Interpersonal Writing: E-mail Reply

5: STRONG performance in Interpersonal Writing
• Maintains the exchange with a response that is clearly appropriate within the context of the task
• Provides required information (responses to questions, request for details) with frequent elaboration
• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Varied and appropriate vocabulary and idiomatic language
• Accuracy and variety in grammar, syntax, and usage, with few errors
• Most consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
• Variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Interpersonal Writing
• Maintains the exchange with a response that is generally appropriate within the context of the task
• Provides most required information (responses to questions, request for details) with some elaboration
• Fully understandable, with some errors that do not impede comprehensibility
• Varied and generally appropriate vocabulary and idiomatic language
• General control of grammar, syntax, and usage
• Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
• Simple, compound, and a few complex sentences

3: FAIR performance in Interpersonal Writing
• Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
• Provides most required information (responses to questions, request for details)
• Generally understandable, with errors that may impede comprehensibility
• Appropriate but basic vocabulary and idiomatic language
• Some control of grammar, syntax, and usage
• Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness
• Simple and a few compound sentences

2: WEAK performance in Interpersonal Writing
• Partially maintains the exchange with a response that is minimally appropriate within the context of the task
• Provides some required information (responses to questions, request for details)
• Partially understandable, with errors that force interpretation and cause confusion for the reader
• Limited vocabulary and idiomatic language
• Limited control of grammar, syntax, and usage
• Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
• Simple sentences and phrases
1: POOR performance in Interpersonal Writing
- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (responses to questions, request for details)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

0: UNACCEPTABLE performance in Interpersonal Writing
- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- “I don’t know,” “I don’t understand,” or equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response)
Madame,

Merci de m'avoir répondu avec les renseignements de les
louises de l'université d'Abomey-Calavi.

Pour répondre à votre première question, c'est à cause de
mon intérêt dans le monde que je veux étudier à l'université
Bénin. Je me suis jamais alle en Afrique et je crois que l'université sera ma
seule chance d'y visiter avant que je commence une famille. De
plus, quand j'étais jeune ma mère m'avait dit qu'il faut que je
voyage un Afrique comme elle la fait quand elle était jeune.

Par rapport à votre deuxième question, je suis plutôt
intérêt dans le domaine culturel. Comme j'ai dit avant, j'espère bien
voir le monde et donc si je peux part au Bénin pour l'université,
il faut que je j'approche la culture. De plus, ma mère est africaine et
elle veut que je sois à propos de sa culture.

Je vous remercie, remerciant de bien vouloir
renvoyer un list de cours que je peux suivre à l'université
d'Abomey-Calavi. J'espère que les cours les plus populaires et
utiles que vous offrez.

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Merci encore de votre concerne dans mes matières et j'ai été de lire votre réplique.

Bien à Vous,
Cher Monsieur,

Je vous remercie pour votre courriel, y’ai attendu votre réponse avec plaisir. De l’autre côté, pour répondre à votre première question, je l’intéret d’étudier en Afrique de l’ouest parce que le culture est formidable. De plus, j’ai étudié les pays dans l’école et je me suis tombé amoureux vous trouvez ci-joint une expose sur le Sénégal que j’ai écrit le derniere année. Cependant, pour répondre à la deuxième question les deux domaines m’intéresse parce que j’ai déjà dit, le culture africain est merveleuse. Donc, l’économie est très important. Il est dommage que l’argent soit le plus important partie de la vie, mais ce soit vrai. Veuillez m’envoyer information sur la communauté local à Benin?
Autre fois, je vous remercie.

Sincères salutations,
Je n'ai pas compris la première question vous me demandez.

Laurent Bocca,

Afrique est très jolie et je pense les enfants doit visiter les plus importants cités. Si les enfants regardé les photos sous le net on ne va pas étre le mème. Nous pouvons essayer de visiter toute les capitales de toute les pays de Afrique. Mais aussi je pense nous doit visiter Afrique avant pour voir si c'est pas dangereux. Mais, quoi est-ce que vous me demande vraiment ?

T'as beaucoup de chose les élèves pour étudier dans l'Afrique. Par exemple, ils pouvaient aller au Egypt et voir les "Pyramids" ou ils pour regardé pour des fossiles, comme les Americans appelle les chose mort. Je ne pense pas les élèves doit alle au ressort mais ils doit vivre avec les gens qui mènent dans le vie rural.
Task 1: E-mail Reply

Overview

This task assessed writing in the interpersonal communicative mode by having students write a reply to an e-mail message. Students were allotted 15 minutes to read the message and write the reply. The response received a single, holistic score based on how well it accomplished the assigned task. Students needed to be able, first, to comprehend the e-mail, and then to write a reply using a formal form of address. The reply had to address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message.

