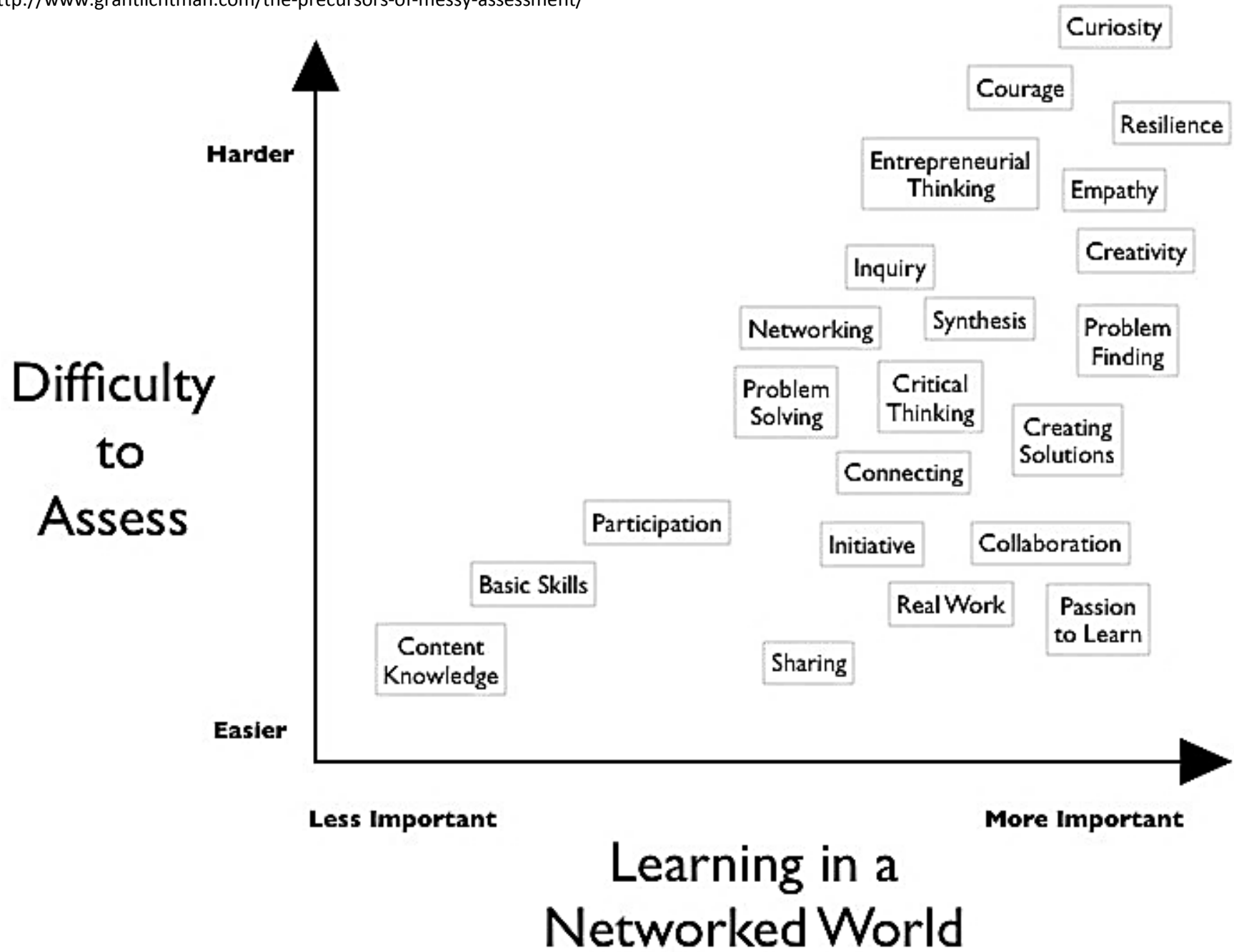


Between academ **E** and industry is an
English skills and **competency**
ASSESSMENT gap.

1. Academe lacks real situational assessment beyond skill testing and simulation exercises. Industry recruits need to perform according to VMOKRAPIs, and need to have their English competencies assessed according to these organisational demands.









