

Chief Reader Report on Student Responses: 2021 AP[®] Japanese Language and Culture Free-Response Questions

• Number of Readers	37			
Total Group				
• Number of Students Scored	2,204			
• Score Distribution		Exam Score	N	%At
		5	1,048	47.5
		4	203	9.2
		3	387	17.6
		2	175	7.9
		1	391	17.7
• Global Mean	3.61			
Standard Group*				
• Number of Students Scored	1,019			
• Score Distribution		Exam Score	N	%At
		5	167	16.4
		4	98	9.6
		3	280	27.5
		2	149	14.6
		1	325	31.9
• Global Mean	2.64			

The following comments on the 2021 free-response questions for AP[®] Japanese Language and Culture were compiled, edited, and written by the Chief Reader, Kazue Masuyama of California State University, Sacramento. 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:** 22.53**Standard Group Mean Score:** 17.59***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 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 that response. Students have 90 seconds to read the message and respond at each turn in the text-chat exchange.

On this year's exam students participated in a text chat with Maya Miura, a friend, about an upcoming event. In this exchange, students needed to (1) state a preference for when to go to the festival, (2) give an opinion about the best method to go there, (3) explain the reason for wanting to go to the event early, (4) give an example of what they want to do at the festival, (5) state what they will wear, and (6) give a suggestion for what to do if it rains. Each of the six responses receives a holistic score based on how well it accomplishes the assigned task and all six scores count equally in calculating the total score.

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, most students were able to respond to this year's text chat exchange about the fall festival. Many responses not only contained appropriate vocabulary and sentence structures, but displayed cultural knowledge about Japanese festival food and games as well. Still, some students seem to have overlooked a key part of the initial prompt, which specifically states that the upcoming event is a fall festival. This became evident in a noticeable number of responses later in the text-chat exchange when students described activities that they wanted to do or attire that they plan to wear with things that are normally associated with other seasons (e.g., spring, summer).

Text Chat 1 Prompt: State your preference. 来週の秋祭り、金曜日から3日間あるよね。いつ行こうか。

Students' ability to respond well to this prompt depended on their ability to interpret the phrase 金曜日から3日間ある. Students generally responded by stating a specific day (e.g., 金曜日; 土曜日でも日曜日でも), an ordinal number (e.g., 二日目にいこう), or a more general answer (e.g., 来週の週末はいつでもいい). If students did not fully understand the prompt, however, they were more likely to suggest days that fell outside of the festival's three-day period (e.g., 来週の木曜日). Some students stated a time (e.g., 2:30 ごろ) but did not specify a day, which would render the responses as incomplete. Stronger responses not only stated a preferred day but added detail, such as a reason (e.g., 金曜日と日曜日に用事があるから土曜日に行っていかな).

Text Chat 2 Prompt: Give your opinion. じゃ、そうしよう。ちょっと遠いよね。どうやって行くのが一番いいと思う？

It was not uncommon for students to misinterpret this prompt. Those who understood どうやって行く responded by giving an opinion on a suitable mode of transportation to get to the festival (e.g., バスに乗って行ったほうがいいと思う; 電車がいいと思う). Stronger responses went further by providing a reason for their preferred method of transportation (e.g., 車で行こう。車に乗ったら速いし、遅れないで秋祭りに行けると思う). If students were only able to grasp the 行くのがいいと思う? portion of the prompt, however, then their responses were likely to be about general places that they would like to go (e.g., 映画館に行きたい). When describing the merits of their vehicle of choice, a number of students seemed to mix up 速い and 早い.

Text Chat 3 Prompt: Explain. なるべく早い時間に行きたいって言っていたけど、それはどうして？

In general, respondents knew enough appropriate grammatical structures (e.g., なぜなら～, ～から, この理由は～) to be able to convey why they wanted to go to the fall festival early (e.g., このイベントは楽しいから行きたいです). However, a number of responses did not provide a clear reason (e.g., それは早く時間に行った方がいいから) or gave rather redundant answers (e.g., 早い時間が好きです). Others attempted to provide a reason with ～から or ～ので but seemed to flip the order of their reason and result. Stronger responses were those that provided not only a reason but gave additional details, such as the benefits of going early (e.g., はやいじかんにいくと、人混みが激しくないし、長い時間並ばなくてもいいよんな屋台の出し物が～).

Text Chat 4 Prompt: Give at least one example. お祭りでどんなことがしたい？

Responses to this inquiry about festival activities were generally successful. The majority of students were able to describe what activities they wish to do, using appropriate sentence structures (e.g., ～たいです; ～たり～たり). In addition, many responses showcased cultural knowledge about popular Japanese festival food (e.g., たこ焼き, りんご飴) and games (e.g., 金魚すくい, 射的). However, some responses described food (e.g., かき氷), activities, or events (e.g., 花見, 七夕) normally associated with other seasons, such as spring or summer. This may be because some students overlooked or did not remember a portion of the first text-chat exchange, which specifically states that the upcoming activity is a fall festival (来週の秋祭り、金曜日から3日間あるよね).

Text Chat 5 Prompt: Respond. いいね。ところで、何を着ていく？

In general, students were able to meet and exceed the requirements for basic task completion by stating what they will wear to the festival. Most students were able to write at least one article of clothing, though English loanwords (e.g., シャツ, ジーンズ, カジュアル) were commonly misspelled. Some responses did not use the correct “to wear” verb (e.g., ぼうしを着ます; げたを着ます). As was the case with Text Chat 4, a number of responses described clothes (e.g., 浴衣, サンドダル) that are normally associated with summer. This may be because students did not remember from Text Chat 1 that the upcoming event is a fall festival. Since AP Readers are unaware of what students wrote in the previous prompts, a wide range of clothes were deemed as acceptable.

Text Chat 6 Prompt: Give a suggestion. でも、雨だったら、どうする？

This prompt required students to offer a suggestion for what to do in the case of rainy weather. The majority of students seemed to have no trouble interpreting the character 雨 from the AP kanji list, as well as the prompt in general. However, some students may not have read the English directive carefully and thus neglected to include a suggestion in their response. While a number of responses did start with a mere repetition of the prompt (雨だったら), others were able to use a variation of the phrase (e.g., 雨でも; 雨だと) to describe possible precipitation. Suggestions to take an umbrella or rain gear were common, though sometimes written incorrectly (e.g., アンブララ; 雨ジャケット). At higher levels of ability, students gave a suggestion and added more detail.

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

Text Chat 1	
<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Students who did not fully comprehend 来週の秋祭り、金曜日から3日間あるよね suggested days that fell outside of the three-day period in which the fall festival would take place (e.g., 火曜日, 木曜日). Such 	<ul style="list-style-type: none"> Responses that demonstrated a full understanding of the prompt 来週の秋祭り、金曜日から3日間あるよ

