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AP[®]



AP[®] Japanese Language and Culture

Sample Student Responses and Scoring Commentary

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Interpersonal Speaking—Conversation

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Question 3: Conversation

6 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

	1 Very weak	2 Weak	3 Adequate	4 Good	5 Very good	6 Excellent
	Demonstrates lack of competence in interpersonal speaking	Suggests lack of competence in interpersonal speaking	Suggests emerging competence in interpersonal speaking	Demonstrates competence in interpersonal speaking	Suggests emerging excellence in interpersonal speaking	Demonstrates excellence in interpersonal speaking
TASK COMPLETION	<ul style="list-style-type: none"> Addresses prompt minimally or marginally 	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate but incomplete answer 	<ul style="list-style-type: none"> Directly addresses prompt and provides a basic but appropriate answer 	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate response 	<ul style="list-style-type: none"> Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail 	<ul style="list-style-type: none"> Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail
DELIVERY	<ul style="list-style-type: none"> Labored expression constantly interferes with comprehensibility Constant hesitation or repetition Frequent errors in pronunciation necessitate intense listener effort Constant use of register and style inappropriate to situation 	<ul style="list-style-type: none"> Labored expression frequently interferes with comprehensibility Frequent hesitation or repetition Frequent errors in pronunciation necessitate constant listener effort Frequent use of register and style inappropriate to situation 	<ul style="list-style-type: none"> Strained or unnatural flow of expression sometimes interferes with comprehensibility Inconsistent pace marked by some hesitation or repetition Errors in pronunciation sometimes necessitate special listener effort Use of register and style appropriate to situation is inconsistent or includes many errors 	<ul style="list-style-type: none"> Strained or unnatural flow of expression does not interfere with comprehensibility Generally consistent pace with some unnatural hesitation or repetition Errors in pronunciation do not necessitate special listener effort May include several lapses in otherwise consistent use of register and style appropriate to situation 	<ul style="list-style-type: none"> Generally exhibits ease of expression Smooth pace with occasional hesitation or repetition, which does not distract from the message Infrequent or insignificant errors in pronunciation Consistent use of register and style appropriate to situation except for occasional lapses 	<ul style="list-style-type: none"> Natural, easily flowing expression Natural pace with minimal hesitation or repetition Pronunciation virtually error free Consistent use of register and style appropriate to situation
LANGUAGE USE	<ul style="list-style-type: none"> Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language 	<ul style="list-style-type: none"> Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language 	<ul style="list-style-type: none"> Some inappropriate vocabulary and idioms interfere with comprehensibility Errors in grammatical and syntactic structures sometimes interfere with comprehensibility 	<ul style="list-style-type: none"> Appropriate but limited vocabulary and idioms Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures 	<ul style="list-style-type: none"> Variety of vocabulary and idioms, with sporadic errors Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures 	<ul style="list-style-type: none"> Rich vocabulary and idioms Excellent use of grammar and syntax, with minimal or no errors

Score of 0: UNACCEPTABLE—Contains nothing that earns credit

- Mere restatement of the prompt
- Clearly does not respond to the prompt
- “I don’t understand,” “Please repeat,” or equivalent in Japanese
- Not in Japanese

NR (No Response): BLANK (no response although recording equipment is functioning) or mere sighs

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 consists of 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 Kenji Arai, their host family brother, about Mother's Day. To respond successfully to the prompt the students needed to (1) respond to Kenji's inquiry about how Mother's Day is celebrated in the student's home country; (2) make a suggestion to Kenji about what he should make for Mother's Day dinner; (3) explain to Kenji what other celebrations take place in the student's home country; and (4) reply to Kenji's request to talk again some time. The English preface to the Japanese prompts was: You will have a conversation with Kenji Arai, your host family brother, about Mother's Day.

Sample: A

Score: 6

Transcript of Student's Response(s)

そうですね。母の日ですね。um, 私の国なら、やはり、母に、きれいなお花とかを、贈るようにする人が、多いですね。私も、この、母の日に、自分の母のために、きれいなお花を贈りたいです。

Commentary

This response demonstrates excellence in interpersonal speaking. It provides a very thorough and appropriate response, including elaboration and detail by commenting on general customs (私の国なら、やはり、母に、きれいなお花とかを、贈るようにする人が、多いですね) and stating a personal plan for Mother's Day (私も、この、母の日に、自分の母のために、きれいなお花を贈りたいです).