2.1 **Academe in workplace simulation:**

- may lack real workplace environment and equipment
- will lack real work context (corporate culture, working relationships, systems thinking, processes, problems, etc)
- may not have industry practitioner expertise

to develop and/or assess English skills and competencies needed for the job.

2.2 Result:

- Academe may not fairly assess skills and competencies of students or graduates according to real workplace needs.
- Competencies of applicants or workers may not be fairly assessed by industry.



3. Academe needs stronger industry links for the genuine development and assessment of English skills and competencies.



4. Generally, industry-academe English competencies matching is still for validation: awaiting outcomes of the DepEd K-12 TLE viz TVET standards, CHED revamped tertiary curriculum viz industry standards.



5. Industry-academe tie-up must consider practical, ethical, academic aspects of implementation (IRRs)
- Objectives, methods and metrics of grading
 - Teaching by industry immersed practitioners
 - Corporate social responsibilities related to child and general labor laws, child protection, GAD agenda and inclusion policies and practices.



There is also a gap, within industry
practice, in English
communication skills and competencies



ASSESSMENT.

1. Professional assessment of English teachers:
 - Licensure and certification exams have no real competency assessment
 - Discrete testing of knowledge and knowledge of skills
 - Require: Pre-service practicum, demos and continuing observations as tests of competency (eg: Colleges of Education format, UP DECL experience; APTIS certification; IELTS, BULATS)



2. Industry intake assessment tools:

- Aptitude and skills; do not necessarily test English competencies; no widespread use of English skills and competencies exam.
- Examples: SRA, NSQ, and the job intake interview, social media profiling



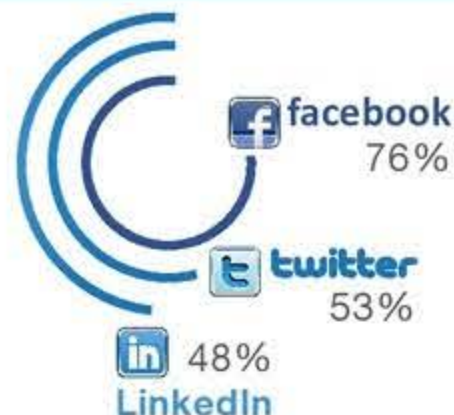
Job Screening with Social Networks

— How Are Employers Screening Job Applicants? —

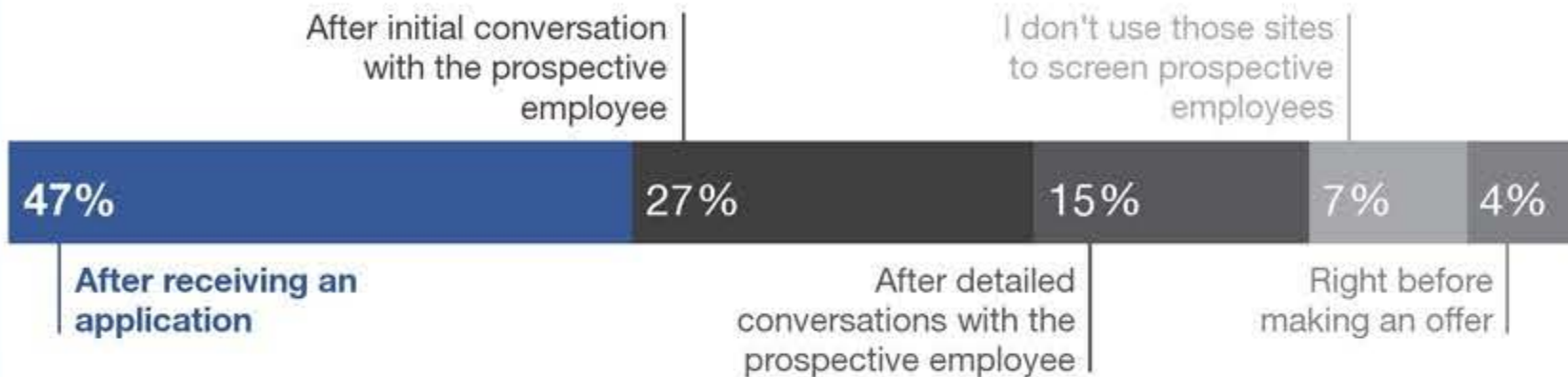
Do you use social networking sites to screen prospective employees?



