

Large Scale Assessment of Oral Proficiency

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Theoretical Background and Rationale

Since the notion of Communicative Competence was publicized by Dell Hymes (1972) in his "On Communicative Competence", teachers, who had acknowledged the limitations of Structuralism and the limitations of the application of Transformational Generative Grammar to teaching, have been intrigued by the idea of Communicative Competence. The applied device of Communicative Competence called the "Communicative Approach" has come into vogue among English teachers around the world. Moreover, the communication boom has been the center of language teaching and learning along with the idea of the communicative approach in the field of language teaching and the notion of Communicative Competence (Canale and Swain 1980; Littlewood 1981; Richards and Schmidt 1983). In other words, language teaching methodologies which concentrated on linguistic aspects of a language have been replaced by a new dimension of language teaching which focuses more on communication.

If we look at communication ability (especially speaking ability) in terms of testing, there is a great discrepancy between the expansion of the communication boom and the accurate measurement of the communication

ability (speaking ability) because of the difficulties involved in the construction and administration of a speaking test.

A review of the literature on speaking tests provides us with the following information of the actual situation of testing speaking ability. (Nakamura 1993; 1994).

- (1) Existing overseas speaking tests cannot be directly employed for assessing Japanese students' speaking ability in a classroom situation because of their level of difficulty and lack of practicality in the Japanese classroom situation.
- (2) There are almost no valid and reliable speaking tests available in a classroom setting to assess the lower and intermediate level students' speaking ability minutely.
- (3) Few studies are concerned with the definition of the construct of speaking ability.
- (4) Few Japanese scholars have conducted research on the influences of the speech modes (or the test tasks) on students' speaking performance.
- (5) There are no large scale speaking tests developed in Japan which are based on native speakers' scoring standards that can be easily conducted by Japanese teachers.

Purpose of the Research

The purpose of this research is to examine the detailed components of Japanese college students' English speaking ability by using the present researcher's constructed oral proficiency test which is theoretically based on Bachman's Communicative Language Ability model (1990) and to check the validity, reliability and feasibility of the test.

Research Design and Methods (Procedures)

Let us compare the Bachman model and the present researcher's framework in Table 1. While there may be no exact one to one correspondence between Bachman's terms and the present researcher's terms, the nature of the test itself involves integration of the aspects of speaking ability. Consequently, "grammatical competence," "textual competence" or "illocutionary competence" are at least indirectly incorporated into certain of the items.

Table 1.
Comparison between the Bachman model and the Present Researcher's Framework

Bachman	Present Researcher
Communicative Language Ability	
Language Competence	
1) Organizational Competence	
(1) Grammatical Competence	-----
(2) Textual Competence	Speaking Ability
2) Pragmatic Competence	1) Linguistic Competence
(1) Illocutionary Competence	-----
(2) Sociolinguistic Competence	-----
3) -----	2) Interactional Competence
Strategic Competence	-----
Assessment	-----
Planning	3) Sociolinguistic Competence
Execution	***
Psychophysiological Mechanisms	
Productive	
Oral	
Visual	***
Receptive	
Oral	
Visual	

NB. 1) The dash (—) means that there is no exact equivalence.

2) The asterisk (*) means that the category is not practical for assessing speaking ability.

The present researcher's theoretical framework of speaking ability with tasks is as follows:

Table 2. Speaking Ability

Linguistic Competence	"Interactional Competence"	"Sociolinguistic Competence"
<p><u>Task 1</u> (Speech Making)</p> <p><u>Task 2</u> (Visual–Material Description)</p>	<p><u>Task 3</u> (Conversational Response Activities) 20 sentences or questions</p>	<p><u>Task 4</u> (Mini Contexts) 15 mini contexts</p>

Eighty college students took the test consisting of four tasks shown in Table 2 (Task 1: Speech Making, Task 2: Visual–Material Description, Task 3: Conversational Response Activities, Task 4: Sociolinguistic Competence Test named Mini Contexts). (See Appendix for the test items).

Eleven raters* (4 Japanese and 7 native English speakers), who have been teaching English for at least one year, evaluated eighty audio tapes on which the students' responses had been recorded in the language laboratory. The raters used the scoring sheet and scoring criteria designed by the present researcher. The first two tasks were rated on a four point scale (below average, average, above average, very good) in each linguistic component such as grammar, vocabulary, pronunciation etc. Conversational responses were rated on a four point scale (no answer, conversationally inappropriate, conversationally appropriate, very good). Sociolinguistic competence answers were rated on a four point scale (no answer, sociolinguistically inappropriate, sociolinguistically appropriate, very good). (See Appendix for the details of the scoring sheet).