The expression is natural and flowing, with minimal fillers (um) and virtually error-free pronunciation. It contains complex grammar (私の国なら; 贈るようにする人; 自分の母のために) and rich vocabulary (贈る; やはり).

Sample: B

Score: 4

Transcript of Student's Response(s)

僕の国では、母の日は、ええと、母を、プレゼントを、あげます。お土産、まー、えー、時々花とか、チョコレートをあげます。それー、だけと思う。

Interpersonal Speaking: Conversation 1 (continued)

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (母を、プレゼントを、あげます; 時々花とか、チョコレートをあげます). The pace is generally consistent, with some strained or unnatural flow of expression (それー、だけ) that does not interfere with comprehensibility. One example of inappropriate vocabulary (お土産、まー) does not necessitate special listener effort. The response contains appropriate use of grammatical and syntactic structures, with one minor error in particle usage (母を、プレゼントを should be 母に、プレゼントを). This response would have earned a higher score had it provided elaboration and detail and included more complex grammatical structures.

Sample: C

Score: 2

Transcript of Student's Response(s)

um, むかしの母を、あー、みよ、えよ、あ、母の・・・うん・・・uh, と、母は、ごはんと・・・あー、プレゼントでし、できます。

Commentary

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt minimally by mentioning a meal and a present (ごはんと・・・あー、プレゼント), but the response is incomplete since it is not clear who will receive the meal and the present. Frequent hesitation and repetition interfere with comprehensibility (あー、みよ、えよ、あ、母の・・・うん・・・uh, と、母は). This response would have earned a higher score had it more directly addressed the prompt.

Interpersonal Speaking: Conversation 2

Sample: A

Score: 5

Transcript of Student's Response(s)

うーん、お寿司が好き。だから、それは、いいアイデアだと思います。あ、私は母に花を贈るので、あまり食べ物にすいて、知りません。

Commentary

This response suggests emerging excellence in interpersonal speaking. It directly addresses the prompt by giving a reason (お寿司が好き) for suggesting a particular food and elaborating by adding an additional comment about the speaker's plan (花を贈る). The response exhibits ease of expression and smooth pace. The use of a transitional element (だから) is appropriate. The pronunciation is strong. The use of register is relatively consistent, primarily using ~ます forms, with the exception of お寿司が好き. The response includes relatively complex sentence structures (e.g., 花を贈るので、あまり食べ物について、知りません). The response would have earned a higher score had it exhibited more elaboration, richer vocabulary, and more complex grammar.

Sample: B

Score: 4

Transcript of Student's Response(s)

まあ、何もいいですよー。あー、でも、um, お母さんの、の、あー、一番、好きな、好きなものを、作ってもいいと思います。まあ、

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response. The slightly unnatural flow of expression does not interfere with comprehensibility. The pace is generally consistent, with some hesitation in the middle of the response (あー、でも、um, お母さんの、の、あー). The vocabulary is basic but appropriate. The response contains minor grammatical errors in the complex sentences (何もいいです for 何でもいいです; 作っても instead of 作ったら), but they do not interfere with comprehensibility. The response also demonstrates the ability to produce a relative clause structure (一番、好きな、好きなもの). The response would have earned a higher score had it been more thorough and had it contained more complex vocabulary and grammar structures.

Sample: C

Score: 2

Transcript of Student's Response(s)

んー・・・晩御飯ですね。uh・・・んー、てんぷらとしゅしを使って、あー [long pause] んー [long pause]

Interpersonal Speaking: Conversation 2 (continued)

Commentary

This response suggests a lack of competence in interpersonal speaking. It directly addresses the prompt by suggesting two foods, but the response is incomplete, ending in mid-sentence. The response is marked by frequent hesitation, with some long pauses (mostly Japanese, but in one case in English [uh]). Pronunciation errors (しゅし instead of すし ; 使って instead of 作って) interfere with comprehension. Insufficient control of grammatical structure results in fragmented language. This response would have earned a higher score had the student exhibited a greater control of grammar and vocabulary, enabling them to produce a more complete response.

