### Interpersonal Speaking: Conversation

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

Note: Students’ responses are quoted verbatim and may contain grammatical errors. In the transcripts of students’ speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task evaluates speaking skills in the interpersonal communicative mode by having students respond as part of a simulated conversation. It comprises a statement in English that identifies an interlocutor and conversation topic, followed by a series of four related prompts in Japanese. After each prompt, students have 20 seconds to respond.

On this year’s exam students participated in a conversation with Takeshi Nakamura, a homestay coordinator, about an upcoming homestay. To successfully respond to the prompt, students had to (1) respond to the coordinator’s self-introduction, (2) explain why they wanted to do a homestay, (3) express their preference for either a week-long or month-long program, and (4) indicate a day and time they could meet the following week for further discussion.

Sample: A
Score: 5

Transcript of Student Response
こちらこそ、よろしくおねがいします。私の名前は、[name of candidate]です。Um, ええと、このホームステイに楽しみにしています。ええと、何でも聞いてください。

Commentary

This response suggests emerging excellence in interpersonal speaking. It directly addresses the prompt and provides a thorough and appropriate response with some elaboration (何でも聞いてください). The flow of expression is relatively smooth, and the register is consistent and appropriate to the situation. Although the response is relatively short, the use of grammar is appropriate, with a minor error (ホームステイに楽しみにしています) that does not distract from the message. The response could have received a higher score had it contained more complex grammatical structures and rich vocabulary or had it provided more elaboration and detail.

Sample: B
Score: 4

Transcript of Student Response
はじめまして。あたし、名前は [name of candidate] です。Uh, あたし、えっと、いいえ、laugh どうぞよろしくお願いします。えー、わたしは、えっと、うん、ホームステイをとってもうれしいねえ。ああ、すごいなあ。すごいで、laugh ありがとうございます。
Interpersonal Speaking: Conversation 1 (continued)

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response. The pace is generally consistent, albeit with several hesitations, filled with pauses (Uh; えっと), and repetitions. The strained flow of expression does not interfere with comprehensibility. The response includes some lapses in register (うれしいねえ; すごいなあ). It is comprised of formulaic expressions and simple structures. The response could have earned a higher score had it contained some elaboration and detail and exhibited more ease of expression and consistent use of register.

Sample: C
Score: 2

Transcript of Student Response
おはようございます。僕は [name of candidate] です。

Commentary

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt partially with a greeting and self-introduction, but it does not respond to the prompt's use of はじめまして or よろしくお願いします. The response is short and contains two basic structures, a formulaic greeting (おはようございます) and 僕は [name of candidate] です. The speech is fast and somewhat slurred. This response could have earned a higher score had it directly addressed the fact that the student was meeting Mr. Nakamura for the first time.
Interpersonal Speaking: Conversation 2

Sample: A  
Score: 6  

Transcript of Student Response  
まあ、あたしー、ずっと前から日本が大好きだから、ま、ちゃんと経験したいんですね、と思いますよく友達と話したり、テレビとかを見たら、本当に、日本の生活は楽しそうですね、と思って、私も経験したいと思いま
す。

Commentary  
This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides a through response, including elaboration and detail explaining why the student desires to do a homestay. (よく友達と話したり、テレビとかを見たら、本当に、日本の生活は楽しそうですね、と思って) The flow of expression and pace are natural with only minor errors (経験したいんですね、と思います should be 経験したいと思います). Appropriate register and style are used consistently. The response demonstrates excellent use of grammar (んです; 話したり; テレビとか; 楽しそう) and contains a variety of vocabulary (生活), including rich vocabulary (経験; ちゃんと).

Sample: B  
Score: 4  

Transcript of Student Response  
うーん、いつも日本語の、文化を、が、いもし、が、面白い、と思いますから、ホームステイを、したいで
す。

Commentary  
This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (文化が、面白い、と思いますから). The grammatical structures are appropriate with one minor error (いつも ... 面白い). The inconsistent pace marked by some hesitation does not interfere with comprehensibility. This response could have earned a higher score had it included stronger language use and elaboration.

