

## Chief Reader Report on Student Responses: 2018 AP<sup>®</sup> Japanese Language and Culture Free-Response Questions

• Number of Readers	42			
<b>Total Group</b>				
• Number of Students Scored	2,459			
• Score Distribution		Exam Score	N	%At
		5	1,181	48.0
		4	242	9.8
		3	490	19.9
		2	205	8.3
		1	341	13.9
• Global Mean	3.70			
<b>Standard Group*</b>				
• Number of Students Scored	1,270			
• Score Distribution		Exam Score	N	%At
		5	273	21.5
		4	131	10.3
		3	366	28.8
		2	186	14.6
		1	314	24.7
• Global Mean	2.89			

\* Standard students generally receive most of their foreign language training in U.S. schools. They did not indicate on their answer sheet that they regularly speak or hear the foreign language of the exam, or that they have lived for one month or more in a country where the language is spoken.

The following comments on the 2018 free-response questions for AP<sup>®</sup> Japanese Language and Culture were written by the Chief Reader, Motoko Tabuse of Eastern Michigan University. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

## Question #1

**Task:** Interpersonal Writing — Text Chat

**Max. Points:** 36

**Total Group Mean Score:** 24.32

**Standard Group Mean Score:** 21.11

### ***What were the responses to this question expected to demonstrate?***

Text Chat 1-6 evaluates writing skills in the interpersonal communicative mode by having students respond as part of a simulated exchange of text-chat messages. The prompt comprises a statement in English identifying an interlocutor and conversation topic and a series of six brief messages to which students respond. Each message consists of a chat entry in Japanese and a brief direction in English that provides guidance on what is expected in the response. Students have 90 seconds to read the message and respond at each turn in the text-chat exchange. Each of the six responses receive a holistic score based on how well it accomplishes the assigned task, and all six scores count equally in calculating the total score.

On this year’s exam students participated in a text-chat with Keita Morikawa, a Japanese exchange student, on the topic of school clubs. To successfully respond to the prompt, students needed to (1) respond to an initial inquiry, (2) give at least one example of the types of clubs that are available in the respondent’s school, (3) give a general opinion about participating in school clubs, (4) give a suggestion to Keita about a school club to join, (5) justify an opinion about that suggestion, and (6) explain what one has to do to become a member of that school club.

### ***How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?***

In general, students did well on this task, as evidenced by the relatively low number of “0,” “1,” and “2” scores. The topic of school clubs seemed straightforward and easily accessible to students who were generally able to write about and provide information about school clubs. For example, most respondents were able to give at least one example of a club at their school. Still, some students seemed not to have read the English instructions and/or did not utilize grammar structures that would have strengthened the quality of their response. Complex grammatical structures and rich vocabulary were not abundant.

### ***What common student misconceptions or gaps in knowledge were seen in the responses to this question?***

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
Text Chat 1	
For the first prompt, in which respondents were expected to exchange greetings with the interlocutor, some students abruptly started to discuss the specifics of their own schools or the clubs to which they belonged (e.g. はい！私は私の学校のく).	The strongest responses in terms of task completion included a reciprocal greeting (e.g., よろしくお願ひします) and expressed the respondent’s willingness to talk about club activities (e.g., 部活について何でも聞いてもいいですよ).
Some students misunderstood クラブ活動について聞きたいんですが and instead asked their own questions of the interlocutor.	The strongest responses incorporated an invitation or encouragement for the interlocutor to ask questions about school clubs (e.g., クラブ活動のことなら何でも聞いてください).