<p>responses received scores on the lower end of the scoring guidelines in terms of task completion.</p> <p>多分火曜日に行きます。マヤさんはどうしますか？</p> <p>この日に仕事がなく空いていますので、水曜日に行くつもりです。</p> <p>秋祭りに遅れないように来週の木曜日にいったほうがいいと思います。</p>	<p>ね suggested days that would logistically allow attendance at the three-day fall festival.</p> <p>祭りの最初の日に行った方がいいと思う。</p> <p>金曜日に行こう。土曜日と日曜日は宿題をする日なのでいそがしいから。</p> <p>私は金曜日暇だからマヤちゃんも暇だったら金曜日でもいいよ。最初の日に行ったら人も少ないかもしれないし、いいかもよ。まやちゃんは何の日がいいの？</p>
<ul style="list-style-type: none"> Some students responded to いつ行こうか by stating a preferred time or part of a day (e.g., 2:30 ごろ; 午後), but did not specify which day of the week. Such responses would not provide Maya Miura with sufficient information to know when they can go to the festival together, thus making it incomplete. <p>たぶん四時にいくよ。</p> <p>一時間前がいいと思う。</p> <p>私は二時五十分ぐらいにつくと一番いいと思います。</p>	<ul style="list-style-type: none"> Stronger responses stated both a preferred day and time, which would convey enough information for Maya to know when they can attend the festival. <p>土曜の午後三時から行こう。</p> <p>金曜日の学校の後で行こうかな？</p> <p>金曜日の夜に行く？僕は土曜日と日曜日は忙しいから、金曜日の夜だけ行けると思う。</p> <p>私はいつでもいいですけど、たぶん土曜日の午後三時の方がいいと思います。なぜなら、私は週末の時にもっと自由だからです。</p>
<ul style="list-style-type: none"> Some responses addressed the prompt by stating a preferred day, but only with brief statements (e.g., 金曜日はいい; 土曜日はどう?). Such succinct responses scored on the middle or lower end of the scoring guidelines. <p>えと。。。どようびにいきます。</p> <p>金曜日だといいよ。</p> <p>土曜日に行こう。</p> <p>そうですか？じゃあ、土曜日はどう？</p>	<ul style="list-style-type: none"> Stronger samples were those that not only stated the student's preference, but included reasons for that availability or for not selecting the other days. <p>土曜日に行くつもりです。日曜日に予定があるから。</p> <p>そうですね。多分金曜日と土曜日がいいです。日曜日に宿題をしなくてはけません。</p> <p>来週の秋祭り金曜日から行かない？最初の日に行ったら人も少ないかもしれないし、いいかもよ</p>
<p>Text Chat 2</p>	
<ul style="list-style-type: none"> Even though the prompt elicited the student's opinion on the best method to go to the fall festival, some responses made statements about going to seemingly unrelated places (e.g., 映画館に一番行きたいです). In these cases, students may not have 	<ul style="list-style-type: none"> Responses that demonstrated students' full understanding of the prompt included both an acknowledgment of the distance involved and an opinion on the best method of transportation.

<p>been able to interpret both the kanji word 秋祭り from the previous prompt and どうやって from this prompt.</p> <p>公園に行くがほしいです。</p> <p>私はレストランに行きます。</p> <p>私はメキシカンレストランをいくのほがいいと思います。</p>	<p>家から5キロぐらいあるもんね。電車でいくのはどう？</p> <p>歩いていったら疲れてしまうかもしれないので、タクシーに乗っていきましょう。</p> <p>おまつりはちょっと遠いと思うので、新幹線で行くことは一番いいと思います。でも、地下鉄や車もだいいじょうぶです。</p>
<ul style="list-style-type: none"> • A noticeable number of students seemed to have mixed up 早い and 速い, which are words that sound similar but have different meanings (early and quick, respectively). Even students that scored on the higher end of the scoring scale incorrectly used 早い instead of 速い. <p>電車のほうがいいと思う。早くて安いから。</p> <p>私は車で行くのはいいと思います。なぜなら、車で早く行けますから、いいですか。</p> <p>わたしはバスを乗って行った方がいいと思う。なぜなら、バスが一番安いし早いと思うからよ。</p> <p>私のお母さんが連れていけると思う。聞いてみるね。たぶん電車かバスより早いから、大丈夫だと</p>	<ul style="list-style-type: none"> • Students that grasped the correct meaning of both 早い・速い demonstrated that knowledge by using them appropriately to give their opinion. <p>私はバスでは一番速いと思います。車では遅いですよ。</p> <p>電車で行こう。早めに行きたいから成るべく一時間前の電車に乗ろう。</p> <p>車で行こう。車に乗ったら速いし、遅れないで秋祭りに行けると思う。</p> <p>多分電車で行くのが一番良いと思う。お金もそんなに使わなくてもいいし、早く秋祭りに行けるはず。</p> <p>私も運転するのが出来ないから、多分電車で行くのが一番いいと思います。なぜなら、電車は安くて、バスより速いからです。</p>
<ul style="list-style-type: none"> • While some students followed the English directive to include an opinion (e.g., 電車がいい; バスが一番いいと思う), other responses did not indicate the students' viewpoint about that mode of transportation (e.g. 車でいく; バスで行こう). Such simple responses scored low on the scoring guidelines. <p>車で行こう。</p> <p>バスでいこう。</p> <p>じゃしんをのります。</p> <p>はい、わかりました。車でいく。</p>	<ul style="list-style-type: none"> • Students producing more advanced responses were likely to state their preferred type of vehicle and add elaboration, such as the merits of that mode of transportation (e.g., 安い, 速い, 便利). <p>多分 JR で行った方がいいと思うよ。電車が一番やすいしね。便利だもんね。</p> <p>わたしはバスを乗って行った方がいいと思う。なぜなら、バスが一番安いし早いと思うからよ。</p> <p>僕はお父さんはニューヨークにいますから、お父さんの車を使います。車はいちばん便利と思います。</p>
<ul style="list-style-type: none"> • Even though the prompt asked about the best method to get to the festival, some students replied by only giving their opinions on other aspects of the 	<ul style="list-style-type: none"> • Responses that demonstrated sufficient understanding of the prompt gave a clear opinion on the best method to go to the festival.

<p>festival (e.g., food). It may be that such students were merely following the English directive to “Give your opinion.”</p> <p>そのたこやきがとてもいいですね。</p> <p>日曜日と土曜日に祭りがいいと思います。</p> <p>私は祭りが好きだからね。楽しいと面白いと思うだ。</p> <p>たくさん美味しい食べ物があるので行くのが一番いいと思います。</p>	<p>バスで行くのがいちばんいいようだ。</p> <p>祭りに行くのは、電車が一番便利だとおもうよ。</p> <p>私は運転できる。私の車に行くのが良いと思います。</p> <p>電車で行った方がいいと思う。早くて、楽しいからね。あとは、電車で行ったら、駐車を見つけなくてもいいから。</p>
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Text Chat 3

<ul style="list-style-type: none"> Some students gave vague statements about wanting to go early (e.g., 秋祭りに早いきたい). Such replies became rather redundant since the prompt (早い時間に行きたいって言っていた) already establishes that the student has expressed an interest in going early. <p>はい、早い時間にいきます。</p> <p>早いいかなければなりません。</p> <p>それは早く時間に行った方がいいから。</p>	<ul style="list-style-type: none"> Students producing stronger responses in terms of task completion gave clear reasons for wanting to go to the fall festival early. <p>早く付いた方が楽じゃない。</p> <p>屋台の食べ物はすぐに売れきれてしまうと、友達に聞いたから。</p> <p>祭りの始まりに、おどりのパフォーマンスがあるからです。楽しみにしている！</p>
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<ul style="list-style-type: none"> Students did not always use syntactic structures that denote a reason (e.g., ーから, ーので) in their responses. Such omissions sometimes required extra effort on the part of AP Readers to determine whether or not the statements qualified as explanations. <p>天気はいいと人がありません。</p> <p>一番べんりとしたのしいと思う。</p> <p>にぎやかで楽しくて面白いですね。</p> <p>午後 1 2 時後にみんなさんはねむいと思います。</p> <p>祭りの後で、いろんなことがある。例えば、宿題とかそうじがある。</p>	<ul style="list-style-type: none"> Students who performed well used clear and appropriate grammatical structures to explain their reasons for wanting to go early to the festival, which strengthened the quality of their responses. <p>出来るだけ多くの屋台を周りたから。</p> <p>遅く行くと列がどんどん長くなるからです。</p> <p>早い時間に行くと、もっと長い時間遊べるからです。</p> <p>早く行ったらお菓子や美味しい食べ物がたくさんあるから。</p> <p>その方がパーキングスポットが取れるから。遅くいくとなくなるし、探すのに時間書かちゃうから。</p>
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- Some students utilized **～から・～ので** to give an explanation, but incorrectly reversed the order of the reason and result in their sentence.

早い時間に行くはいいから近くがありません。

この時にひまがありますから。学校がありません。

早い時間に行きたいのもっと面白い物を見ます

- Stronger responses demonstrated better grammatical control, such as correctly placing the clause that constitutes the reason before **～から**.

早く行ったら、混んでないですから。

電車とかあんまり混んでない方がいいから、早い時間に行きたいの。

秋祭りの昼の時間はとても人気で、大勢の人たちが来ると友達から聞きました。この理由で、早い時間に行きたいと思います。

Text Chat 4

- Even though the initial prompt in the text-chat exchange specifically states that the upcoming event occurs in the fall season, a noticeable number of responses described events or activities that are more commonly associated with other seasons, such as spring or summer (e.g., ひな祭り, 花見, 七夕祭り).