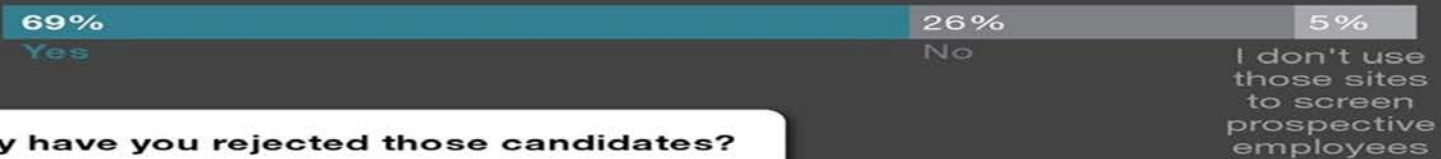
During the hiring process, which social networks do you use to screen candidates?



During which phase of the hiring process do you look at social networking sites to screen prospective employees?



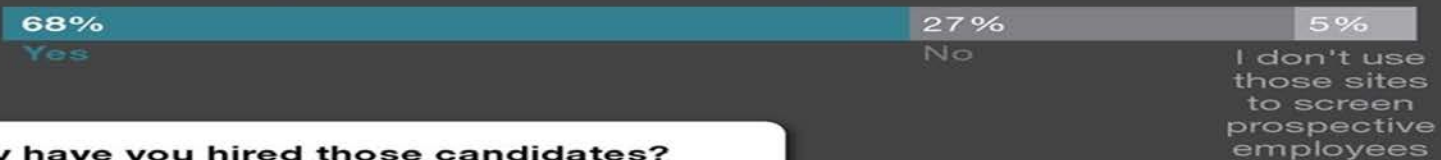
Have you ever rejected a candidate because of what you saw about them on a social networking site?



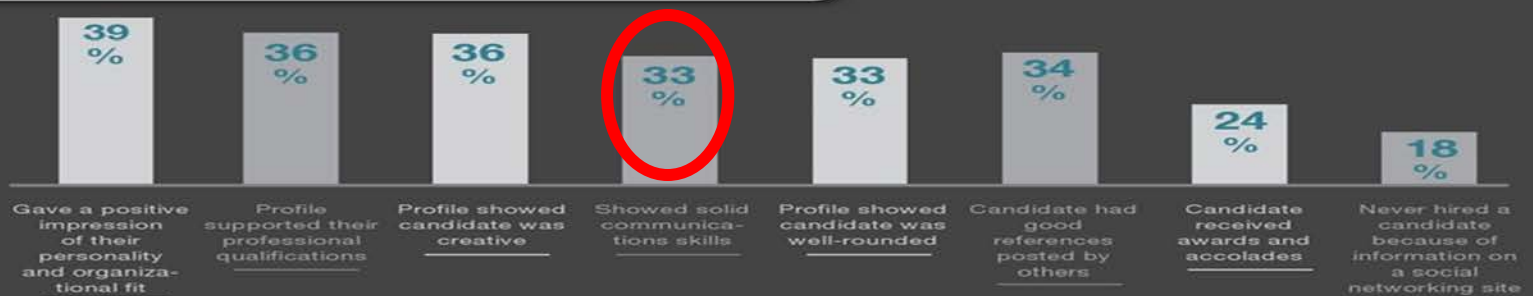
Why have you rejected those candidates?



Have you ever hired a candidate because of what you saw about them on a social networking site?



Why have you hired those candidates?



3. Premium is put on English competency through the intake interview
- assessment of English not in-basket or situationally reflective of the English skills and competencies required by the job.
 - too much or too little weight might be put on English skills or competencies viz the actual required performance at work.