Some students did not seem to understand some expressions in the prompt (e. g. 学校に通う).	Students who performed well were able to understand the entire prompt and provide appropriate responses.
Text Chat 2	
Some students seem to have confused the indefinite pronoun そちらの学校 with こちらの学校, leading them to ask a question to the interlocutor instead of answering.	Stronger responses included an appropriate reference to the respondent's school (e. g. この高校; 僕の高校).
Some responses indicate that the students may have misread the vocabulary クラブ as クラス (e.g. いろいろなクラスがあります).	Stronger responses in terms of task completion explicitly mentioned クラブ or 部活.
Some students tended to simply itemize the names of clubs (e. g. 私の学校はバイキングクラブやチェスクラブがあります).	Stronger responses introduced not only the names of clubs, but provided the details about the clubs' activities.
Text Chat 3	
Some students misunderstood the どう in どう思いますか. Consequently, such students described how to join a school club instead of describing how they feel about joining a club.	Students who performed well were able to understand どう思いますか and were able to give an opinion that included elaboration (e.g. クラブに参加することはとてもいいことだと思います、 followed by more elaboration).
Some students didn't seem to understand that they were supposed to give an opinion (e. g. あなたは科学部を参加してください).	Students who performed well did not necessarily use phrases such as ～と思います. However, their responses clearly suggested their understanding of the prompt and ability to give opinions in Japanese.
Text Chat 4	
Some students seemed to not know the meaning of the word にかて, which greatly affected the score on their response. For example, if a student suggested a sports club without further explanation or acknowledgement of Keita's weakness for sports, then their response received an incomplete "2" score or lower.	The strongest responses in terms of task completion included phrases such as スポーツがにかてなら (if they suggested a non-sports club) or スポーツがにかてでも (if they went on to suggest a sports club anyway).
Students who gave vague suggestions (e.g. いろいろなクラブ; たくさんのクラブ) made it difficult for AP Readers to determine whether or not their responses directly addressed the prompt.	The strongest responses gave a specific suggestion (e. g. ボランティアクラブに入ればいいです) and elaborated by describing some of the merits of joining that school club (e. g. そこでいろんな友達を作れます。そして大学に入るときにもやくにたちまつ).

Students who only described their own experiences or preferences made it difficult for AP Readers to determine if their responses directly addressed the prompt or not (e. g. れきしのクラブが元好きです).	Since the task was to give a suggestion, the strongest responses used appropriate grammatical structures to give a suggestion (e. g. ~に入ったらどうですか; ~ばいいです).
Text Chat 5	
Students who did not know that AP Readers are unaware of what students wrote in the previous prompt may have responded in a way that didn't fully justify their opinion.	The strongest responses referred back to the club activity that they suggested in Text Chat 4 and gave a full justification. They may have started with phrases such as 先ほどにも言ったように.
Students who only described their own experiences or preferences made it difficult for AP Readers to determine if their responses directly addressed the prompt or not (e. g. 私はそれをクラブが好きです).	Since the task was to justify your opinion, the strongest responses used appropriate grammatical structures to give a suggestion (e. g. なぜなら~からです; ~からだと思います).
Some students made statements about Keita such as あなたはスポつが大好きだから、which is contradictory to Keita's earlier statement in Text Chat 4 in which he asserts that he is weak at sports.	The strongest responses took Keita's earlier comment about sports into account and gave a thorough justification for an opinion (e.g. 美術系の部活は工作など、運動を含まない活動をするからです).
Text Chat 6	
Some students did not seem to understand the question (そのクラブのメンバーになるために、どうすればいいですか。).	Students who performed well were able to understand the prompts and provided appropriate responses to the question どうすればいいですか.
Some responses contained vocabulary that were inappropriate for a school club environment (e. g. 大統領; 社長).	Responses that demonstrated understanding contained vocabulary that were appropriate for a school club (e.g. 部長; 会長).
Some responses were vague and unclear about to what one would need to do to become a club member (e. g. クラブのなかでたくさ n ダンスがある).	The strongest responses in terms of task completion explicitly stated what one would need to do to become a club member (e. g. そのクラブに入りたいた言ったら、入らせてくれると思います).
Some students may not have been familiar with the specific process of becoming a member of a specific club, which limited their ability to provide information.	Students who performed well were familiar with school clubs and were able to explicitly state what one needs to do to become a club member.