ひな祭りことがしたい、ひな祭りは三月三日。面白そうです。

七夕の祭りがしたい。とてもきれいそうです。夜の時はいいです。

お祭りで、色々な食べ物を食べたり、色々なお祭りの活動をしたりします。そして、花見をしたいです。

- Stronger responses demonstrated that students were able to recall that the upcoming event takes place in autumn. Such responses specifically mentioned the fall festival (秋祭り) or made a general reference about the fall season (e.g., 食欲の秋).

秋祭りでたくさん食べ物を食べたくて、踊って、伝統的なことがしたいです。

私はお祭りで屋台で美味しいものを食べたい。特に秋祭りの屋台のたこ焼きは最高だよ。あと夜の花火も見たい。秋祭りの花火はとてもきれいだから。

お祭りで一番したいことはご飯を食べることかな。食欲の秋というからには秋祭りにはたくさんの美味しい食べ物があるはずだよ。たとえば美味しい焼きそばが食べたいな。

- Some responses were vague as to whether or not the suggestions being made were for the upcoming festival or just a general activity that the student wanted to do (e.g., see a movie, go to a restaurant). In the latter case, students may not have been able to read the key word in the prompt **お祭**, which has a kanji from the AP Japanese kanji list.

いしょうにレストランに行ったらどう？

ビーチにいろいろなたのしいことができます。泳ぐし、走るし、とてもいいですよ。

多分公園に行きましょう。木の葉はこうようしたので、公園の美しさを見たいです。

- Stronger responses showcased cultural knowledge by describing popular games and activities that are commonly associated with Japanese festivals.

一番したいことは金魚すくいと輪投げです。

お祭りで僕はお菓子やゲーム、踊ったりしたいな一。

私はお祭りで焼きそばとたこ焼きが食べたいので、そして花火もみたい。

お祭りでは、最初に金魚すくいとか、ヨーヨー釣りとか、ゲームを遊びたい。それから、屋台で色々なおいしい食べ物を買って食べたい。

<p>一緒に映画を見ましょう。新しいの映画があります。あとで、一緒に晩御飯を食べましょう。</p>	<p>お祭りでたくさん食べ物を食べたいな。特にたい焼が食べたいと思う。あとは金魚すくいもしてみたい。金魚すくいはしたことがないからずっとしてみたいと思ってたんだ。お祭りでいろんなことを経験してみたいな。</p>
<ul style="list-style-type: none"> While numerous students expressed an interest in eating food, sometimes the food was described with adjectives (e.g., すごい, 新しい, かっこいい) that were unnatural or awkward. <p>すごい食べ物を食べたくて、きれいな景色をみたいです。</p> <p>私は新しくてかっこいい食べ物を食べてみるのが大好きから、</p> <p>祭りの大切なおかしを食べたいだよ。母はそのおかしはとてもおいしいと</p>	<ul style="list-style-type: none"> At higher levels of ability, students used appropriate adjectives (e.g., 美味しい) or noun modifiers (e.g., お祭りでしか食べられない物) to describe food. <p>色々な食べ物食べたいね。僕は、二人で色々歩き回って喋りたいかな。</p> <p>屋台の食べ物を楽しみたいかな。私は特に焼きそばとカステラの屋台が美味しくて好きかな。</p> <p>美味しいものをたくさん食べたいかな、秋ならではの食べ物とか。そうだね、栗とか秋の果物とかどう？</p>
<ul style="list-style-type: none"> Some responses had orthographic errors or inappropriate vocabulary when describing popular festival food (e.g., かきごうり) and festival games (e.g., 金魚釣り, 金魚救い). <p>お祭りではかきごうりそ食べて見たいです。</p> <p>来たら絶対に甘いりんごのおかしいを食べるつもりです。</p> <p>まつりで焼きそば食べたいな。それと魚のゲームをやりたい。</p> <p>お祭りで、金魚救いをしたいです。更に、だんごを食べてみたいです。</p>	<ul style="list-style-type: none"> Stronger responses demonstrated cultural knowledge of Japanese festival food (e.g., たこ焼き, 焼きそば, お好み焼き) and games (e.g., 金魚すくい, 射的). Appropriate grammatical structures were used to describe the act of playing games (e.g., ゲームをやってみたい). <p>りんご飴が食べたいな。</p> <p>綿あめやチョコレートバナナは僕の大好きです。</p> <p>一番したいことは金魚すくいと輪投げです。</p> <p>食べ物をたくさん食べたい。クレープやかき氷を食べたい。金魚すくいもしたい。</p> <p>お祭りで、いろんな物を食べて、新しいゲームを、試してみよう。</p> <p>お祭りではまず金魚すくいがしたいな。あと、かき氷とか焼きそばとか、屋台の食べ物も沢山食べたいな。</p>
<ul style="list-style-type: none"> Some responses revealed a weak knowledge of the “want to do ~” syntactic structure. For example, the ~たいです structure would be incorrectly preceded by a noun (e.g., 食べ物がしたい) or just awkward (e.g., 食べたほしい). 	<ul style="list-style-type: none"> Responses that employed the appropriate “want to do~” syntactic structure (e.g., 食べたい; 色々なことがしたいです) tended to score higher. <p>お祭りではやっぱり金魚すくいをやってみたいな。花火を見るのも楽しそう。</p>

<p>わたしは T—しゃつとズボンをしたいです。あなたですか？</p> <p>すごい食べものを食べたくて、きれいな景色をみたいです。</p> <p>私はお祭りで焼きそばとたこ焼きが食べたいので、そして花火もみたい。</p>	<p>お祭りでたくさん食べ物が食べたいです。たとえば、たこやきとちやはんを食べたいです。そてて、きんぎょすくいがしたいな</p> <p>たくさん美味しい食べ物が食べたくて、友達と話す事がしたいです。そして、伝統的な日本の習慣をしたいです。この事がとても楽しそうです。</p>
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Text Chat 5