Sample: C  
Score: 2  

Transcript of Student Response  
えっとー、ホームステイを、は、やさしい、oh えっと、ホームステイはたのしい、uh ですか。

Commentary  
This response suggests a lack of competence in interpersonal speaking. It addresses the prompt and provides an appropriate but incomplete answer (ホームステイはたのしい、uh ですか). The expression is labored, and the response contains frequent hesitation and fragmented language (えっと、ホームステイを、は、やさしい). This response could have earned a higher score had it clearly stated a reason and exhibited better delivery.
Interpersonal Speaking: Conversation 3

Sample: A  
Score: 6

Transcript of Student Response
実は一ヶ月の方が、いいと思います。あの、私は、uh、高校でたくさん日本語を、uh、勉強する機会ありませんから、一ヶ月、uh、一ヶ月びん、一ヶ月間、uh、勉強することが出来たらいいと思います。

Commentary
This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt with a very thorough and appropriate response by stating a preference and providing a detailed explanation for the student’s choice (私は、高校でたくさん日本語を、勉強する機会ありませんから). The expression is easy and flowing, with a natural pace and minimal hesitation. There are examples of excellent grammar and syntax (実は；勉強することが出来たら)，as well as rich vocabulary (機会；一ヶ月間).

Sample: B  
Score: 4

Transcript of Student Response
あーとー、一週間、だと思います。なぜなら、あのう、あー、みじかいです。ああ、いがつかんはとてもながいです。

Commentary
This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate answer by stating a preference (一週間) for one of the programs. The attempt to provide a reason (なぜなら、あのう、みじかいです) is limited to simple structures that do not clearly state a reason for the choice. The response contains several errors (だと思います；いがつかん) that do not interfere with comprehensibility. This response could have earned a higher score had it contained a more clearly stated reason for the student’s preference. It could also be strengthened by the addition of elaboration and detail.

Sample: C  
Score: 2

Transcript of Student Response
Mmm, 多分、一週間は、もっとぷるん、だから、[cough] じゃ、たくさん時間がないよ？ それでも。 それは ss。

Commentary
This response demonstrates a lack of competence in interpersonal speaking. It directly addresses the prompt by attempting to state a choice, but the statement of preference is not clear (一週間は、もっとぷるん). The pace is inconsistent and marked by hesitation (Mmm). The limited control of grammatical structures interferes with comprehensibility (じゃ、たくさん時間がないよ). This response could have earned a higher score had it contained a clear program choice.
Interpersonal Speaking: Conversation 4

Sample: A
Score: 6

Transcript of Student Response
えっと、私は来週たくさん試験があるから、uh ちょっと忙しい。でも、uh 来週週末、土曜日に、uh 昼ごはん、時に、uh はなしする、できます。uh その時は、いいんですか。

Commentary
This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt thoroughly and appropriately, including elaboration and detail by stating a reason (試験があるから) and providing a specific date and time (土曜日に、uh, 昼ごはん、時に). The flow of expression and the pace are natural with minimal use of filled pauses (uh), which do not distract from the message. The use of register is appropriate and consistent. The response demonstrates excellence use of rich vocabulary (uh) as well as grammar with minor errors (昼ごはん時に for 昼ごはんの時に; はなしする、できます for はなすことができます).

Sample: B
Score: 4

Transcript of Student Response
来週の月曜日の..1 時は、いいと思います。

Commentary
This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response, but does not include elaboration or details. The grammatical structure is simple and contains an error (いいだと思います). The response exhibits some unnatural flow and hesitation that does not interfere with comprehensibility. This response could have received a higher score had the student spoken at a smoother pace, exhibited more control of grammatical structures, and included more varied vocabulary while giving a reason for preferring the selected meeting day and time.

Sample: C
Score: 2

Transcript of Student Response
uh でも、.. でも 、.. いっす、来週、が、いい、がいいです。はい、来週がいいです。.. いいと思います。

[laughter]

Commentary
This response suggests a lack of competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate but incomplete answer (no specific date and time is mentioned). The expression is labored, and frequent hesitation and repetition interfere with comprehensibility (e.g., でも、.. ても; いい、がいいです), requiring constant listener effort. This response could have received a higher score had it demonstrated better control of grammatical structures.