**Based on your experience at the AP® Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?**

- AP teachers should drill into students the AP mantra “You should respond as FULLY and as appropriately as possible.” This means they should not be content with a succinct response, but should instead try take

advantage of the 90 seconds by adding as much detail as possible. For example, they could demonstrate their ability to elaborate their responses using structures such as ～くて、～や、～たり。

- Students should read both the English directions and the Japanese prompt to see what is required to complete the tasks. Even responses with excellent language use and delivery will not receive a strong score if they have not successfully completed the task required by the prompt.
- For items such as Text Chat 6, students should be encouraged not to let lack of experience inhibit them from talking about a particular topic. They might invent an answer, or they might begin by explaining their lack of concrete knowledge but then continue to speculate about a possible answer.
- Some students typed their answers only in hiragana. AP teachers should ensure that their students have many opportunities to practice typing. Students should get more practice in using kanji from the AP Japanese kanji list.
- *Katakana* words can also be difficult for students to write correctly, as evidenced by errors in orthography (e.g., スポツ; サーカー). Frequent practice from an early stage in this area is helpful.
- Once students have mastered basic vocabulary and structures, they should be encouraged to continue to push themselves to use higher-level language. For example, teachers can give students more practice in justifying an opinion using structures such as なぜなら～; ～ので、etc.

AP teachers should give students frequent exposure to not only the question words such as なに～ or なぜ～? but also the less familiar どう思いますか or どうすればいいですか?

***What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?***

- Use and apply the Scoring Guidelines throughout the AP year in and in years leading up to the AP experience so students are familiar with how their response will be scored. <https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Use examples of student performance to provide concrete examples of strong, good, and fair performance and have students apply the scoring guidelines so they can improve their performance.
- Refer to the exam information page for additional Text Chat prompts from previous years. <https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Begin having students respond to text chats early in their language learning experience so they become familiar with the task and begin to integrate more sophisticated language well before the beginning of the AP experience.
- Complete the AP World Languages and Cultures online module on interpersonal writing. <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules?course=ap-japanese-language-and-culture>

## Question #2

**Task:** Presentational Writing—Compare and Contrast Article

**Max. Points:** 6

**Total Group Mean Score:** 4.00

**Standard Group Mean Score:** 3.44

***What were the responses to this question expected to demonstrate?***

The Compare and Contrast Article task assesses presentational writing skills by having students write an article for the student newspaper of a school in Japan. The prompt, which is given only in English, asks students, based on their own experience, to compare two opposing sides of a single topic by identifying three aspects of the topic and highlighting similarities and differences between the opposing sides. In addition, students are asked to express their preference for one or the other of the opposing sides and to provide their reasoning for that choice. The responses are expected to demonstrate the ability to identify, to compare, to elaborate, to choose, and to explain in presentational writing. Students are also expected to display their ability to write using the AP kanji, to make use of a robust vocabulary, and to demonstrate control over grammatical and syntactic structures.

The 2018 prompt asked students to compare and contrast studying in the morning versus studying at night.

***How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?***

Students generally responded to the topic enthusiastically. Students have experience studying outside of class, and in many cases seemed to have the experience of trying to study in both the morning and at night. Most were able to identify three aspects of each, such as alertness versus sleepiness, hunger versus satiation, and the ability to memorize and to retain information versus forgetting. Students were able to structure their articles effectively, with ample use of transitional elements and cohesive devices.

Many responses achieved a good flow of expression that displayed control of grammatical and syntactic patterns, perhaps as the result of a topic that was very close to students' experiences. Students were less likely to display their knowledge of a varied vocabulary, because they could competently execute the comparison through use of basic vocabulary such as 'study', 'grades', 'morning', 'night', 'remember', 'eat', 'quiet', and 'noisy'.

***What common student misconceptions or gaps in knowledge were seen in the responses to this question?***

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
Many responses were confused about formatting an article. The prompt specifies that the students will be writing an article for the student newspaper of their sister school. Most responses used some form of transitional element to demarcate shift to a new point of comparison, such as <i>まず</i> ; <i>次に</i> ; <i>最後に</i> . This was a great improvement over previous years. There were many responses, however, that did not divide the responses into new paragraphs by inserting a line return, then indenting by	Responses input a line return before a new paragraph, and begin the paragraph with a transitional element. Response from mid-high range:  これから朝に勉強することと晩に勉強することを比べてみます。  まず、はじめに晩に勉強の思い出はいいです。試験がある時、私達は寝なければならないです。なぜなら、思い出は寝た後でいいからです。でも、人によって違います。ほかの人は朝に勉強することがいいです。

