### Interpersonal Speaking: Conversation and Return Telephone Call

<table>
<thead>
<tr>
<th>TASK COMPLETION</th>
<th>DELIVERY</th>
<th>LANGUAGE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 EXCELLENT</strong></td>
<td>• Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</td>
<td>• Natural, easily flowing expression</td>
</tr>
<tr>
<td>Demonstrates excellence in interpersonal speaking</td>
<td>• Natural pace with minimal hesitation or repetition</td>
<td>• Pronunciation virtually error free</td>
</tr>
<tr>
<td></td>
<td>• Consistent use of register and style appropriate to situation</td>
<td></td>
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<tr>
<td><strong>5 VERY GOOD</strong></td>
<td>• Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</td>
<td>• Generally exhibits ease of expression</td>
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<tr>
<td>Suggests emerging excellence in interpersonal speaking</td>
<td>• Smooth pace with occasional hesitation or repetition, which does not distract from the message</td>
<td>• Infrequent or insignificant errors in pronunciation</td>
</tr>
<tr>
<td></td>
<td>• Errors in pronunciation do not necessitate special listener effort</td>
<td>• Consistent use of register and style appropriate to situation except for occasional lapses</td>
</tr>
<tr>
<td><strong>4 GOOD</strong></td>
<td>• Directly addresses prompt and provides an appropriate response</td>
<td>• Strained or unnatural flow of expression does not interfere with comprehensibility</td>
</tr>
<tr>
<td>Demonstrates competence in interpersonal speaking</td>
<td>• Generally consistent pace with some unnatural hesitation or repetition</td>
<td>• Inconsistent pace marked by some hesitation or repetition</td>
</tr>
<tr>
<td></td>
<td>• Errors in pronunciation sometimes necessitate special listener effort</td>
<td>• Inconsistent use of register and style appropriate to situation or includes many errors</td>
</tr>
<tr>
<td><strong>3 ADEQUATE</strong></td>
<td>• Directly addresses prompt and provides a basic but appropriate answer</td>
<td>• Strained or unnatural flow of expression sometimes interferes with comprehensibility</td>
</tr>
<tr>
<td>Suggests emerging competence in interpersonal speaking</td>
<td>• Inconsistent pace marked by some hesitation or repetition</td>
<td>• Errors in pronunciation sometimes necessitate special listener effort</td>
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<td>• Errors in pronunciation sometimes necessitate special listener effort</td>
<td>• Inconsistent use of register and style appropriate to situation or includes many errors</td>
</tr>
<tr>
<td><strong>2 WEAK</strong></td>
<td>• Directly addresses prompt and provides an appropriate but incomplete answer</td>
<td>• Labored expression frequently interferes with comprehensibility</td>
</tr>
<tr>
<td>Suggests lack of competence in interpersonal speaking</td>
<td>• Frequent hesitation or repetition</td>
<td>• Frequent errors in pronunciation necessitate special listener effort</td>
</tr>
<tr>
<td></td>
<td>• Frequent errors in pronunciation necessitate special listener effort</td>
<td>• Frequent use of register and style inappropriate to situation</td>
</tr>
<tr>
<td><strong>1 VERY WEAK</strong></td>
<td>• Addresses prompt minimally or marginally</td>
<td>• Labored expression constantly interferes with comprehensibility</td>
</tr>
<tr>
<td>Demonstrates lack of competence in interpersonal speaking</td>
<td>• Constant hesitation or repetition</td>
<td>• Frequent errors in pronunciation necessitate intense listener effort</td>
</tr>
<tr>
<td></td>
<td>• Frequent errors in pronunciation necessitate intense listener effort</td>
<td>• Constant use of register and style inappropriate to situation</td>
</tr>
<tr>
<td><strong>0 UNACCEPTABLE</strong></td>
<td>• Mere restatement of the prompt</td>
<td>• Labored expression constantly interferes with comprehensibility</td>
</tr>
<tr>
<td>Contains nothing that earns credit</td>
<td>• Clearly does not respond to the prompt</td>
<td>• Constant hesitation or repetition</td>
</tr>
<tr>
<td></td>
<td>• “I don’t understand,” “Please repeat,” or equivalent in Japanese</td>
<td>• Frequent errors in pronunciation necessitate intense listener effort</td>
</tr>
<tr>
<td></td>
<td>• Not in Japanese</td>
<td>• Constant use of register and style inappropriate to situation</td>
</tr>
<tr>
<td></td>
<td>• Blank (although recording equipment is functioning) or mere sighs</td>
<td></td>
</tr>
</tbody>
</table>
Interpersonal Speaking: Return Telephone Call

Note: In transcriptions of students’ responses, two dots indicate a pause.

Overview

This task assesses students’ speaking abilities in the interpersonal communicative mode by having them respond as part of a simulated telephone conversation. It comprises a voice message for students to listen to, followed by the conversation, which the student initiates and which includes four exchanges. Students have 20 seconds to speak at each turn in the conversation. Each of the four responses receives a holistic score, based on how well it accomplishes the assigned task; all four scores count equally in calculating the total score.

The task on the 2008 exam required responding to a message from Ms. Kobayashi, who requested a return phone call regarding plans for a club trip.

Return Telephone Call 1

Sample: A  
Score: 6

Transcription of Student Response
もしもし、こんにちは。じ、お電話をいただいた[identifying information deleted]です。え、電話にクラブ旅行について至急お知らせしたいことがあったとメッセージが残っていたのでかけなおしたんですが、至急お知らせしたいことって一体なんでしょうか。

Commentary
The student responds to the prompt fully and appropriately with detail and elaboration. The response flows easily. Even though there are a few hesitations, the pace is natural. Rich vocabulary and idioms, such asお電話をいただいた, メッセージが残っていた, and一体なんでしょうか, are used. The student shows excellent control of grammar and syntax with minimal errors. This response demonstrates excellence in interpersonal speaking.