4.1 Assessment should be keyed toward:

- Performance Appraisal and Performance Evaluation instruments incorporating English skills or competencies measures
- PA and PEs measuring English skills or competencies based on KRA and PIs of the job.

4.2 Ideal: Industry's commitment to continuing professional training based on its assessment of need for developing English competencies at work

PERFORMANCE

- EXCELLENT
- GOOD
- AVERAGE
- POOR

Example:

DOST-UP Engineering profession competencies assessment

- references CHED's output of identifying job-specific competencies in semicon industry
- current phase of identifying competencies considered as behavioral, ie, work-related competencies displayed on the job.
- identification of English competencies as a future phase.



5. English skills and competencies assessment might be hard to separate from actual behavioral work competency assessment
- language is one of the the means towards being functional and competent at work
 - language competency might be the end (outcome) in order to be considered functional and hence, with competent experience, or the expert at work



6. English skills and competencies assessment

- should go hand-in-hand with job and behavioral competency assessments
- should be considered inseparable from tasks or jobs requiring any form of communication, including the understanding of material that is read or heard without human, face-to-face mediation



Academe and Industry Gap In English Competency Assessment: Summary and Recommendations

- **There is a perceived gap in assessment of English competency seen between academe and industry, as well as a gap in the practice of assessment within industry.**
- Recommendations
 1. Strengthen academe (basic and tertiary education sector) and industry tie ups through apprenticeships, work programs, OJTs, BUT with academic concepts, methods, especially in assessment/evaluation and issues in CSR/ ethical inclusive practice all with clear IRRs; include faculty and industry development of the “academic-practitioner” type of mentor/teacher.
 2. Review industry pre-service or intake assessment, to ensure follow through of English assessment imperatives into performance assessment/ratings of output and outcomes.
 3. Consider assessment from academe to industry and within industry as better when using in-basket/simulation assessment.

Academe and Industry Gap In English Competency Assessment: Summary and Recommendations

4. Should gaps in competencies be discovered within industry practice, and should professional staff development through English programs be resorted to as solution, the required follow through—which is continuing professional education— should be undertaken in a sustained (because it is a continuous or at least a continual) program.
5. Competency assessment must not separate, as it cannot likely do so, the underlying competency of communicative competence (including or focusing on English for the corporate, professional and national and international institutional practice) from behavioral or work competency since communication in visual, aural, and oral forms pervade operations on a day-to-day basis at work.

Thank you ...