* Eventually, the results of 10 raters (4 Japanese and 6 Native) were used for statistical analyses.

The data was analyzed in various ways by computing descriptive statistics, reliability, factor analysis, etc. And this paper will mainly report three of them; 1) the results of inter-rater reliability ,2) the results of factor analysis and 3) the analysis of concurrent validity.

Results and Discussion

1. Inter-rater reliability

Table 3 shows the inter-rater reliability among 11 raters (four Japanese and seven native English speaking raters). All the correlation coefficients of these 11 raters were acceptable with two exceptions. That is, all but two were higher than .70 which was set up as the lowest limit of the correlation

**Table 3. Results of Inter-rater Reliability
(Pearson's Correlation Coefficients)**

	A	B	C	D	E	F	G	H	I	J	K
A											
B	.88										
C	.79	.83									
D	.91	.83	.76								
E	.90	.86	.84	.87							
F	.90	.88	.80	.89	.87						
G	.76	.74	.80	.77	.85	.77					
H	.85	.86	.78	.82	.91	.88	.87				
I	.84	.86	.85	.84	.91	.85	.88	.91			
J	.75	.77	.66	.74	.74	.73	.69	.80	.77		
K	.85	.86	.76	.84	.90	.83	.81	.87	.85	.72	

N.B. A-D: Japanese Raters

E-K: Native English Speaking Raters

in the operational definition*. These two exceptions are .66 (between Rater J and Rater C) and .69 (between Rater J and Rater G). In both cases, Rater J obviously had a crucial influence on the low correlation because Rater C has no other low correlations with the other raters except the .66 and neither does Rater G except for the .69.

Furthermore, we have explicit evidence in another section where Rater J was behaving rather differently from the others in his evaluation, which became evident from the standard deviation. (See Table 4 below)

*The operational definition of inter-rater reliability is "the correlation coefficient should be over .70."

In Table 4, the results of standard deviation demonstrate that while ten raters out of eleven used the scoring scale more or less fully, Rater J used a very small range on the scale especially in Tasks 3 and 4. Consequently, our decision to eliminate Rater J from the analysis is supported by the limited use of the scoring scale and the low correlation in Table 3. And

Table 4. Mean, SD of Each Rater in Each Task

Rater	Task		Task2		Task3		Task	
	M	SD	M	SD	M	SD	M	SD
A	1.85	.78	1.97	.74	2.87	.42	2.56	.40
B	2.32	.80	2.15	.71	3.06	.38	2.47	.37
C	1.81	.65	1.70	.60	2.75	.41	2.31	.38
D	1.83	.70	1.60	.63	2.66	.32	2.32	.31
E	1.60	.52	1.56	.46	2.72	.37	2.27	.32
F	2.06	.64	1.97	.58	2.71	.33	2.50	.35
G	2.08	.60	1.83	.42	2.96	.38	2.34	.30
H	2.07	.65	1.93	.60	2.91	.40	2.38	.30
I	2.11	.45	1.96	.44	2.91	.39	2.22	.39
J	1.68	.42	1.65	.41	2.52	.24	2.11	.12
K	1.97	.44	1.93	.44	2.89	.37	2.42	.26

the scores of Rater J will be eliminated from the statistical analysis of the present study.

In Table 3, the range of correlation coefficients of 10 raters (without Rater J) is from .72 to .91. The range of correlation coefficients of four Japanese raters is from .76 to .91. The range of correlation of six native English speaking raters is from .72 to .91. All of these correlations are highly acceptable considering that we are dealing with a productive speaking test.

One of the ultimate goals of this study was to investigate the correlation between native speaking and Japanese raters and to improve the discrepancy between them so that eventually Japanese raters can evaluate students' English speaking ability using native speakers' standards by themselves.

The range of correlation between each Japanese rater (Rater A — Rater D) and native English speaking raters is as follows:

Rater A: .76 — .90

Rater B: .74 — .88

Rater C: .76 — .85

Rater D: .77 — .89

Each range is acceptable, granted the experimental nature of this speaking test. We can say that Japanese raters can evaluate students' English speaking ability in a way more or less similar to native speakers. This indicates that in actual test situations Japanese raters could either evaluate students' speaking ability with the collaboration of one native speaker or they themselves can evaluate students' speaking ability alone within the range of .74–.90 correlation with native speakers.