<p>one character space. Paragraphing is not required for task completion, but it is the standard format for newspaper articles, and makes the information easier to process.</p>	<p>二つ目のポイントは晩にたくさんことをしなければならぬので勉強の時間がたくさんありません。そして、遅くに寝たくないから朝に勉強することは晩に勉強することよりいいです。</p> <p>最後に朝に勉強したら外は明るいです。晩に勉強するとき明るくなくて寝たいです。それに、寝なければ、勉強はだめです。皆は違う人から違うの勉強時が好きです。</p> <p>私の意見は晩に勉強することを朝により好きです。なぜなら、私の思い出は寝た後でいいです。そして、私は朝に起きにくいから朝に勉強することが好きではありません。そして試験の朝はいつも心配なので勉強する事が出来ません。</p>
<p>Some students did not have knowledge of the basic vocabulary required to respond to the prompt, i.e, “morning” and “evening.” These students relied on creative circumlocutions, such as the following:</p> <p>モーニング、ナイト</p> <p>おはよう時、こんばん時</p> <p>やみ</p> <p>朝時、晩時</p> <p>早朝</p> <p>午前、午後</p> <p>Students should be familiar with the terms for main parts of the day, and should learn how to use them as a temporal adverb. Many students combined 朝 ‘morning’ and 夜 ‘night’ with the particle で ‘at’, which is unnatural, e.g., 朝で勉強する</p>	<p>The following responses, ranging from mid-high to high, demonstrate ease of expression with appropriate time words:</p> <p>テストが次の日は勉強が必要です。その勉強する時間の違う所と似ている所を比べます。朝の勉強と夜の勉強を比べます。</p> <p>この世界には夜に勉強したほうが良いという人と朝に勉強したほうが良いという人がいます。</p> <p>朝勉強をすることと、夜勉強することはとても違います。</p> <p>まず最初に、なぜ人は朝勉強するのでしょうか？</p>
<p>Many students neglected to express their preference and reason. These responses ended after the comparison, or followed the comparison with a summary of it, but no preference, as in the following, from a high-scoring example:</p>	<p>Students give an individual preference and give reasons for that preference. The following examples are taken from mid-high and high-scoring responses:</p> <p>私は朝勉強の方が好きです。朝勉強する時私はもと集中できますので友達と一生に勉強するのも好きだからです。</p>

<p>これにより夜か朝に勉強するかは、その人の考えかたによ r その人の気分によって決められると考える。</p>	<p>私は、朝勉強をする方が好きです。その方が効率的だと思うからです。朝勉強をして、夜遊ぶほうが満足度が高いです。</p>
<p>Spelling mistakes in hiragana input mean that kanji conversion will not yield the correct AP kanji. Students should be reminded to check the conversions and correct misspellings. The following were common cases in point:</p> <p>Intended 勉強 (べんきょう) ‘study’; spelling input of べんきょう yielded 弁起用; 便器用</p> <p>Intended 集中 (しゅうちゅう) ‘concentration’; spelling input of しゅちゅ yielded 主柱</p> <p>Intended input of 寝ます(ねます); spelling input of ねります yielded 練ります</p>	<p>Words are correctly spelled, and kanji conversion yields the desired representation:</p> <p>一緒に勉強すること</p>
<p>Students need to remember to use AP kanji throughout their responses. In some cases, students used the AP kanji in the beginning of their response but forgot to convert the same word in the latter part of their response. In other cases, students failed to convert their hiragana input to the AP kanji for that word. Some examples are the following.</p> <p>話したいとおもいます</p> <p>家に、かえります</p> <p>いいなかんがえが</p> <p>あさのじかんともだちはねたり</p>	<p>Examples with AP kanji:</p> <p>友達と一緒に勉強すること</p> <p>いいと思います</p> <p>寝たい</p>

**Based on your experience at the AP® Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?**

- Students were asked to state a preference for one of the options and to give reasons for it. This year, the options were “studying in the morning” and “studying at night.” In the course of the Reading, discussions among readers showed that people differ on what they regard as an expression of *preference*. The following example is a case in point—the concluding remarks to a finely organized and executed article. Some readers could not regard the remarks as a preference, while others thought it clearly represented the writer’s preference for studying at night.