The course theme for the e-mail reply was “la quête de soi,” and the task required the student to respond using formal register to two questions from an administrator in charge of allocating scholarships to foreign students interested in studying at the University of Abomey-Calvi in Benin. It is explained in the introduction of the e-mail message that the student had requested information about such a scholarship. The two questions were the following: “What would be of interest to you about studying in West Africa?” and “Which one of the fields of study mentioned [cultural or economic] interests you and why?” The student was also required to ask for more details about some point mentioned in the e-mail.

Sample: 1A
Score: 4

The student maintains the exchange with a response that is appropriate within the context of the task. All the required information is present with some elaboration; however, the student’s reasons for wanting to study in West Africa and pursue study within the “domaine culturel” seem to be the same: the student wants to see more of the world and cites a personal motivation tied to the heritage of the student’s mother. The response is fully understandable, and while there is one passage that could impede comprehensibility (“Merci encore de votre concerne dans mes matières”), the errors present do not create problems for the reader. The vocabulary is generally appropriate to the task, although there are some misuses (“Pour addresser votre première question”; “ma seule chance”) and mistakes (“Merci de m’avoir répliqué”; “j’ai hâte de lire votre réplique”). There is general control of grammar and syntax, with some successful longer and more complex structures (“c’est à cause de mon intérêt dans le monde que je veux étudier au Bénin”). There is another example of a complex sentence that is correct, except for two verb tense choices (“quand j’étais jeune ma mère m’avait dit qu’il faut que je voyage en Afrique comme elle l’a fait quand elle était jeune”). There are nonetheless occasional errors in several grammatical categories: subject-verb agreement (“je parts”; “elle veux”; “Je vous serez reconnaissant”), adjective agreement (“ma mère est Africain”; “Quelles sont les cours les plus populaire”), prepositions and articles (“de les bourses”; “je suis plutôt intéressé dans le domain culturel”), and object pronouns (“y visiter”). While formal register is well maintained throughout the response, the opening (“Madame”) is problematic, since the student has misidentified Laurent Bada as female. This response is an example of good performance in interpersonal writing, and it earned a score of 4.

Sample: 1B
Score: 3

The student maintains the exchange with a response that is basic within the context of the task. Both questions are answered, and there is a request for further details about something mentioned in the e-mail. The response is generally understandable, with the occasional error that may impede comprehensibility (“je l’intérêt”). The vocabulary is appropriate yet basic, and some of the attempts to use more advanced vocabulary to link ideas within more complex sentences are unsuccessful (the use of “De l’autre côté,”
Task 1: E-mail Reply (continued)

“cependant,” and “Donc,” none of which is used logically in this response). While there are some grammatically correct passages that show some control of grammar and syntax (“pour repondre à votre premiere question”, “j’ai etudié les pays dans l’école”; “une expose sur le Sénégal que j’ai écrit”), there are also a number of errors involving gender (“le culture”), tense (“je tombe amoureux”, “vous trouvez”), subject-verb agreement (“les deux domaines m’intresse”), adjective agreement (“l’économie est très important”), and mood (“mais ce soit vrai”). A formal register is maintained throughout, and both the opening (“Cher Monsieur”) and the closing (“Sincères salutations”) are appropriate for formal correspondence, even if the lead-up to the closing is problematic (“Autre fois, je vous remercie”). This response is a clear example of fair performance in interpersonal writing, and it earned a score of 3.

Sample: 1C
Score: 1

This response represents an unsuccessful attempt to maintain the exchange. The student provides a response that is inappropriate within the context of the task, providing almost none of the required information. The student seems to understand that an e-mail reply is required; however, while the student references Africa and study in Africa, there seems to be a lack of understanding that a more appropriate response would involve discussion of the student’s potential trip to West Africa on a scholarship. In fact, the student makes the lack of comprehension clear in some of the statements made and questions asked in the response (“Je n’ai pas compris le premire question vous me demande”; “Mais, quoi est-ce que vous me demande vraiment?”) Because of the very few vocabulary resources and the lack of control of grammar and syntax, the reponse is often not understandable for long passages (“Si les enfants regarde a les photos sour le net sa ne va pas etes le meme”; “ils peur regarde pour des fossils”; “Je ne panse pas les eleves doit alle au resorts mais ils doit vivre avec les gents qui habete dans le vie rural”). The formal vous is used throughout the response, but the opening (“Laurent Bada”) is not appropriate for formal correspondence, and there is no closing. The lack of linguistic accuracy and the lack of appropriateness within the context of the task result in this response being an example of poor performance in interpersonal writing. It earned a score of 1.