Perspectives on the Gap in



between Academe and Industry

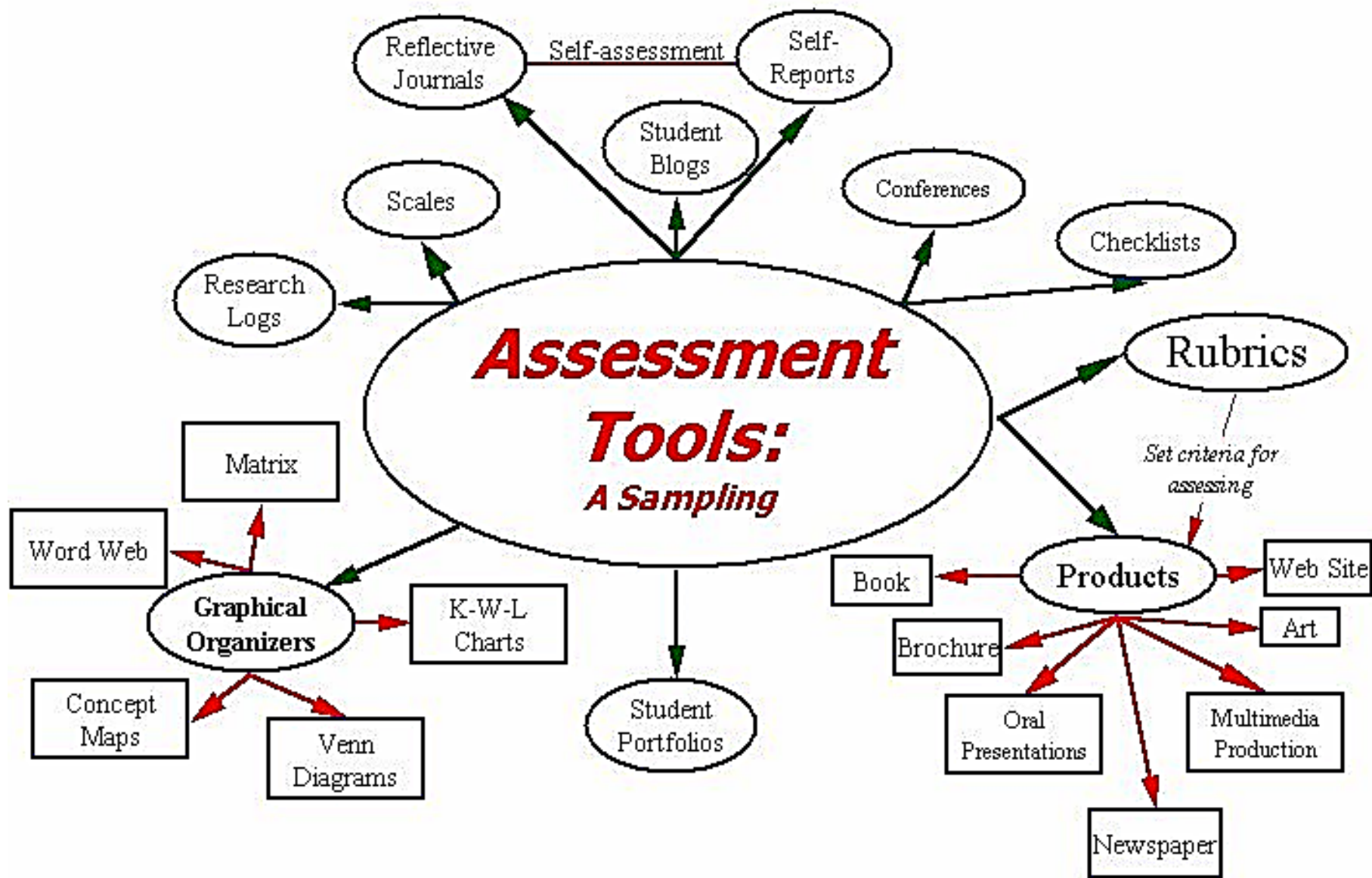
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Between academe and industry is an
English competency **ASSESSMENT**
gap.

1. Academe, even when it may use simulation exercises, lacks consistent real situational assessment of English competence of students who are to be absorbed by industry. Industry needs to see what recruits can do in keeping with its MVO, KRA and PIs.





2. Academe, even in simulated exercises, may lack the proper environment and equipment; will lack real work context (corporate culture, working relationships, systems thinking, processes, problems, etc.); and may not have industry practitioner expertise to develop English competencies needed for the job. Thus, it may not be able to fairly assess these competencies according to real workplace needs. In turn, these competencies may not be fairly assessed by industry. It may likely be a case of different communication registers or norms, creating different frames of reference and standards in assessment.



3. Academe needs to have stronger industry links (twinning programs, apprenticeships, OJTs) beyond mere classroom simulation activities for the genuine development and assessment of English competency.



4. Generally, industry-academe English competency matching is still for validation, such as those competencies built into TLE/TVET DepEd and CHED materials and programs. This is so because the new K-12 curriculum has yet to have its full implementation yield results, and these results would need further validation. The same can be said for the new tertiary program realignment arising from the K-12 initiative.



5. Any industry-academe tie-up must consider practical, ethical, academic aspects of implementation (IRRs)– including the teaching by industry immersed practitioners; objectives of, methods and metrics of assessment and evaluation; and corporate social responsibilities related to child and general labor laws, child protection, GAD agenda and inclusion policies and practices.





There is also a gap within industry
practice of English **ASSESSMENT.**

ASSESSMENT.