Interpersonal Speaking: Conversation 3

Sample: A

Score: 6

Transcript of Student's Response(s)

アメリカで一、やっぱり一番流行っている日は、クリスマスです。クリスマスの時に、みんな家族と一緒に、ケーキを食べたり、そして、うん、晩御飯を作ったりして、とっても、楽しいですよー。

Commentary

This response demonstrates excellence in interpersonal speaking. It provides a very thorough and appropriate response with elaboration and detail by commenting on the holiday (クリスマス) and providing specific details (みんな家族と一緒に、ケーキを食べたり、そして、うん、晩御飯を作ったりして). The response concludes with an opinion (とっても、楽しいですよー). The expression is natural and flowing, with minimal fillers (うん) and virtually error-free pronunciation. It contains complex grammar (using the -たり form to express multiple actions) and rich vocabulary (やっぱり). While 一番流行っている日 is understandable, 人気のある日 is more commonly used.

Sample: B

Score: 4

Transcript of Student's Response(s)

私の国には父の日もあります。あの一、日は父を手伝いて、あの一、[pause] 父にたくさんの一、・・・ギフトを、あげます・・・

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (父の日もあります). The pace is generally consistent, with some unnatural pauses (あの一 日) that do not interfere with the message. The vocabulary is appropriate but limited. It demonstrates appropriate use of grammatical and syntactic structures with minor errors (あの一 日 should be その日; 手伝いて should be 手伝って). This response would have earned a higher score had it contained a greater variety of vocabulary and idioms, more elaboration, and more complex structures.

Sample: C

Score: 2

Transcript of Student's Response(s)

母の、だけ、が一、えっと、誕生日、でもね。あ一、誕生日と、クリスマスと、えっと一、分からないね。

Commentary

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt with a comment about the holiday (誕生日とクリスマス), but the answer is incomplete. It contains labored expression (母の、だけ、が一). The limited vocabulary and control of grammatical structures result in fragmented language that interferes with comprehensibility. The response trails off with a statement (えっと、分からないね) that leaves it incomplete. The response would have earned a higher score had it contained more complete sentences and had it responded more directly to the prompt with examples of other holidays.

Interpersonal Speaking: Conversation 4

Sample: A

Score: 5

Transcript of Student's Response(s)

はい、また話しましょ。あー、この話はすごく、あー、面白いし、また話したらいいと思っています。
あー、・・・他の日には話しましょ。umm, 多分月曜日とかいいと思います。

Commentary

This response suggests emerging excellence in interpersonal speaking. It addresses the prompt thoroughly and directly by stating an interest in continuing the conversation at a later time (はい、また話しましょ) and expressing gratitude for an enjoyable conversation (この話はすごく、あー、面白いし). Additionally, the response offers a specific suggestion for when to continue the conversation (多分月曜日とかいいと思います). It exhibits a general ease of expression with only minor hesitation (あー; umm). Complex grammatical structures are used appropriately (面白いし、また話したらいいと思っています). The polite register is appropriate as the respondent may view the speaker as older and in a higher position. The response would have earned a higher score had it contained more complex grammatical structures and rich vocabulary, as well as more thorough elaboration such as offering to exchange contact information, further commenting on Mother's Day, or concluding the conversation.

Sample: B

Score: 3

Transcript of Student's Response(s)

はい、また話すを、します。あー、ほかの、あー、お祭りの日、は、Thanksgiving、とかクリスマス night です。あー、私の好きな、あー、お休みの日は

Commentary

This response suggests emerging competence in interpersonal speaking. It directly addresses the prompt with a basic but appropriate response (はい、また話すを、します). The strained expression such as the use of English pronunciation may interfere with comprehensibility (Thanksgiving should be pronounced as サンクスギビング). The response contains inconsistent pace with frequent hesitation (あー). The comments on preferred holidays demonstrate limited control of vocabulary and syntactic structures, and they do not directly address the prompt (Thanksgiving、とかクリスマス night です; 私の好きな、あー、お休みの日は). This response would have earned a higher score had it responded to the prompt more directly, included elaboration and detail appropriate to this prompt, and demonstrated greater control of vocabulary and grammatical structures.

Sample: C

Score: 2

Transcript of Student's Response(s)

あー、はい、 [long pause] uh, [long pause] どういたしまして。

Interpersonal Speaking: Conversation 4 (continued)

Commentary

This response suggests a lack of competence in interpersonal speaking. It directly addresses the prompt (あー、はい; どういたしまして) in acknowledging being thanked, but the statement of agreement does not fully and clearly address the invitation to continue the conversation. There is frequent hesitation, and the response demonstrates insufficient vocabulary and limited control of grammatical structures. The response would have earned a higher score had it contained more complete information and had the language been less fragmented.