<ul style="list-style-type: none"> A number of responses seemed to indicate that students may not have understood or did not recall the initial prompt in the text-chat exchange that states that the upcoming event is a fall festival. Such students tended to resort to clothes that are more commonly associated with summer (e.g., 浴衣, ショーツ, 下駄). <p>私は T シャツとショーツ着ていくかな。</p> <p>夏だからゆかたを着ます。とてもきれいなゆかたですよ。</p>	<ul style="list-style-type: none"> Students that specifically mentioned the fall festival (秋祭り) or incorporated the fall weather as a reason for their choice of attire received higher scores. <p>秋だし暑いから、僕は半袖のシャツとズボンかな。</p> <p>お祭りなので着物を着て行きます。寒すぎたら着物じゃなく、暖かい服で秋祭りに行きます。</p> <p>秋祭りですから、多分ジャケットとジーンズを着るつもりです。なぜなら、秋ですから、とても寒いし、シャツだけ切れば、病気</p>
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<ul style="list-style-type: none"> Articles of clothing that are loanwords were quite often misspelled (e.g., セータ, スカーツ), as well as adjectives used to describe them (e.g. カジュアル服 or カシアル instead of カジュアル). <p>ワンピースを着ていくつもりです。</p> <p>私は T—シャツとジーンズを着ます。</p> <p>いい天気だったら t シャツとスニカ。</p> <p>チーシャツと半ズボンを切ると思います。</p>	<ul style="list-style-type: none"> Students who performed well typed the loanwords for clothes correctly (e.g., ジャケット) as well as the adjectives to describe them (e.g., シンプル). <p>僕は普段着の T シャツとジーパンで行くつもりだったけれど、それでいいよね。</p> <p>きれいな服をきていくとおもいます。たぶん私の一番好きなブラウスを着ます。</p> <p>私はシンプルにシャツとジーンズとスニーカーで行くよ。本当は浴衣にも憧れているけど持っていないんだよね。</p>
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<ul style="list-style-type: none"> Instead of using the appropriate “to wear” verb, students used the 着る・着ます verb rather broadly and applied them inappropriately to various clothing (e.g., スカート, 靴下). <p>ドレスかミニスカートを着ていくよ。</p> <p>多分お父さんの靴下を着ると思うよ。</p>	<ul style="list-style-type: none"> Stronger responses demonstrated an understanding of the different types of “to wear” verbs that exist in the Japanese language and applied them accordingly (e.g., ぼうしをかぶります). <p>私は、長いズボンとうわぎをきて、白いくつをはいていきます。あなたは？</p> <p>きれいな服をきていくとおもいます。たぶん私の一番好きなブラウスを着ます。</p>
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<p>やっぱり祭りはゆかたとげたを着ていくのが一番楽しいと思うよ。</p> <p>あたらしくてきれいなパンツを着てみたい。とても暑いから、ショーツもきたい。</p>	<p>私は、ブラウスとスカート、それに歩きやすい靴を履いていくつもりだよ。後、日焼けしないために、帽子もかぶって行くつもりでいるけど、まゆさんは何を着ていくの？</p>
<ul style="list-style-type: none"> For the “to wear” verb (着る・着ます), which is a key word that many students needed to use in order to reply to the prompt, orthographic errors often occurred. A number of students inadvertently selected the wrong kanji (切る・来ます) in the drop-down folder. <p>私はきれいなスカートを切ります。</p> <p>やっぱりせっかくのお祭りだし着物来ていきたい！</p> <p>天気は寒そうから、たぶんズボンとながそを切る。ブーツも履くかも。</p> <p>着物来ていこうと思う。</p>	<ul style="list-style-type: none"> Stronger responses typed the kanji 着る・着ます. <p>私は浴衣を着ると思うけどまやちゃんはなんでも</p> <p>私は去年と同様に浴衣を着ていくつもりだよ。去年のは、小さくなっちゃたから、新しい浴衣を</p> <p>私は最初は私服を着ようと思ってたけど、今朝お母さんが着物を着たほうが良いって言ったから、着物を着ると思う。</p> <p>うーん、やっぱりお祭りだから浴衣かな。この前お父さんに新しいあさがお柄の青い浴衣買ってもらったんだ。それを早速着ていっちゃおうかな。</p>
<ul style="list-style-type: none"> Students who wrote using the present progressive ーています structure made it difficult to discern whether they were describing what they were wearing at that time or what that they plan to wear to the festival. <p>午後 5 時半に着物を着ています。</p> <p>私は着物を買いましたから着物を着ています。</p> <p>私はファンシ服を着ています。フォーマル服を着たいです。あなたは？</p>	<ul style="list-style-type: none"> Responses that were written in the non-past tense made it clearer that the students were describing what they plan to wear to the upcoming event. <p>T シャツとズボンを履いて行こうかな。</p> <p>お祭りには着物を着ていくよ。花柄の綺麗な着物を先週買ったからそれを着ようかな。</p> <p>僕はジンベイとかもっていないから T シャツと短パンとかでいくな。地味でごめんね。ところで君はなにを着ていくの？着物とか着ていくの？</p>
<ul style="list-style-type: none"> Some students added detail by explaining how the weather would determine the kind of attire they will wear to the festival. However, unnatural idioms or inappropriate vocabulary (e.g. 天気は寒い) were sometimes used to describe weather conditions. <p>天気は寒いでしょうからジャケットを着る</p> <p>もしも、てんきがさむくて、セータとズボンを着ていますけど</p> <p>天気は寒そうから、たぶんズボンとながそを切る。ブーツも履くかも。</p>	<ul style="list-style-type: none"> Stronger responses incorporated appropriate idioms and phrases to describe weather and temperature. <p>天気よほうによると、とても暑いそうから、ドレスを着るつもり。</p> <p>夏祭りじゃないから着物はちょっと変だと思うし、夜は冷えるから温かい服を着ていくつもりだよ。</p> <p>まだ温度は寒くないと思うからたんぱんと半袖を着ていいけど、ジャンパーを持ってきて、寒くなったら着ればいね。</p>

<ul style="list-style-type: none"> Some responses received lower scores because they listed inanimate objects that were unrelated to clothes. It may be that they misread 何を着ていく? with 何を持っていく? If students were not able to interpret the AP Japanese kanji 着ていく correctly, then they were likely describing what they plan to take to the festival (e.g. water, money, mobile phone). <p>お水とお弁当を持って行ったらいいと思います。</p> <p>携帯、お金、ID、とでんちコードを持てきます。</p> <p>一様1万円を、持って行こう。なぜなら、たりなかったら、困るからです。その後</p>	<ul style="list-style-type: none"> Responses that demonstrated understanding of the prompt and the ability to read the kanji 着ていく from the AP kanji list addressed the prompt by describing what the student will wear to the festival. <p>多分浴衣を着て行くよ。</p> <p>秋祭りだから、浴衣を着ていくのはいいと思う。</p> <p>私はお姉ちゃんから貸してもらった水色の衣装を着ていくよ。今週末に買い物へ行って髪飾りを買ってもらうんだ。ミムラさんは浴衣を着てくる?</p>
<ul style="list-style-type: none"> A number of responses included the word ところで. While this was likely a result of students mimicking the prompt, the inclusion of this word in the answer was unnatural and out of place. <p>ところで、シャツとパジを着て行きます。</p> <p>ところで、私はシャツと青いパンツをきています。そして、赤いぼうしを着ています。</p> <p>ところで、着物をきていきます。きものはとてもきれいでとくべつなので、お祭りに着ます。みうらさんはところで何がきたいですか? 同じも?</p>	<ul style="list-style-type: none"> Students that understood the meaning of the word ところで did not repeat it in their response. <p>秋だち暑いから、僕は半袖のシャツと半ズボンかな。</p> <p>せっかくだから浴衣を着ていこうかなあ。お母さんが昔着てた浴衣をかしてくれるみたい! マヤちゃんはどうする?</p> <p>やっぱりお祭りだから、浴衣を着ていこうと思う。気温もそんなに寒くなさそうだし、三浦さんも浴衣を着てきたら?</p>
<p>Text Chat 6</p>	
<ul style="list-style-type: none"> Numerous responses included the phrase 雨だったら to describe conditional rain, which is acceptable but still a repetition of the prompt. <p>雨だったら、私は傘を持ちます。</p> <p>雨だったら、ジャケットを着ます。</p> <p>もし雨だったら、傘を近くにあるお店で買ったらどうかな。</p> <p>雨だったら、ジャケットをきるよ。あなたがどうしよ?</p>	<ul style="list-style-type: none"> Students producing more advanced responses were more likely to use a variation of 雨だったら to express inclement weather (e.g., 雨だと; 雨でも; 雨が降ったら; 大雨が降ったら). <p>雨でもまだ行く予定です。</p> <p>雨が降ったら、大変ですね。雨の用意として、傘を持っていきましょう。</p> <p>雨だと屋外のお祭りはきついね。雨だったら、お家で遊ばない? でも雨が降らないようにてるてるぼうずを作ろう!</p>