1. Professional assessment of English teachers through professional licensure exams, board exams, or certification exams do not include a competency assessment component. Only teaching knowledge and a demonstration of knowledge of skill are tested using a generally discrete test format for the purpose. Pre-service demos and continuing observations as tests of competency should be required, as in the UP DECL experience, IELTS certification, for e.g.

But note that this can only carry human capital development so far as the level of breeding a small, if elite corps.



2. Industry uses intake assessment tools that are not necessarily English competency based to determine English competency. Examples of these are the SRA Test or the NSQ Test, and the job intake interview.



3. Very often, a premium is put on English competency through the intake interview without necessarily making the assessment in-basket or situationally reflective of the English competencies required by the job. As a result, too much or too little weight might be put on English competency viz the actual required performance at work.



5. Assessment must genuinely be keyed toward including in Performance Appraisal and Performance Evaluation instruments measures of English competencies, and these should be measured in turn, as specified by the KRA and PIs of the job. In turn industry must have a commitment to continuing professional training based on its assessment of need for developing English competencies at work

PERFORMANCE

- EXCELLENT
- GOOD
- AVERAGE
- POOR



6. Current competency assessment, such as the DOST-UP initiative that took off from the CHED's mapping of job competencies for Engineering as a profession is in the current phase of identifying competencies considered as behavioral, i.e., work-related competencies displayed on the job. It considers the identification of English competencies as a future phase.



7. For job competency identification and assessments in general, English competency assessment might be hard to separate from actual behavioral work competency assessment, considering how language is the means towards and/or the end of being functional and hence, being competent at work.



8. Thus, English competency assessment should go hand-in-hand and should be considered inseparable from tasks or jobs requiring any form of communication, including the understanding of material that is read or heard without human face-to-face mediation.



Academe and Industry Gap In English Competency Assessment: Summary and Recommendations

- **There is a perceived gap in assessment of English competency seen between academe and industry, as well as gap in the practice of assessment within industry**
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Academe and Industry Gap In English Competency Assessment: Summary and Recommendations

4. Should gaps in competencies be discovered within industry practice, and should professional staff development through English programs be resorted to as solution, the required follow through- continuing professional education- should be undertaken in a sustained because continuous or at least continual program.
5. Competency assessment must not, as it cannot likely separate the underlying competency of communicative competence (including or focusing on English for the corporate, professional and national and international institutional practice) from behavioral or work competency since communication in written, aural, and oral forms pervade operations on a day-to-day basis at work.

Thank you ...



Academe and Industry Gap In English Competency Assessment

1. English Competency Assessment in Academe

- Exams, exercises testing knowledge or skill vs competency
 - UP's English assessments viz admissions qualification policy: TOEFL, IELTS 5.0, proficiency assessment by "duly authorized unit"
 - The need for simulation as bases and forms of assessments viz curriculum, classroom, resources and expertise limitations
 - curricular limitations (ESP courses and program design and continuity, validation as issue: DepEd and CHED curricula, e.g.)
 - situ
 - DepEd TLE materials
 - teacher vs practitioner in praxis
- Industry and academe tie-up as desirable
 - need to design and implement curriculum in relation to who is teaching, assessing, bases of assessment and context and weight of assessment within course syllabus and within greater curriculum
 - need to rethink IRRs viz labor laws and practices, child protection, GAD
 - Apprenticeships or OJTs: The UPIS case
 - limitations: needs actual industry tie up

Academe and Industry Gap In English Competency Assessment

- English Competency Assessment in Industry
 - Licensure examinations vs actual competency assessment
 - LET/PTC
 - Case: DECL pre-service and service training
 - Case: IELTS competency assessment for Examiners = ripple effect on candidates; limited “elite corps” professional development
 - Recruitment tools: SRA, NSQ for example viz English competency assessment
 - Interview as tool for employment assessment of qualification: missing follow through as a KPI in actual PAs/PEs
 - Case: Institutional clientele discovering gaps in training vs competence at work= need for retraining/professional education or staff development (BC recent e.g. Convergys, LGA of DILG)
 - Case: From CHED to DOST-UP Study on competency identification and assessment: separation of behavioral from communicative competence assessment- gap in theory vs actual praxis

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