In other words, one of the elements of practicality of this test was demonstrated by the high inter-rater reliability between Japanese and native English speaking raters.

Rater J's unusual behaviour of scoring, however, gives the present researcher two important suggestions to improve the test. One is to conduct a more comprehensive training session and the other is to adopt at least two raters (sometimes three) to have a better evaluation of students' speaking ability.

2. Factor Analysis

Table 5 shows that all the items except item 35 (it can be neglected, because its factor loading is below .30) in Factor 1 are from Task 1 and Task 2. All the items of Factor 2 are derived from Task 3 and Task 4.

In Table 6, items (1–12) which are from Task 1 and Task 2 are all included in Factor 1. However, some items from Task 3 and Task 4 (16, 18, 28, 31, 37, 39, 40, 42) are included in Factor 1. All the items in Factor 2 are from Task 3 and Task 4.

Tables 5 and 6 demonstrate two factors which were extracted for the group of native English speaking raters and the group of Japanese raters respectively. Among the group of native English speaking raters the two-factor structure fits almost perfectly. Factor 1 consists of all the items of Task 1 and Task 2 plus one item from Task 4. Factor 2 consists of all the items of Task 3 and Task 4 except the item mentioned above of Task 4 in Factor 1.

The group of Japanese raters, however, did not show the same pattern as the native English speakers. Factor 1 is composed of not only all the items of Task 1 and Task 2 but also some items of Task 3 and Task 4. Factor 2 consists of the other items of Task 3 and Task 4.

To explain this complexity of factor analysis, we can use the results of task correlations of native English speaking raters and Japanese raters.

Table 7 shows that in the rating of native English speaking raters as

Table 5. Factor Analysis (2 Factors)
(Six native speakers as one group)
Factor loading of less than .30 is not reported.

item	Task	Factor1	Factor2	Communality
1	1			.70
2	1			.62
3	1			.79
4	1	.82		.76
5	1	.79		.84
6	1	.85		.82
7	2	.85		.74
8	2	.89		.64
9	2	.88	.39	.72
10	2	.83	.56	.44
11	2	.77	.31	.63
12	2	.75	.31	.60
35	4	.56		.11
		.73		
13	3	.71	.37	.16
14	3			.07
15	3		.63	.41
16	3		.30	.15
17	3		.48	.27
18	3		.34	.21
19	3		.59	.35
20	3		.44	.24
21	3	.31	.64	.43
22	3		.40	.18
23	3		.51	.26
24	3		.44	.27
25	3		.65	.45
26	3		.43	.21
27	3		.48	.26
28	3		.55	.39
29	3		.48	.27
30	3		.41	.21
31	3	.31		.04
32	3		.40	.18
33	4		.47	.44
34	4		.44	.33
36	4		.44	.24
37	4		.41	.30
38	4	.37	.39	.25
39	4		.46	.30
40	4	.36	.41	.23
41	4	.32	.61	.48
42	4	.30	.56	.38
43	4		.48	.29
44	4	.34	.48	.30
45	4		.63	.44
46	4		.52	.28
47	4		.39	.22
Factor	Eigenvalue	Percentage of Variance	Cumulative Percentage	
1	14.44	30.7	30.7	
2	3.44	7.3	38.0	

Table 6. Factor Analysis (2 Factors)
(Four Japanese raters as one group)
Factor loading of less than .30 is not reported.

item	Task	Factor1	Factor2	Communality
1	1	.83		.72
2	1	.86		.79
3	1	.90		.84
4	1	.89		.84
5	1	.89		.83
6	1	.90		.83
7	2	.83		.74
8	2	.83		.77
9	2	.84		.76
10	2	.75		.65
11	2	.85		.79
12	2	.79	.33	.74
16	3			.09
18	3	.42		.23
28	3	.51	.51	.46
31	3	.32		.11
37	4	.52	.31	.37
39	4	.52		.32
40	4	.46		.29
42	4	.44	.43	.37
13	3		.52	.28
14	3		.35	.13
15	3		.59	.36
17	3		.42	.19
19	3		.42	.18
20	3		.56	.37
21	3		.56	.38
22	3		.38	.15
23	3		.48	.27
24	3	.34	.36	.24
25	3		.66	.50
26	3		.47	.27
27	3		.49	.32
29	3	.33	.45	.31
30	3	.32	.39	.26
32	3		.48	.28
33	4	.44	.45	.40
34	4	.43	.43	.37
35	4	.33	.36	.24
36	4		.42	.26
38	4		.43	.31
41	4	.38	.56	.46
43	4	.34	.48	.35
44	4	.34	.51	.37
45	4		.56	.38
46	4		.52	.27
47	4	.30	.38	.24
Factor	Eigenvalue	Percentage of Variance	Cumulative Percentage	
1	16.65	35.4	35.4	
2	3.03	6.4	41.9	