<ul style="list-style-type: none"> • A number of responses just stated what the student will do (e.g., 家にいる; ジャケットを持っていておく). This may mean that students did not read the English directive to give a suggestion or lacked knowledge of the basic syntactic structures to offer suggestions. <p>雨だったら店に行く。ふくや食べ物を買う。いい？</p> <p>友達の車が行く。また、何月に行く。うちに友達と帰る。</p> <p>雨がある、となりのレストランに行く。そして、映画をみます。</p> <p>雨だったら、私のアパートに行って映画を見る。そのことは大丈夫ですか。あと、食べ物を買って話します。いいですね。</p>	<ul style="list-style-type: none"> • Stronger responses incorporated a variety of complex grammatical structures to denote suggestions, such as conditional or potential forms. <p>雨だったら違う日に行こう。土曜日が雨だったら日曜日にいけます。</p> <p>雨だったら、日曜日に行こう。午後三時くらいからしか行けないけど。</p> <p>雨だったら、多分お祭りも中止になるから近くのレストランで昼ごはんを食べて、家に戻ってきゲームをしよう。</p> <p>雨だったら、お祭り中止になってしまうから。近くの映画館に行かない？最近公開された映画見たくて、私の好きな女優さんが演出しているんだ。</p>
<ul style="list-style-type: none"> • Many responses revealed a lack of relevant vocabulary to describe rain gear. For example, some students spelled loanwords incorrectly (e.g., ジャケと, ジャッ気と), used awkward descriptions (e.g., 雨ジャケット, おれる傘) or wrote English words in katakana that were normally not done so in Japanese (e.g., ハト for hat, ウンブレラ, アンブレラ for umbrella). <p>アンブレラがあることはいい。</p> <p>雨を降ったら雨ジャケットを着ます。同じズボンをきます。</p> <p>雨？まだだいじょうぶです。でも、ジャッ気とを持ってはいいと思う。</p> <p>傘を持ってこう。だけど普通の傘はじゃまだからおれる傘を持ってこう。</p>	<ul style="list-style-type: none"> • Stronger responses were those that typed loanwords (e.g., ジャケット) with no orthographic errors and used appropriate descriptions for rain gear. <p>傘を持って行きます。</p> <p>雨だったら、ジャケットを着ます。</p> <p>レインブーツとポンチョを持っています。</p> <p>雨が降ったら大変だから折りたたみ傘をもってくるよ。</p> <p>一応傘やレインコートを持ってきたらいいと思う。</p> <p>雨が降ってたら、ジャケットやコートをじゅんびして持っていく方がいいと思うよ。</p>
<ul style="list-style-type: none"> • Some students expressed an intention to take an umbrella or other types of rain gear to the festival if it rained. However, they often used some form of 来ます instead of 行きます. <p>僕はかさをもってきます。</p> <p>だいじょうぶ。私が傘をもってくる。</p>	<ul style="list-style-type: none"> • Correct verb choice (e.g., 持って行きます) was typical of higher-scoring responses of this type. <p>傘をさして行きます。</p> <p>雨だったら、傘を持って行こう。</p> <p>ジャケットをもって行った方が良い</p> <p>突然雨がふってきたら、傘を持っていくべきだよね。</p>

雨だったら、傘をもって来ると思います。

ジャケットを持って来て法が良いと思います。

Based on your experience at the AP® Reading with student responses, what advice would you offer 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 to not just reply to a question with a succinct response as they may do in a real-life conversation, but to utilize the 90 seconds fully and add as much detail and elaboration as possible.
- Students should be reminded of the importance of reading 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 addressed both requirements.
- Katakana loanwords can be difficult for students to produce correctly on a computer, as evidenced by errors in orthography (e.g., ジャッ気と, スカーツ). Students would benefit from doing typing practice from an early stage of their study, in order to diminish the impact on orthographical issues.
- Even though this year’s topic for the text-chat exchange was about an upcoming event (i.e., fall festival), a number of students responded completely in the past tense or present progressive. Students should be careful to read the English description of the topic carefully and use appropriate syntactic structures.
- For Text Chat #2, 5, and 6, it was not uncommon for students to use inappropriate direction verbs (e.g., 持って来る instead of 持って行く) when describing what they will wear, bring to the festival if it rains, etc. Students should make sure they know the correct usage of the go’ and ‘come’ verbs in Japanese.
- Students will benefit from getting more practice in giving suggestions or explanations using structures, such as phrases (e.g., この理由は, ので). AP teachers should give students frequent exposure not only to question words, such as なに or なぜ, but also to the less familiar words, such as どうやって.

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 in the years leading up to the AP experience and throughout the AP year so students are familiar with how their responses 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. <https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Provide sample text messages and have students work in pairs to identify the purpose of the message, what is being requested, and other pertinent details before responding, and provide students with a checklist of grammar and mechanical errors to look for and address when reviewing their own or peers’ work.
- 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>
- Utilize flexible resources in AP classroom to provide students with daily instruction, practice, and feedback to help cover and connect content and skills.

Question #2**Task:** Presentational Writing—Compare and Contrast Article**Max. Points:** 6**Total Group Mean Score:** 4.44**Standard Group Mean Score:** 3.84***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 their sister school in Japan. The prompt is given in English. It asks students, based on their own experience, to compare and contrast two sides of a single topic by identifying three aspects of the topic and highlighting similarities and differences between the sides. In addition, students are asked to express their preference for one or the other of the sides and to provide their reasoning for that choice. The responses are expected to demonstrate the ability to identify, to compare and contrast, 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 structures. The 2021 prompt asked students to compare and contrast reading something on a screen and reading something on paper.

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 well, perhaps because they have gained substantial experience this year reading on a screen and reading on paper. Most students were able to identify three similarities and differences between the two mediums, such as the ease or purpose of reading something on screen (e.g., smartphone, computer) and reading something on paper (e.g., book, newspaper). Other students addressed health or environmental impact caused by the increased reliance on technology when reading something. A number of 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 a use of basic vocabulary (e.g., 読む, 見る, 簡単, 調べる, 漢字, 便利, 本) and a good control of grammatical patterns. Strong responses clearly articulated the writer’s preferences, either in the introduction, concluding paragraph, or both. Other responses on the higher end of the scoring spectrum revealed the writer’s preferences more subtly through complex structures (e.g., スクリーンと比べれば本で情報をでに入れるほうが難しいと見えます。それと同時にスクリーンで読むと本を数冊をいっぺんに開けます。普通の本は手荷物になることが多く、邪魔になることもありました)。Responses became weaker, however, if the writer’s preference became less clear or were not included at all. In some responses, students neglected to address the prompt directly and instead made comparisons between writing something on screen and writing something on paper.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Common Misconceptions/Knowledge Gaps</i>
<ul style="list-style-type: none"> Some responses didn’t include all aspects of the prompt, and they often neglected to express their preference and reason or did not express them clearly. <p>コンピュータとかみは方がいいですかれは本はいいです、コンピュータはできます。</p>	<ul style="list-style-type: none"> Strong responses clearly stated their preferences and reasons in detail. <p>最近本をパソコンで読めることもできますが、自分は紙のほうが好きです。パソコンを本のためだけに使うのは頭が痛くなるほどのスクリーンの使いです。みんなと過ごす時間は学校生活がほとんどなので、みんなと顔を合わせ、一緒に過ごしたいと思います。</p>

<ul style="list-style-type: none"> Some students attempted to provide a reason with ーから or ーので but seemed to flip the order of their reason and result. <p>本とパソコンで読むことが大好き、けど私はパソコンの方が好きからもっと便利です。</p>	<p>スクリーンで読む本と本物の本は学んでいる情報は同じでも体験は違い、自分の意見ではスクリーンで本などを読むほうが効率だと思うようになりました。、、、本組の皆さんはちゃんと手に持てる本のほうが情報が頭に入ると行っていますが。その意見には私は反対です。確かにスクリーンで長い時間読んでいると目は疲れますが、スクリーンで読むことでくるベネフィットはその問題より遥かに良い</p> <p>結論として、私は紙で読むのほうが好きです。簡単で、目が疲れないからです。他の人にとって、他の意見があると思いますから好きなように読んだほうが良いと思います。</p> <p>わたしには、スクリーンが好きです。どこでも、スクリーンをつかって、本を読むことができます。そして、スクリーンをつかったら、スクリーンだけじゃない。そのスクリーンはけいたいとか、タブレットです。そのスクリーンにも、ゲームをします。だから、わたしはスクリーンの方が紙より好きです。</p>
<ul style="list-style-type: none"> The prompt specified that students should write an article on reading on screen and paper. Some students appear to misread the prompt and wrote an article about writing on a screen and writing on paper. <p>これから、紙とスクリーンで各地外と同じ差を書きます。紙に書くこととスクリーンで書くのはとても違いがあります。</p>	<ul style="list-style-type: none"> Stronger responses directly addressed the purpose of the article by comparing reading on a screen and reading on paper. <p>これから、スクリーンで読む事と紙で読む事を比べてみます。スクリーンと紙で両方いい読む方法ですが、類似点も相違点もあります。</p> <p>自分の意見ではスクリーンで本などを読むほうが効率だと思うようになりました。まずはスクリーンで本などを読んだほうが手に入る情報が増えてきます。</p>
<ul style="list-style-type: none"> Many responses used transitional elements to demarcate a shift to a new point of comparison (e.g., まず; 次に; 最後に). However, some responses did not divide the article into paragraphs by inserting a line return, then indenting by one character space. In addition, weaker responses did not include punctuation marks appropriately. <p>今日はコンピュータとかみを読みます。まずはコンピュータとかみは大ききはテスト。コンピュータとかみを本はよみます。コンピュータとかみはきてます。</p> <p>ぜんぶとコンピュータは本はよみどして。かみは本はまはよみどして。</p>	<ul style="list-style-type: none"> Paragraphing is not required for task completion, but it is the standard format for newspaper articles and makes the information easier to process. Stronger responses input a line return before a new paragraph, then begin the paragraph with a transitional element. A response from the high range of the scoring guideline: <p>紙で何かを読むこととパソコンで何かを読むことと比べてみたいと思います。違うところと似ているところもあります。でも、私は紙で読むことのほうが好きです。</p> <p>まず、紙で本を読むことのほうが楽しいと思います。紙のとき、本の話は一番集中になることです。でも、オンラインで読むと他のことに気になってしまうことが多いです。例えば、時々パソコンの明るさは明るすぎることに気にする人が多いと思います。</p>