大抵の学生は、夜に勉強することが多いです。なぜなら、朝に弱い人が多いからです。私もその中の一人です。朝に勉強するために、早ね早起き！という人は少ないです。

- Another example that caused debate is the following:

このように、どちらともメリットデメリットがありますが、例えば、数学や化学などは朝に勉強し、歴史や物理などの暗記物は夜に勉強するなど、上手く両方を活用することが時間短縮に繋がりに一石二鳥だと思います。

- In this case, the majority of readers did not regard the statements as a preference, instead interpreting the remarks as a general statement about studying in general, and not the writer's preference. A few readers, however, did interpret it this as expressing a preference.
- Our advice is to discuss with students what constitutes a preference, and introduce patterns of clearly expressing one. For example, a simple pattern would include 私は。。。 (の) ほうがいい. Other methods could be to use clear opinion words such as 僕の意見は/僕にとっては。。。 (の) ほうが好き/いい; ~を好む/選ぶ/にする. Some clear-cut examples of the expression of preference are the following:
  - 私は夜の時は勉強するの方が朝の時勉強するのより好きです。
  - 朝の勉強と夜の勉強はどっちともいいポイントと悪いポイントがありますが、私は朝に勉強することがいいと思います。
  - 結論として、私は夜に勉強した方がいいと思います。
  - でも、僕がどちらのほうが好きかと聞かれると、やはり朝に勉強することを選びます
  - 僕の意見としては、やはり朝に勉強をしたいです。
  - 私は、朝勉強をする方が好きです。
- Remind students to read the instructions carefully. The preference need not be stated in the conclusion; it is fine to present it in the opening paragraph of the article, but it needs to be expressed somewhere in order to satisfy task completion.

**What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?**

- Use and apply the Scoring Guidelines throughout the AP year in and in years leading up to the AP experience so students are familiar with how their response will be scored. <https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Use examples of student performance to provide concrete examples of strong, good, and fair performance and have students apply the scoring guidelines so they can improve their performance.
- Refer to the exam information page for additional Compare and Contrast Article prompts from previous years. <https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Begin having students respond to text chats early in their language learning experience so they become familiar with the task and begin to integrate more sophisticated language well before the beginning of the AP experience.
- Complete the AP World Languages and Cultures online module on presentational writing. <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules?course=ap-japanese-language-and-culture>

### Question #3

**Task:** Interpersonal Speaking—Conversation

**Max. Points:** 24

**Total Group Mean Score:** 17.06

**Standard Group Mean Score:** 13.99

#### ***What were the responses to this question expected to demonstrate?***

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 Yumi Takagi, a Japanese student, about tutoring in Japanese. To successfully respond to the prompt the students had to (1) respond to the tutor's self-introduction, (2) explain why they are studying Japanese, (3) indicate which Japanese skills they wish to improve, and (4) indicate how many times per week they would like to meet with the tutor.

#### ***How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?***

Conversation 1 prompt: 初めまして。今度日本語の勉強のお手伝いをするようになった高木ゆみといます。よろしくお願ひします。

- Most students were able to produce a basic (よろしくお願ひします) or enriched (こちらこそよろしくおねがひします) formulaic response appropriate to the situation. This was often accompanied by a self-introduction and many students were able to produce additional comments related to working with Ms. Takagi as their tutor. Some students were able to produce thorough responses that contained rich vocabulary and complex grammatical structures. A significant number of students interpreted the situation to be that they would be tutoring along with Ms. Takagi, which was also acceptable.

Conversation 2 prompt: まず、なぜ日本語を勉強しているか教えてください。

- Many students responded by telling what motivated them to start learning Japanese rather than talking about why they are currently studying Japanese or goals they have with their language learning. Most responded without a particle that clearly indicates a reason, including the responses from quite fluent speakers. However, from the context, it was often clear that a reason was being provided. Because of the embedded question, some students misunderstood and answered how they study Japanese or how long they have been studying.

Conversation 3 prompt: そうですね。日本語の勉強の中で、もっと上手になりたいことは何ですか。

- In general, students did well on this question. Most were able to indicate some skill in Japanese they would like to improve. Students with higher scores were able to specify the skills they wanted to work on (~もっと上手になりたいです). Students with lower scores indicated areas of Japanese study they felt they were poor at or areas they find difficult (~はへたです; ~はmずかしいです), without explicitly stating that they would like to become more capable in that area.

Conversation 4 prompt: 分かりました。じゃ、これからの予定ですが・・・、週に何回会いましょうか?