**Table 7. Inter – Task Correlations of Native Raters as One Group
(Using t – scores)**

	Task1	Task2	Task3	Task4	All
Task1					
Task2	.75				
Task3	.50	.56			
Task4	.58	.62	.76		
All	.82	.85	.85	.88	

**Table 8. Inter – Task Correlations of Japanese Raters as One Group
(Using t – scores)**

	Task1	Task2	Task3	Task4	All
Task1					
Task2	.78				
Task3	.59	.65			
Task4	.68	.67	.76		
All	.86	.88	.87	.89	

one group (Rater E through Rater K except J) each task has a tight relationship with the total score. In other words, each task is part of the common element.

More importantly, Task 1 correlates higher with Task 2, while Task 3 correlates more strongly with Task 4.

Table 8 demonstrates almost identical results with the one for native English speaking raters. Each task highly correlates with the total score. Task 1 has a closer relationship with Task 2 while Task 3 has a tighter relationship with Task 4.

Since the strong correlations between Task 1 and Task 2, and between Task 3 and Task 4 were recognized in the task correlation analysis, the tightness of Task 1 and Task 2 in Factor 1 and the tightness of Task 3 and Task 4 in Factor 2 should be well thought of and maintained in the factor analysis.

Thus, we will combine the scores of Japanese raters and native English speaking raters, and make one group of ten raters, then run a two-factor structure as follows:

Table 9 clearly demonstrates two factors among ten combined raters of Japanese and Native English speaking raters, although two minor items (item 37 and item 31) are included in Factor 1 which could be ignored from the viewpoint of factor loadings. Each one has lower factor loading compared to the other twelve items in Factor 1. Therefore, we can claim that twelve items from Tasks 1 and 2 are all included in Factor 1 and the other items will all go to Factor 2. This will be of great help to support the explanation of the two-factor structure in Tables 5 and 6 where we had difficulty in explaining two factors in the rating of native English speaking raters and Japanese raters.

Although we started with three proposed competences: "Linguistic Competence", "Interactional Competence" and "Sociolinguistic Competence", we were able to obtain two factors. We can call Factor 1 (Task 1 and Task 2) "Linguistic Ability" because it has many substantial linguistic elements common to other tasks.

On the other hand, we can call Factor 2 (Task 3 and Task 4) "Interactional-Sociolinguistic Ability" because it includes mainly situation-oriented impromptu language ability.

Another difference between these two factors is that "Linguistic Ability" measures how well students are organizing or structuring logically connected sentences whereas "Interactional-Sociolinguistic Ability" assesses how many appropriate expressions students know. To put it another way, the former ability deals with students' speaking ability from the viewpoint of integration, while the latter one examines students' speaking ability from the discrete point of view.

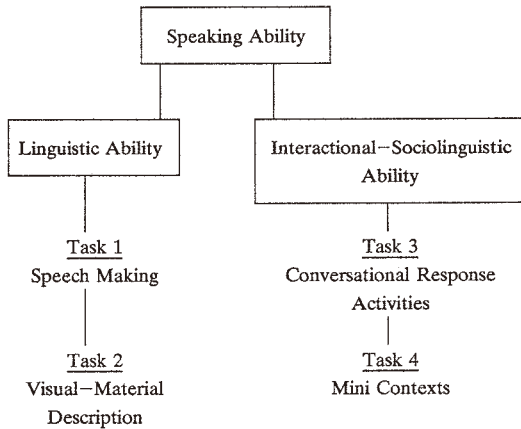
Table 9. Factor Analysis (2 Factors)
(Ten raters as one group)
Factor loading of less than .30 is not reported.