	<p>何を読んでいることに集中するより、パソコンに集中してしまいます。それから、パソコンを使いすぎると目が疲れてしまいます。</p> <p>次に、パソコンで読むのいい点です。パソコンで読むと、紙を使わなくてもいいです。だから、多分パソコンで読むことのほうが地球にいいかもしれません。そして、パソコンで何冊も読めます。でも、本の一冊の中に一つの話しか入っていないです。</p> <p>最後に、学校で何かを読ませたとき、紙で読むとメモを取るのほうが簡単だと思います。そして、その紙を授業に持つことができます。パソコンで読むと、他の紙でメモを取らなければなりません。そして、多くの授業でパソコンを使うことはできません。だから、読む課題をパソコンで読むと授業中読んだものを見られません。</p> <p>結論として、私は紙で読むのほうが好きです。簡単で、目が疲れないからです。他の人にとって、他の意見があると思いますから好きなように読んだほうが良いと思います</p>
<ul style="list-style-type: none"> Some responses used 本 instead of 紙, and some compared printed paper and digital newspaper. <p>パソコンで読むのが本で読むのが色々な違いがある。</p> <p>紙新聞とデジタル新聞では、書かれている内容は同じです。だけどデジタル新聞は、コンパクトなため持ち運びが簡単でとても便利です。</p> <ul style="list-style-type: none"> For the key word (紙 “paper”), a number of students inadvertently selected the wrong kanji (髪 “hair”) in the drop-down folder. The following sample also compared (printed) paper and digital devices (phone, TV). <p>髪の本とか電話どちらの方が好きですか。利用法同じですか？どちらの方がもっと楽しいか？どちらの方は、もっと便利ですか？利用法同じのことがありますと、利用法違いがあります。同じの例は同じは本とかニューズーがあります。テレビとか電話は聞くことができます。で髪の本はできません。</p>	<ul style="list-style-type: none"> Stronger responses used the key word 紙 correctly and clearly stated “reading book in paper.” <p>まず、紙で本を読むことのほうが楽しいと思います。紙のとき、本の話は一番集中になることです。でも、オンラインで読むと他のことに気にしてしまうことが多いです。</p> <p>私はスクリーンを読むことと紙の本を読むことを比べています。</p>
<ul style="list-style-type: none"> A number of articles revealed students’ lack of familiarity with loanwords. For example, technology-related terminology were quite often misspelled. <p>スクリン for intended スクリーン “screen” コッピ for intended コピー “copy”</p>	<ul style="list-style-type: none"> Stronger samples were those that converted kanji correctly and spelled katakana words accurately. <p>そして、二つの違うことはテクノロジーです。毎年、もっともっと新しいテックをアクセスできます。コンピューターやタブレットで読めます。</p>

<p>パソコン for intended パソコン “personal computer” ブルライト for intended ブルーライト “blue light”</p> <ul style="list-style-type: none"> Other examples of insufficient vocabulary were words being substituted with other words that may have been incorrect or not appropriate in this context. <p>多さい for intended 大きい 作る for intended 使う 語 for intended 文字</p>	
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Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Include a preference and reason(s).

In order to complete the task satisfactorily, students not only had to discuss three aspects of the two options, “reading on a screen” and “reading on paper,” they also had to express a preference for one of the options and give reasons for their preference. While many students were able to express a preference, even some high-proficiency students neglected to include a preference. The preference need not be stated in the conclusion—it can be presented in the opening paragraph of the article—but it needs to be expressed somewhere in order to complete the task successfully.

In some responses, preferences are stated indistinctly making it is hard to determine the writer’s preference. For example, *かみよりスクリーンのほうが便利ですね。私はスクリーンが大好きと思う。インタネットはいちばん大切なです。でも、時々にかみは一番楽しいです。Thus, it is recommended that teachers discuss with students what constitutes a preference and introduce patterns for clearly expressing a preference. Simple patterns include 私は～が好きです; 私は～(の) ほうがいい (と思います). Other methods could be to use opinion words. such as 私の意見/経験では～; 私にとっては/自分は～(の) ほうがいい/好む/選ぶ/にする. If both options are mentioned in the concluding remarks, students should be sure to clarify which option is preferred.*

- State similarities as well as differences

The prompt specifies that students should highlight both similarities and differences between the two options. Some students focused on both points (e.g., *コンピューターで読む事と紙から読むことは同じことも違うことがあります*), but many students focused on differences and neglected to mention similarities. While there is nothing wrong with focusing on differences, students should be reminded to read the instructions carefully to be sure they understand what they were expected to include in the article.

- Compare the two options that are indicated in the prompt.

This year’s prompt asked students to compare and contrast “reading on a screen” and “reading on paper.” However, some students, including some high-proficiency students, compared two options that were not indicated in the prompt, such as “writing on a screen” versus “writing on paper.” It cannot be emphasized enough that students should be reminded to read the instructions carefully and be sure they understand what options they are expected to compare.

- Teachers should provide frequent opportunities for students to learn a variety of vocabulary and expressions related to possible topics from the AP themes. Once students have mastered appropriate vocabulary and grammar structures, they should be frequently engaged in writing using the learned expressions appropriately.
- Students should learn how to elaborate their content in a logical way using complex sentences.

- Students should be reminded to check for misspellings and incorrect kanji conversion.

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 in the years leading up to the AP experience and throughout the AP year so students are familiar with how their responses 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.
- Provide examples of compare and contrast articles outlining the beginning, middle, and end. Ask students to brainstorm vocabulary and explanations and ideas about ways to respond to each question in the prompt, and then suggest some transitional expressions to link their ideas.
- 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 write compare and contrast articles on various topics 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>
- Utilize flexible resources in AP classroom to provide students with daily instruction, practice, and feedback to help cover and connect content and skills.

Question #3**Task:** Interpersonal Speaking—Conversation**Max. Points:** 24**Total Group Mean Score:** 16.46**Standard Group Mean Score:** 12.99***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 Daisuke Yamamoto, director of an after-school program at a Japanese elementary school, about volunteering in the program. To successfully respond to the prompt the students had to (1) respond to the director's greeting and question about weather, (2) explain why they wanted to volunteer at an elementary school, (3) express their preference for a grade level or levels, and (4) indicate a date (day and time) they could visit the following week to observe the program.

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, most students were able to respond to this year's conversation tasks about volunteering in the program. However, many students found the opening comment of お電話待ちしていました difficult to respond to, as it did not ask for a self-introduction and it added a second element that they could respond to, in addition to the question about the weather. Most students were able to give reasons for why they wanted to volunteer, state their preferences for a grade or grades with which they would want to work, and respond by giving a day of the week for the proposed school visit.

Conversation 1 prompt: ああ、もしもし、お電話待ちしていました。こちらはひどい雨なんです、そちらのお天気はどうですか。

Many students seem to have expected that a self-introduction would be an appropriate response to the prompt since exams in previous years often have contained conversation prompts that elicit some form of introduction. The opening comment of お電話待ちしていました made it difficult for many to know if they were to respond to the comment about waiting or the question about the weather. As an opening comment, it may have seemed abrupt. Many students may have minimal understanding of more formal telephone etiquette since most of their communication is by text. Stronger responses contained information about the weather in the students' locations as well as demonstrating empathy for Mr. Yamamoto's comment about rain. These responses often contained specific and detailed information about the weather and commented on the season as well. Some students were also able to acknowledge that they were late in calling Mr. Yamamoto.