- Many responses to this prompt did not indicate specifically how many times per week the student would like to meet for lessons. Instead many responded by mentioning times when they would be available. Higher scores provided a specific number of times per week, as well as elaboration and detail about meeting to study. Lower scores often indicated a general time of day(s) of the week (金曜日、放課後) but not a specific number. Some students did not understand the prompt well enough to reply with anything that indicated frequency or when they would like to study.

**What common student misconceptions or gaps in knowledge were seen in the responses to this question?**

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
Conversation 1	
Only responding with simple formulaic expressions to an initial greeting (よろしくおねがいします).	Stronger students frequently replied with enriched formulaic expressions (こちらこそよろしくお願ひします; ~と申します)
Students replied with greeting only (はじめまして。(名前)です。どうぞよろしく).	Students should follow the directions to respond as fully and appropriately as possible and provide an answer that includes elaboration and detail related to the prompt. わからないこともたくさんあって、色々多くの質問すると思いますけど、けれど、よろしくお願ひいたします。
Conversation 2	
Some students answered by giving information about how they study Japanese, or for how long they have been studying Japanese.	Strong responses clearly provided how they started studying and/or their goals regarding their Japanese study.
Some students simply gave their opinions about Japanese (面白いです、大好きです、楽しいです、etc.).	One characteristic of some stronger responses was making it clear that their opinion was a reason by using a particle such as から or ので).
Students responded only with simple adjectives learned early in Japanese study.	Strong students provided a wider variety of adjectives.
Conversation 3	
Some students seemed to have misunderstood the question and responded with answers such as あのう、僕の日本語は、上手じゃない。Other such responses explained general aspects of the students' Japanese study, such as how long they had been studying, or where they studied. Some students gave recommendations about how to become better at Japanese: たくさん、あ、練習がいいだと思います。	Strong responses answered to the question explicitly and directly. Students should be encouraged to listen very carefully to the questions so that they can respond directly and appropriately.

<p>Some students explained what was difficult or what they were not good at, without explaining explicitly that they would like to improve that aspect of their Japanese. This was an adequate response, but a more explicit answer or one that elaborated on that basic explanation was stronger.</p> <p>あ、あのう、私は、漢字がむずかしいと思います。</p>	<p>Strong responses clearly expressed what skills they want to improve and elaborated on their answers.</p> <p>もっと上手になりたい、ことは、たぶん、漢字です。漢字は、本当にむずかしいですから。と、もっと上手になりだと思えます。</p>
<p>Conversation 4</p>	
<p>Some students did not understand the prompt. Many of those mistook 週に for 趣味 or simply responded by discussing Japanese study.</p>	<p>Strong responses indicated a number of times per week. 「週に二回会いましょう」.</p>
<p>Some responses indicated when they would like to meet to study rather than proposing a specific number of times per week. For example, 「月曜日と火曜日に会いましょう」.</p>	<p>Strong responses indicated a number of times per week as well as location, time, and reason for study.</p> <p>週二回会いましょう。私は毎日部活があって、忙しいので、週末なら、空いています。</p>

**Based on your experience at the AP® Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?**

- Remind students to listen very carefully to the prompt and to respond to it as directly and explicitly as possible.
- In class, it is advisable to have students practice responding as fully as possible to questions, so that when they take the test they are used to doing responding at length and have command of a variety of strategies for elaborating and giving details. Ideally, these strategies will include comfortable use of a variety of more complex grammatical structures.
- Many responses contained only very basic vocabulary. Work with students to increase their vocabulary. In particular, many students do not have command of a variety of adjectives.
- As many students had difficulty expressing frequency (how many times a week they wanted to meet), more practice in this area is recommended.

**What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?**

- Use and apply the Scoring Guidelines throughout the AP year in and in years leading up to the AP experience so students are familiar with how their response will be scored. <https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Use examples of student performance to provide concrete examples of strong, good, and fair performance and have students apply the scoring guidelines so they can improve their performance.