item	Task	Factor1	Factor2	Communality
5	1			.52
3	1			.56
6	1			.66
4	1			.64
2	1			.69
11	2			.65
8	2			.53
9	2			.54
1	1	.82		.56
12	2	.80		.44
7	2	.79		.59
10	2	.79		.54
37	4	.74		.15
31	3	.73		.07
		.71	.34	
25	3	.71		.32
15	3	.71		.08
45	4	.70	.58	.21
21	3	.69	.56	.18
23	3	.62	.53	.23
41	4	.62	.51	.25
19	3	.34	.49	.28
20	3		.48	.15
43	4		.47	.24
28	3		.47	.21
17	3		.47	.38
42	4		.45	.18
44	4		.45	.23
38	4		.45	.32
29	3		.44	.23
46	4		.44	.18
27	3		.44	.07
33	4	.34	.43	.18
34	4		.43	.28
24	3		.41	.24
13	3		.40	.11
36	4		.40	.17
47	4		.39	.23
32	3		.39	.22
22	3		.38	.20
26	3	.33	.38	.16
30	3		.38	.30
18	3		.36	.26
40	4		.35	.25
39	4		.33	.23
35	4		.33	.32
16	3		.32	.19
14	3			.19
Factor	Eigenvalue	Percentage of Variance	Cumulative Percentage	
1	11.43	24.3	24.3	
2	2.98	6.3	30.7	

Still another difference is that "Linguistic Ability" concentrates on one-way production ability by making a speech or giving a description whereas "Interactional-Sociolinguistic Ability" asks for two-way/reciprocal communication ability even in the tape-mediated situation.

The reason the present researcher changed the name from "competence" to "ability" is that both factors are dealing with the ability to use knowledge. Students should be able to do things in English with the knowledge and the test is measuring how well students are able to perform with their knowledge. The revised framework of speaking ability is as follows:

Revised Framework of Speaking ability with Tasks



3. Concurrent Validity

Concurrent Validity — one kind of criterion related validity — was investigated by comparing the results of the present test against teachers' estimates of students' speaking ability.

Table 10. Correlation between Teacher's Estimate and Four Tasks

JG=Combination of Japanese and Native Raters

J=Japanese Raters

G=Native English Speaking Raters

TA=Teacher's Estimates

	TA
JG1	.71
JG2	.70
JG3	.70
JG4	.70
JGALL	.80

Table 10 indicates that the correlation between the teacher's estimates and the results of the present researcher's test was reasonably high and acceptable.

Given the fact that the teacher's estimates are also subjective, and that the present researcher's test results are equally subjective. The correlation between them of .80 (JGALL) is respectfully high and acceptable.

There was a high concurrent validity between the present researcher's test and the teacher's estimates. The possible reasons are:

- 1) the researcher gave a detailed explanation of the purpose of the estimates (to separate students into four different levels, and not to include non-linguistic aspects by concentrating on students' speaking ability)
- 2) teachers understood the present researcher's purpose and gave an accurate estimate

However, the common variance (64%) is not high enough to allow consistently accurate predictions of students' speaking ability in different situations using teacher estimates, because the remaining 36% of the variance is not common.

One reason for this 36% of the variance which is not common is that

the present researcher's speaking test is a semi-direct test conducted in the language laboratory, while teacher's estimates are based on the face to face evaluation of the students' speaking ability.

Another reason is that the present researcher's test is an analytic evaluation and consists of discrete points of speaking ability, while teachers' estimates are a holistic evaluation and are composed of paralinguistic aspects (such as facial expressions, gestures, non-verbal expressions) as well as linguistic aspects even though the present researcher asked teachers to concentrate on the speaking ability only.

Still another reason could be that classroom teachers are poor estimators of speaking ability.

Nevertheless, we do not know exactly why there is a certain difference between the test results and the teachers' estimates.

Consequently, we could evaluate students' speaking ability more accurately if both of these two approaches (the present researcher's semi-direct test and teachers' estimates) were to play a complementary role by taking advantages of themselves.

Conclusions

The present speaking test based on Bachman's Communicative Language Ability model was able to shed light on the most undeveloped part of language skill testing — the assessment of oral proficiency — and was able to measure Japanese students' English speaking ability comprehensively in terms of Communicative Competence and helped us understand what speaking ability is. The test has also shown that it is possible for Japanese teachers of English to conduct the speaking test in a classroom setting by themselves easily, quickly, effectively and economically.

NOTES

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APPENDIX I

1). Speech (Two-minute Speech) Making Test

Directions:

- 1) Please choose one topic you want to talk about from among the eight topics given below.
- 2) Please take five minutes to prepare your speech.
- 3) Please give a two-minute speech about the topic you have chosen by giving the reason you chose it.

Topics:

- 1) My Friends
- 2) My Family
- 3) Part-time Work
- 4) My Hobbies
- 5) Traveling
- 6) Fashion
- 7) Telephone Conversations
- 8) College Life

2). Visual-Material Description Test (See Appendix II)

Directions:

- 1) Please choose one item from among the following you would like to describe.
- 2) Please take five minutes to prepare your description.
- 3) Please describe the item you chose or give as much information as possible about it within two minutes.