Sample: B  
Score: 3

Transcription of Student Response
こんにちは。私は[identifying information deleted]です。あー、ボイスメッセージを、おん、. . . 聞ったら. . . あー、電話をします。よろしくお願いします。

Commentary
While this response appropriately addresses the prompt, it does so without specifically addressing the content of the stimulus. There are grammatical and syntactic errors, and use of vocabulary and idioms is limited. The flow of expression is strained, but this does not interfere with comprehensibility. The response would have earned a higher score with a greater variety of vocabulary, more elaboration, and a stronger control of grammar.
Sample: C
Score: 2

Transcription of Student Response
もしもし、[identifying information deleted] さんです。あー、メッセージを、しました。あー、日本のぶんがっくーの、です。あー、けいご？

Commentary
The student directly addresses prompt and provides an appropriate but incomplete answer. The response is limited, and insufficient vocabulary (日本のぶんがっくの), grammar control (メッセージをしました), and labored expression frequently interfere with comprehensibility. The response would have earned a higher score had it included appropriate vocabulary and demonstrated better control of grammar.
Sample: A  
Score: 6  

Transcription of Student Response  
トーナメントはキャンセルになったんですか。あー、それはほんとに残念ですねえ。でも今の所私達がで、出来ることは、うーん、なんにもないんですから、あー、どうしよう。それは大変ですね。他の人に聞いたらどうですか。  

Commentary  
This response is thorough and appropriate. The student maintains a natural pace with minimal hesitation and repetition. Register and grammar are appropriate, and vocabulary is very rich. This response suggests excellence in interpersonal speaking.

Sample: B  
Score: 4  

Transcription of Student Response  
あー、そうなんですか。そしたら、あの、ど、しますかね。  

Commentary  
The student addresses the prompt directly and provides an appropriate answer. Although there is some unnatural hesitation, the pace is generally consistent. Had the response been elaborated and used a greater variety of vocabulary and idioms, it could have earned a higher score.

Sample: C  
Score: 2  

Transcription of Student Response  
ああそう..だ、だめだ..相撲に、見たい..です。でも、いいですよ。あーなにかぁ..  

Commentary  
The student directly addresses the prompt and provides an appropriate but incomplete answer. Frequent hesitation interferes with delivery. The use of register and style are inappropriate to the situation, and limited control of grammatical and syntactic structures interferes with comprehensibility. The response could have earned a higher score had the appropriate register been used and a stronger control of grammar been demonstrated.
Sample: A
Score: 5

Transcription of Student Response
午後のスケジュールはたとえば、あー、動物園にいくことなんかよろしいですか。それとも、uh、美術館もいいです。でもそれはみんなの、え、意見をuh、ききたいんです。

Commentary
This response directly addresses the prompt, makes a concrete suggestion, and includes elaboration. Although there are some hesitations that create an unnatural flow, they do not distract from the message. The student also uses a variety of vocabulary and idioms, and both style and register are appropriate. The response suggests emerging excellence in interpersonal speaking.

Sample: B
Score: 3

Transcription of Student Response
あーん、えとおー、しゃあー、とりあえず、他にぶーすーーーーーー、あー、にさがして、えっとおー、けんどにでも、えっとお見に行きませんか。

Commentary
This student provides a basic but appropriate response that includes a concrete suggestion at the end. While the hesitation sound, えっとおー, is appropriate, the student uses it frequently. Vocabulary is limited. This response could have earned a higher score with fewer errors in grammatical structures, a richer vocabulary, and a more fluid delivery. The student demonstrates emerging competence in interpersonal speaking.

Sample: C
Score: 1

Transcription of Student Response
あ、そうですね。ご、uh、ごごはちょっとー、いそがしくてね。あー、たぶんあー、ほかの日、の午後じかんがいいと思います。あー、この、どよheetsどう、ど、に、いございまするどうですか。

Commentary
This response only marginally addresses the prompt by talking about a schedule, but the discussion concerns the student’s own schedule rather than the group plans. Insufficient vocabulary impedes communication. Labored expression and fragmented language require listener effort.
Sample: A
Score: 5

Transcription of Student Response
はい、わかりました。あぁーあり、ありがとうございます。um, あぁーそーし、はい、あぁーん、そーしたほうが僕もいいと思いますよほんとに。あーん、じゃあ、それじゃあ、あーん、文化クラブの日にまた会いましょう。

Commentary
This response directly addresses the prompt, includes elaboration, and concludes the conversation appropriately. It could have earned a higher score with less hesitation in the delivery. Style and register are appropriate, and grammar is error free. The response suggests emerging excellence in interpersonal speaking.

Sample: B
Score: 3

Transcription of Student Response
あっ、じゃ、あい、あのー、また、あの、ま、またですねえー、さよならぁー、あの、クラブで、ね、. .はい。

Commentary
Although it is basic, this response directly and appropriately addresses the prompt. The strained flow of expression and hesitations result in fragmented language that interferes somewhat with comprehensibility. Structures and vocabulary are limited and simple. The response suggests emerging competence in interpersonal speaking.

Sample: C
Score: 1

Transcription of Student Response
はい、じゃあ、またですんでえ . . じゃあ、バイバイ。

Commentary
This response minimally addresses the prompt and demonstrates lack of competence in interpersonal speaking. The student concludes the conversation by saying バイバイ, although informal register is not appropriate in the context. Incorrect use of grammar in the first sentence impedes comprehensibility.