Conversation 2 prompt: 小学校でボランティアをしたいそうですが、それはどうしてですか。

Many students gave general reasons for why they wanted to volunteer, rather than why they wanted to volunteer at an elementary school. In responses earning lower scores, many students did not realize that they were being asked to provide a reason for wanting to volunteer. Stronger responses contained good reasons for wanting to volunteer, including wanting to help society and hoping to become a teacher in the future. Some more basic responses did not include a particle denoting reason (から, ので), making it more difficult to discern whether or not a reason was given, and some students put から after the wrong clause (ボランティアしたいから、子供が好きです). Some responses seemed to mistake ボランティア for アルバイト, mentioning an interest in, or an assumption that they would be earning money.

Conversation 3 prompt: なるほど。このプログラムには小学1年生から6年生までの子供たちがいますが、何年生のグループがいいですか。

Most students were able to indicate a preference for a grade or grades. Responses receiving higher scores also indicated a reason for their choice by explaining why they wanted to work with a particular group, ranging from general (小さい子供が大好きです) to more specific (その年の親戚がいるので). Some responses indicated a willingness to work at any grade level, with the stronger responses stating a reason for leaving the decision to Mr. Yamamoto or indicating they would volunteer wherever the need was greatest. In responses receiving lower scores, some students struggled to indicate clearly what grade level they wished to work with, while others talked about middle school and high school grades instead of elementary school. In other cases, students gave a preferred age rather than a grade in school as their answer.

Conversation 4 prompt: 分かりました。では、来週一度、見に来てもらいたいんですが、いつ来られますか。

Most students were able to respond to the prompt by suggesting a day of the week for the proposed school visit (e.g., 金曜日の3時がいいです). Stronger responses also indicated a preferred time as well as a reason for the day and time chosen (e.g., 私はまだ高校生なので、2時の後は大丈夫です). These responses also often asked Mr. Yamamoto if there was a particular day or time that might be better for him (e.g., 山本さんはいかがですか). Some students did not clearly understand 見に来てもらいたい or were influenced by the English use of “go” and “come” in this context, responding with some form of 来ます rather than 行きます.

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

Conversation 1	
<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some students took the prompt as an invitation for a self-introduction and introduced themselves. はじめまして、やまと、山本さん。わたしー、の名前は [name of candidate] です。 	<ul style="list-style-type: none"> Stronger responses answered Mr. Yamamoto’s question about that day’s weather in complete and thorough ways, sometimes also commiserating with Mr. Yamamoto about the weather where he was. こちらの天気は結構、いいです。えっと、天気はいいけど、あなたの方が、雨が降っているの、ちょっと悲しいです。
<ul style="list-style-type: none"> Some weaker responses were so vague that it was not clear that they were talking about the weather. はい、こんにちはー。大丈夫です。あの一、山本さんは、大丈夫ですか。 Other responses contained only simple vocabulary about weather or seasons. 晴れです 春です 雨です 	<ul style="list-style-type: none"> Stronger responses clearly answered the question and sometimes included mentions of temperature, “heavy” rain or “bright” sunshine or “strong” winds, etc. こちらのお天気はすごく晴れ晴れしています。雲も見当たらないぐらい。

<ul style="list-style-type: none"> Not all students understood the distinction between こちら and そちら. そちら、天気です。 	<ul style="list-style-type: none"> Stronger responses appropriately used こちら in response to Mr. Yamamoto’s question. こちらの天気は結構、いいです。
<p>Conversation 2</p>	
<ul style="list-style-type: none"> Many did not realize they had been asked for a reason they wanted to volunteer at the elementary school. ボランティア、楽しみです。 ボランティアは何日ですか。 ボランティアはよいです。 	<ul style="list-style-type: none"> Stronger responses gave good reasons for why they wanted to volunteer at a school. 私は、子供の時から、ずっと先生になりたかったから、ボランティアをしたいんです。 Many talked about “doing good things for society” by volunteering at the school. Some of these responses contained appropriate uses of 手伝う and 助ける。 私は、人を助けることが好きです。;子供を手伝うのは大好きだし。
<ul style="list-style-type: none"> In some responses it was difficult to determine whether a reason was being expressed due to the lack of a particle (から, ので) indicating a reason. 友達とボランティアです。 Other students attempted to provide a reason with ーから (or ーので) but used the particle after the wrong clause: ボランティアしたいから、子供が好きです ボランティアしたいから、楽しいです。 	<ul style="list-style-type: none"> Stronger responses provided one or more reasons with language that clearly indicated the student was giving a reason, such as から, ので, なぜかという, etc. 子供、を、手伝うのは大好きし、家庭教師したことがあるし。
<p>Conversation 3</p>	
<ul style="list-style-type: none"> Some responses provided statements or questions about school or a volunteer program with children, but did not indicate a choice of grade. 子供が好きです。 	<ul style="list-style-type: none"> Stronger responses indicated an understanding that they were being asked to make a choice of grade level and generally either started with a clear choice of grade (わたしは、一年生がいいですね) or asked Mr. Yamamoto which grade was most in need of volunteers (その時間が空いてなかったら、どのグループでも大丈夫です).

<ul style="list-style-type: none"> Some students answered the prompt very simply by stating a preference 一年生がいいです。 	<ul style="list-style-type: none"> Stronger responses contained some form of elaboration, usually in the form of a reason for the selection with a particle, such as から or ので. Higher scores often contained a more detailed explanation for the choice, with complex grammatical structures, such as conditional or potential forms. Many talked about why they preferred the grade they chose, for example, experience with a younger brother/sister, cousin, etc. 僕は、小学校三年生のグループがいいです。なぜかと言うと、僕はその年の親戚がいるので、そういう子供で遊んだことがあります。
<p>Conversation 4</p>	
<ul style="list-style-type: none"> Many students answered by giving information only about a day of the week. 水曜日がいいです。 	<ul style="list-style-type: none"> Stronger responses clearly provided not only availability, but included reasons for being able to come, or explanations for why they couldn't come. 月曜日から木曜日までは、試験があるはずなので、忙しいんです。
<p>The complex phrase (見に来てもらいたいんですが、いつ来られますか) was not always understood. Many responses included (ーに来ます) instead of (ーに行きます or ーに行けます)</p>	<ul style="list-style-type: none"> Many expressed considerations for Mr. Yamamoto's schedule with phrases, such as 山本さんはいかがですか; ー曜日によろしいですか. Stronger responses used phrases, such as 都合がいい, to ask when might be a convenient time.

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

- Students should be taught to listen to the first prompt carefully and without preconceived notions of what it will ask for, then respond directly and appropriately. Many previous Conversation topics started with a prompt for which a self-introduction was an appropriate response. This year didn't require a self-introduction, but many students included one anyway, leaving them less time to produce content that would earn a higher score.
- Students should be taught forms for answering particular question words, such as 何, いつ, どこ, どうして, to understand what information is being requested.
- Reasons should always be stated with から, ので, or other particles or phrases that indicate that a reason is being provided.
- Students should be taught that they can likely improve their scores by routinely providing a reason when a prompt asks them to express a preference.

- Students should engage in activities that give them practice in completing the task in the allotted time.
- Students should practice putting English words in Japanese pronunciation so that if they do not have sufficient vocabulary, there is at least a chance the word might be comprehensible to Japanese speakers not accustomed to interacting with learners. Some of the words encountered in the responses to the Conversation prompts included words, such as “volunteer,” “activity,” “experience”, etc. (なぜなら、色々なアクティビティーがあります)
- Students should practice using 来ます and 行きます in ways appropriate to Japanese.

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 in the years leading up to the AP experience and throughout the AP year 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.
- Provide conversations for students to listen to, pause the recording and formatively assess students’ understanding during the conversations, and ask individual students to practice conversations in class and then ask others to provide more details after each response.
- 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>
- Work with students so they become familiar with how long 20 seconds is so they can become more comfortable about how long their responses can be.
- 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>
- Utilize flexible resources in AP classroom to provide students with daily instruction, practice, and feedback to help cover and connect content and skills.

Question #4**Task:** Presentational Speaking—Cultural Perspective Presentation**Max. Points:** 6**Total Group Mean Score:** 4.23**Standard Group Mean Score:** 3.47***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 consists of a statement in English identifying the audience and context, and a presentation prompt to which students should respond.