3). Conversational Response Test

Directions:

- 1) You will hear twenty questions or sentences in English each followed by a pause.
- 2) Please give a quick and appropriate response in English to each sentence.

Twenty recorded sentences or questions:

- 1) Nice to meet you.
- 2) What is your name?
- 3) Could you spell it please?
- 4) How are you?
- 5) What do you do?
- 6) Can you tell me the time?
- 7) What is the date today?
- 8) What is the weather like today?
- 9) What do you usually do on Sundays?
- 10) How do you come to school?
- 11) Thank you for everything.
- 12) Will you do me a favor?
- 13) Say hello to your family.
- 14) It's a beautiful day, isn't it?
- 15) Let's have a cup of coffee.
- 16) I'd like you to meet my sister.
- 17) I'll see you at the restaurant at six tomorrow.
- 18) Do you mind if I use your eraser?
- 19) Would you like some ice cream for dessert?
- 20) How about playing tennis next Sunday?

4). Sociolinguistic (Mini Contexts) Competence Test

Directions:

- 1) You will hear fifteen contexts in Japanese each followed by a pause
- 2) Please give an appropriate response in English in each context.

Context 1 (Apologizing and making an excuse)

You are late for your class. You missed the school bus. Please apologize and make an excuse to your teacher.

Context 2 (Complaining and requesting)

You are in a non-smoking section of a waiting room at the airport. Someone started smoking. You have a cold and a sore throat. Please complain about it and request him/her to stop it.

Context 3 (Asking for repetition)

You didn't understand what your teacher said. You want the teacher to repeat it. Please make a request to your teacher.

Context 4 (Questioning)

You want to know the train schedule. Please ask about the departure time of the next train for Kyoto at the ticket office.

Context 5 (Greeting)

You happen to meet your high school teacher (Mr. Suzuki) after a long interval. Please greet him.

Context 6 (Parting)

After talking a while, you part from your teacher. Please say "farewell" to him.

Context 7 (Disagreeing)

Your friend (Tomoko) says jogging is a healthy activity. You don't agree with her. What do you say to her?

Context 8 (Congratulating)

Your friend's older sister won the first prize in a speech contest. Please congratulate her on her success.

Context 9 (Interrupting)

Your supervisor is working in his office. You want to interrupt him for a moment to talk with him. What do you say?

Context 10 (Warning)

Some children are playing baseball and almost break the window of your house. Please warn them.

Context 11 (Telephoning)

You are making a phone call. You want to speak to Mr. Brown. What do you say?

Context 12 (Telephoning)

You answer the phone. Someone wants to talk with your father. But he is out now. What do you say?

Context 13 (Getting an opinion)

You want to get your friend's opinion about last week's college festival. What do you say?

Context 14 (Offering)

You want to serve something to drink to a guest at your house. Please offer something to drink.

Context 15 (Asking for information)

At a department store, please ask the receptionist where the stationery section is.

Scoring Sheet and Scoring Criteria

1). Speech Marking Test

	below average	average	above average	very good
pronunciation				
grammar				
vocabulary				
content				
fluency				
discourse (logicality)				

2). Visual Material Description Test

	below average	average	above average	very good
pronunciation				
grammar				
vocabulary				
content				
fluency				
discourse (logicality)				

3). Conversational Response Test

	no answer	convernationally inappropriate	conersationally appropriate	very good
1 : : 15				

4). Sociolinguistic (Mini Contexts) Competence Test

	no answer	sociolinguistically inappropriate	sociolinguistically appropriate	very good
1 : : 15				