- Refer to the exam information page for additional Conversation prompts from previous years.  
<https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Begin having students respond to text chats early in their language learning experience so they become familiar with the task and begin to integrate more sophisticated language well before the beginning of the AP experience.
- Complete the AP World Languages and Cultures online module on interpersonal speaking.  
<https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules?course=ap-japanese-language-and-culture>

**Question #4****Task:** Presentational Speaking—Cultural Perspective Presentation**Max. Points:** 6**Total Group Mean Score:** 4.79**Standard Group Mean Score:** 4.25***What were the responses to this question expected to demonstrate?***

The Cultural Perspective Presentation assesses speaking skills in the presentational communication mode by having students present their perspectives on a specific topic related to Japanese culture. The prompt is comprised of one statement in English identifying the audience, context, and a presentation prompt to which the candidate is to respond.

On this year's exam the prompt instructs the candidate to present their perspective on Japanese technology and inventions, begin with an introduction, present five examples or aspects of Japanese technology and inventions, and end with a concluding remark. The candidate has four minutes to prepare an outline and two minutes to record their response. The response receives a holistic score based on how well it accomplished the task in terms of task completion, delivery, and language use.

***How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?***

In general, students did well on this prompt. The topic of technology and inventions seem to be easily accessible to students, and they were generally able to write about five examples or aspects with ease. In many cases, students discussed five examples of technology and inventions, but in other cases they discussed five aspects of one example of technology and inventions. There were also some cases where students discussed a few aspects of two or three or more examples. All of these various patterns were considered acceptable for scoring purposes.

***What common student misconceptions or gaps in knowledge were seen in the responses to this question?***

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>Some student responses lacked transitional elements (such as 一番目に、二番目に) between sentences/paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well were able to organize the ideas with transitional elements between sentences /paragraphs.</li> </ul>
<ul style="list-style-type: none"> <li>Some student responses contained just list of technology items and/or inventions in a few sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well provided a list of technology items and/or inventions and elaborated or gave details about some of these items.</li> </ul>
<ul style="list-style-type: none"> <li>Some students used adjectives, but did not provide further elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well were able to provide additional elaborations with complex sentences.</li> </ul>
<ul style="list-style-type: none"> <li>Some students misunderstood the technology used in Japan with technology developed in Japan.</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well were able to give examples of technologies developed in Japan.</li> </ul>

<ul style="list-style-type: none"> <li>Some student did not use transitional words. Although they may have been able to use words such as 一つ目、二つ目、三つ目, they did not use words like <i>そして、しかし</i> within their points.</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well were able to employ transitional words such as <i>そして、しかし</i> within their points.</li> </ul>
<ul style="list-style-type: none"> <li>Some students knew many foreign loan words, but were unable to pronounce them correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well were able to pronounce foreign loan words, improving the quality of their presentation.</li> </ul>

**Based on your experience at the AP® Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?**

- Teachers should give students frequent opportunities to give short, impromptu presentations on a variety of topics, including those that administered previously on AP Japanese Language and Culture exams.
- Attention should be given to topics that may manifest gender bias, such as technology, and other STEM related topics. Fashion might also be a difficult topic for some students in a way that shows gender bias.
- Teachers should impress upon students the importance of reading the instructions. In some cases, the student did not finish with a concluding remark, which left the presentation incomplete, possibly resulting in an overall lower score.
- Teachers should remind the students to address the prompt directly. The prompt asks about “Japanese technology and inventions.” However, some responses did not specify “Japanese technology” (日本のテクノロジー) and provided general information (e.g., コンピュータはすごいです。M メールやチャットができます).
- Teachers should remind students not to mix up the instructions of the various sections of the test. For example, some students seemed to be answering the Compare and Contrast section on the Cultural Perspective Presentation section.
- Teachers should tell students they should not include a self-introduction, as this task asks students to give a presentation as if to their classmates, who would presumably already know their names.

**What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?**

- Use and apply the Scoring Guidelines throughout the AP year in and in years leading up to the AP experience so students are familiar with how their response will be scored. <https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Use examples of student performance to provide concrete examples of strong, good, and fair performance and have students apply the scoring guidelines so they can improve their performance.
- Refer to the exam information page for additional Cultural Perspective Presentation prompts from previous years. <https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Begin having students respond to text chats early in their language learning experience so they become familiar with the task and begin to integrate more sophisticated language well before the beginning of the AP experience.
- Complete the AP World Languages and Cultures online module on presentational speaking. <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules?course=ap-japanese-language-and-culture>