On this year’s exam the prompt instructs students to present their perspectives on Japanese historical places, beginning with an introduction, giving five examples or aspects of Japanese historical places with details, explaining their view or perspective, and ending with a concluding remark. Students had four minutes to prepare an outline and two minutes to record their responses. Each response receives a holistic score based on how well it accomplishes the task in terms of task completion, delivery, and language use. In addition, the score reflects the level of cultural knowledge exhibited in the presentation.

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 students seem to have been well prepared for the topic of historical places, and they were generally able to speak about five aspects or examples. In many cases, students discussed five examples, including historical cities, such as Kyoto and Nara, well-known shrines and temples, castles, World War II memorial sites, and world heritage sites, such as Mt. Fuji. In addition, students were able to approach the topic from multiple perspectives, including the characteristics of historical places, the history of memorial sites, and the significance of historical sites for people in Japan. 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>Common Misconceptions/Knowledge Gaps</i>
<ul style="list-style-type: none"> Weak responses contained mere lists of historical places (such as カッスル, ふじやま, とつきょうタワー) in a few sentences. 	<ul style="list-style-type: none"> Strong responses addressed historical places (e.g., 富士山, 広島, 東京, 天皇がすんでいる所; 寺と神社) with thoroughness and detail. <p>次に、四番目、歴史がある所は、天皇が住んでいる所です。日本で、天皇は、とっても、特別な人で、たくさん力があつて、天皇が住んでいるところは、とつ、たくさん歴史があつて、長い時間、天皇が、その所に住んで、いました</p> Responses that demonstrated sufficient understanding of the prompt gave a clear opinion on historical places in Japan. <p>日本人にとって、歴史は、とても、大事です。大切に、まも、守らなければいけないことです。</p>

<ul style="list-style-type: none"> Some responses did not contain an appropriate introduction and a concluding remark, such as the examples below: これから、日本の、historical places です。 あ、おわり、ありがとうございます。 そのさん、uh [long pause] 	<ul style="list-style-type: none"> Students who performed well used appropriate concluding phrases, such as the examples below: わたしは、これから、日本の、歴史があるところと、場所について、話します。最初に、 結論として、日本は、たくさん歴史がある所が、あって、とっても、いいと思います。 以上が私の意見です。どうもありがた、ありがとうございます。
<ul style="list-style-type: none"> Some student responses did not use cohesive devices to lay out their ideas clearly. あ、これは、あ、日本で、Mt Fuji とさくら、リバーと、お水と、temple と温泉は、おおきいで、プレス、のため Some responses lacked or contained only minimal appropriate transitional elements (e.g., だいいち、ふたつ、だいさん、そして), resulting in forming fragmented messages. 	<ul style="list-style-type: none"> Students who performed well were able to organize their ideas with transitional elements (e.g., まず、次に、第一に、第二に、最後に) and cohesive devices (e.g., たとえば、そこで、なぜなら、だから、でも) in order to convey their message clearly, as shown in the example below: 日本の歴史がだいじなところについて、五つの興味深い点が、あります。第一、京都は日本のむかしのきょうびです。え、今は東京ですが、え、京都は、むかしのきよぶ、から、とてもおもしろいです。 日本で、歴史があるところはたくさんあります。たとえば、ぼくの一目は、お茶会のあるところです。ここでは、そこで働いている人が自分のために、お客さんのために、お茶を作ってくれます。そして、また、お客さんが好むお菓子を、お菓子を持って、好きな、そのお客様にあったお菓子を用意してくれます。
<ul style="list-style-type: none"> Weak responses used events instead of places (e. g., 成人式, 祭り). 	<ul style="list-style-type: none"> Students who performed well make connections between historical places and events. 日本の、神社と、お寺にも歴史がたくさんあります。日本人は、初もうでとか、し、あ、七五三の、式のために、神社とお寺に行きます。
<ul style="list-style-type: none"> Some student responses did not make it clear why the places they included in their presentation were historical (e.g., Mt Fuji without any description of its historical connection). ふじやまはたかいです。とってもきれいです 	<ul style="list-style-type: none"> Students who performed better clearly stated how the examples they gave were historical, such as the example below: 広島は日本で歴史がある所、第二次世界大戦がなくなって、あー [pause]、とっ、ところでした。とてもかなしくて、爆弾が、なくなって、いました。
<ul style="list-style-type: none"> Some students talked about sightseeing aspects of historical places, without establishing what makes 	<ul style="list-style-type: none"> Strong responses provided historical aspects of popular sightseeing places.

<p>the places historic (e.g., talking about what you can do in Kyoto as a visitor, but not addressing what makes Kyoto historic).</p> <p>そのいち、は、きょうとです。きょうとは、uh、とても、外人は、きもの、を、あー、きて、[pause] きて</p>	<p>秋葉原は、の有名な点は、マンガとアニメですが、秋葉原にも古い本、と、歴史もあります。それはとてもおもしろいと思います。</p>
<ul style="list-style-type: none"> Some students used a general remark (e.g., traditional building. to describe 寺 and 神社. <p>えーと、あ、第三に、あー、むかしの首都、あー、は、京都ですね。えー、歴史に、えーと、あー、首都は、とう、あー、京都から東京に、なりました。あー、たくさん伝統的なビルがありますね。</p>	<ul style="list-style-type: none"> Stronger responses provided rich cultural information. <p>日本で、神道の宗教が、とっても大切で、全部の寺と神社は、歴史がたくさんあります。</p>
<ul style="list-style-type: none"> Use of English: Some students used English, sometimes with Japanese pronunciation, for words that were not comprehensible in Japanese (e.g., ヒストリカルブレース, シュライン, テンプル, カッスル) 	<ul style="list-style-type: none"> Stronger responses contained few English words (e.g., 歴史があるところ; 神社, お寺, 城)
<ul style="list-style-type: none"> Some students used the same adjectives over and over (e.g., ふるいです; おもしろいです) without providing further elaboration. Some students used adjectives whose relation to the prompt was not clear. <p>きんかくじん (金閣寺) がひどいな</p> <p>ふじさんはおもしろい</p>	<ul style="list-style-type: none"> Stronger responses contained a variety of vocabulary and grammatical structures as shown in the following example: <p>日本の学校も、おもしろい歴史があります。あの、この学校、残念ですけど、少子高齢化で、小学生の数が、少なくなりました。だから、古びた小学校は、ホテルになりました。お年より、は、uh なつかしい気持ち、を、お年よりはそのビルを見て、なつかしい気持ちが、を感じます。</p>
<ul style="list-style-type: none"> Some students overused filled pauses, such as あー、えっと, resulting in inconsistent pace. 	<ul style="list-style-type: none"> Students who performed well exhibited a smooth pace with only occasional hesitation.

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

- Teachers should remind the students to read the instructions carefully in order to understand what they are expected to do. The students should also be reminded that this prompt asks them to give a presentation, not to chat with their friends.
- Teachers should provide students frequent opportunities to give short, impromptu, presentations on a variety of topics, including those from previous AP Japanese Language and Culture Exams.
- Teachers should assist students in practicing how to elaborate on their statements logically, using transitional elements and cohesive devices.
- Students may want to begin with a “bare-bones” presentation including basic ideas they want to convey, and then teachers may be able to assist students in organization and elaboration.

- Teachers should provide students with frequent opportunities to research Japanese culture in order to gain a deeper understanding of cultural practices and perspectives.
- Teachers should remind students to address the prompt directly. The prompt this year asked about Japanese historical places. However, some responses addressed somewhat irrelevant topics, such as tourist spots (e.g., 東京スカイツリー, 沖縄, 北海道), points of interest (e.g., 原宿, 渋谷), and traditional events (e.g., 花見, お茶会, 成人式)
- More care should also be given to ensure that students understand the instructions by having them take practice tests.

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 in the years leading up to the AP experience and throughout the AP year so students are familiar with how their responses 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.
- Introduce cultural information in Japanese in each unit and ask students to compare the cultural information with that of their own culture, ask students to provide a written or spoken reflection about the cultural information, and have students present their perspectives on cultural products and practices, supported by text and visuals related to each unit, over the course of the year.
- 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 practice presentations on various topics 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>
- Utilize flexible resources in AP classroom to provide students with daily practice and feedback to help cover and connect content and skills.