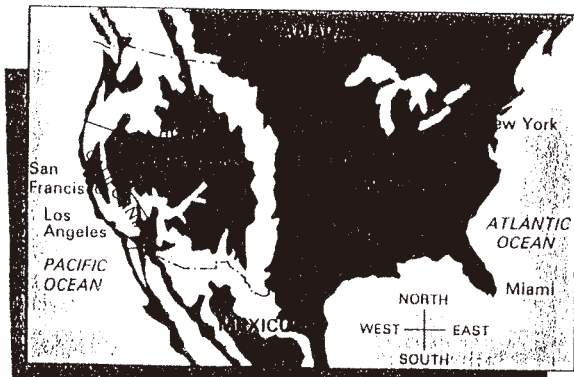
APPENDIX II



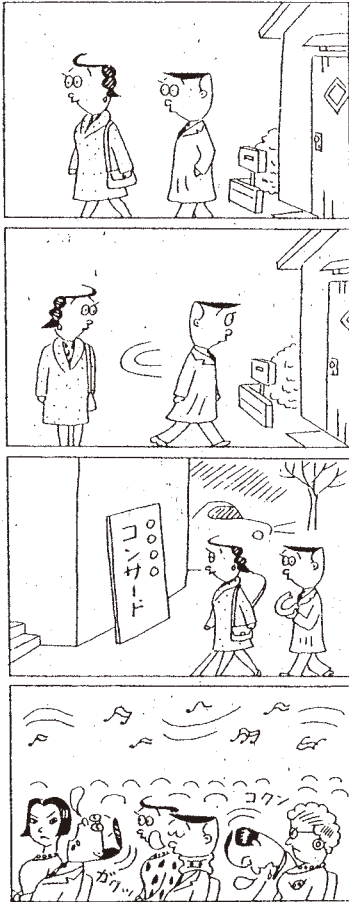
K
(11)

INTERNATIONAL MAIL			
ZONE	1	2	3
Destination	Asia (excluding U.S.S.R. in Asia)	Oceania Middle-Near East North America (including Alaska & Hawaii) Central America	Europe Africa South America
Classification			
LETTERS Up to 10g For each additional 10g or fraction	80 yen 60	100 yen 70	120 yen 100
POST CARDS	70		

L
(12)



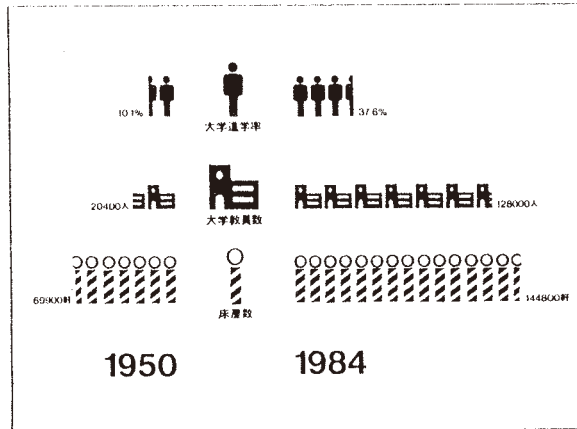
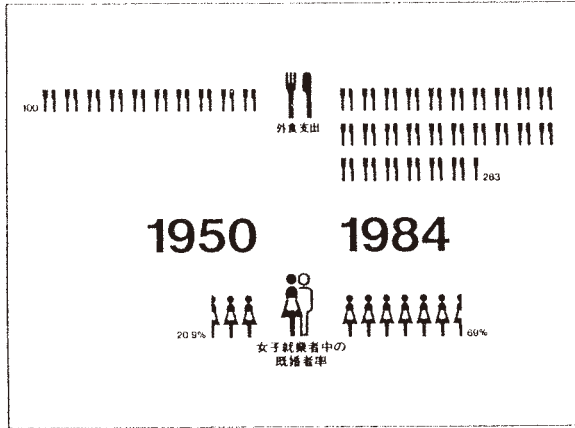
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(13)



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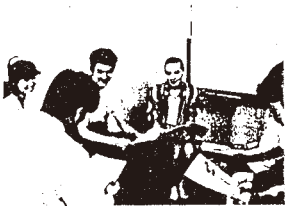


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P
(16)

JAPANESE LANGUAGE BEGINNER'S CLASS



- SMALL, FRIENDLY CLASSES
- ALL LEVELS
- PRIVATE LESSONS AVAILABLE
- FREE TRIAL LESSON
- START ANY TIME

- MORNING CLASSES 9:30—11:00
- EVENING CLASSES 19:30—21:00
- 3 TIMES A WEEK MON, WED, FRI
- LESSON FEE ¥20,000 MTH
- ENTRANCE FEE ¥20,000

RECEPTIONIST TIME MON. — FRI. A.M. 9:15 — P.M. 17:30

Q
(17)

Fuji (8)	Asahi (10)
6:00 Cartoon: Chibi Maruko-chan, :30 Cartoon: Sazae-san	6:00 Vival Cooking, :30 Info Variety: TV—Then & Now, :55 Weather
7:00 Cartoon: Kiteretsu Dai-hyakka, :30 Cartoon: Trap Ikka Monogatari, :58 News	7:00 Global Variety: Catch Me, :30 Quiz: Hint de Pinto
8:00 Info Quiz: Common Sense/Nonsense, :54 (B) News, Weather	8:00 Drama: Daihyo Torishimari-yaku Deka, :54 News, Weather
9:00 Family Special: Koasa's Talk Show, :54 Gourmet	9:02 (B) U.S. Movie: Working Girl
10:00 Quiz: Say Quickly, :30 Shingo & Shinsuke's Talk Variety	10:54 (S) See the World by Train
11:00 (S) Music Fair, :30 FNN News, :45 Pro Baseball News	11:00 Sumo Digest, :30 Night Line ANN
12:50 Horse Racing Digest	12:00 Paris-Dakar Rally, :15 Big Sports World
1:00 Theater Play Info, :25 Enterprises	1:15 (S) What's Next, :30 (S) Club Shinsuke
	2:15 (B) CNN Daywatch

R
(18)

LOCAL TRAINS

All trains go to Cambridgeport and Milton.
Change at downtown station for Rockport and Naperville.

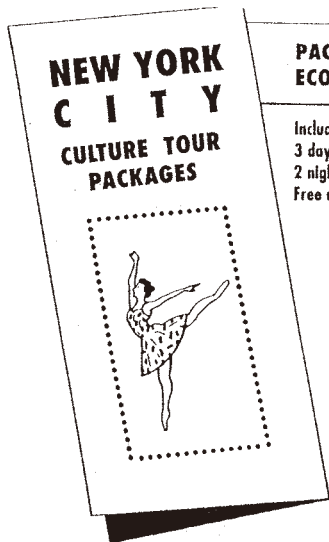
Leave airport

6 a.m. – 12 midnight every forty-five minutes
12 midnight – 6 a.m. every two hours

Fare: \$7.00 one way, \$13.00 round trip

A.M.		P.M.	
Leave airport	Arrive downtown	Leave airport	Arrive downtown
12 midnight	12:35	12 noon	12:35
2:00	2:35	12:45	1:20
4:00	4:35	1:30	2:05
6:00	6:35	2:15	2:50
6:45	7:20	3:00	3:35
7:30	8:05	3:45	4:20

S
(19)



**PACKAGE A
ECONO-PLAN**

Included in price:
3 days in New York City
2 nights in hotel
Free admission to 3 museums

**PACKAGE B
DELUXE PLAN**

Included in price:
3 days in New York City
2 nights in hotel
Free admission to 3 museums
Meals (breakfast & dinner)
Ballet
2-hour walking tour

T (20)

Seminar Schedule

August 1 (Monday)

14:00–16:00 Registration	(Main Building)
16:00–18:00 Orientation	(Seminar Room A)
19:00–20:00 Dinner Party	(Main Dining Room)

August 2 (Tuesday)

9:00–11:50 Seminar 1 (English Literature)	(Seminar Room A)
12:00–13:00 Lunch	(Main Dining Room)
13:00–15:00 Seminar 2 (American Literature)	(Seminar Room B)
15:30–17:30 Seminar 3 (Western Culture)	(Seminar Room B)
18:00–19:00 Dinner	(Main Dining Room)
19:30–20:30 Evening Open Discussion	(Seminar Room A)

August 3 (Wednesday)

9:00–11:00 Seminar 4 (Japanese Culture)	(Seminar Room A)
11:30–12:30 Farewell Lunch	(Main Dining Room)

U (21)

Itinerary for Dr. Brown

- | | | |
|----------------|-------|---|
| July 20 (Sun) | 21:10 | Arrives at Narita from Singapore
Stays at Narita Tokyo International Airport Rest House. |
| July 21 (Mon) | 10:00 | Mr. Yoshida meets Dr. Brown at Narita and takes him to Tokyo.
Sightseeing in Tokyo. |
| | 17:00 | Arrives at Keio Plaza Hotel.
Stays at Keio Plaza Hotel. |
| July 22 (Tues) | 9:00 | Mr. Yoshida meets Dr. Brown and takes him to Tokyo Station. |
| | 10:30 | Leaves Tokyo for Kyoto.
Stays in Kyoto Kokusai Hotel. |
| July 23 (Wed) | 14:30 | Arrives at Haneda by ANA 306 from Kyoto. Mr. Yoshida meets him at Haneda. |
| | 16:00 | Arrives at Keio Plaza Hotel. |
| | 18:00 | Dinner with Yoshida's Family in Shinjuku.
Stays at Keio Plaza Hotel. |
| July 24 (Thur) | 9:00 | Leaves Keio Plaza Hotel for Narita. |
| | 14:00 | Leaves Narita for London by British Airways. |