

# AP<sup>®</sup> JAPANESE LANGUAGE AND CULTURE

## 2008 SCORING GUIDELINES

### Interpersonal Speaking: Conversation and Return Telephone Call

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	<b>EXCELLENT</b> Demonstrates excellence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</li> </ul>	<ul style="list-style-type: none"> <li>Natural, easily flowing expression</li> <li>Natural pace with minimal hesitation or repetition</li> <li>Pronunciation virtually error free</li> <li>Consistent use of register and style appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Rich vocabulary and idioms</li> <li>Excellent use of grammar and syntax, with minimal or no errors</li> </ul>
5	<b>VERY GOOD</b> Suggests emerging excellence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</li> </ul>	<ul style="list-style-type: none"> <li>Generally exhibits ease of expression</li> <li>Smooth pace with occasional hesitation or repetition, which does not distract from the message</li> <li>Infrequent or insignificant errors in pronunciation</li> <li>Consistent use of register and style appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Variety of vocabulary and idioms, with sporadic errors</li> <li>Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures</li> </ul>
4	<b>GOOD</b> Demonstrates competence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</li> </ul>	<ul style="list-style-type: none"> <li>Strained or unnatural flow of expression does not interfere with comprehensibility</li> <li>Generally consistent pace with some unnatural hesitation or repetition</li> <li>Errors in pronunciation do not necessitate special listener effort</li> <li>May include several lapses in otherwise consistent use of register and style appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate but limited vocabulary and idioms</li> <li>Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures</li> </ul>
3	<b>ADEQUATE</b> Suggests emerging competence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a basic but appropriate answer</li> </ul>	<ul style="list-style-type: none"> <li>Strained or unnatural flow of expression sometimes interferes with comprehensibility</li> <li>Inconsistent pace marked by some hesitation or repetition</li> <li>Errors in pronunciation sometimes necessitate special listener effort</li> <li>Inconsistent use of register and style appropriate to situation or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Some inappropriate vocabulary and idioms interfere with comprehensibility</li> <li>Errors in grammatical and syntactic structures sometimes interfere with comprehensibility</li> </ul>
2	<b>WEAK</b> Suggests lack of competence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate but incomplete answer</li> </ul>	<ul style="list-style-type: none"> <li>Labored expression frequently interferes with comprehensibility</li> <li>Frequent hesitation or repetition</li> <li>Frequent errors in pronunciation necessitate constant listener effort</li> <li>Frequent use of register and style inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility</li> <li>Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language</li> </ul>
1	<b>VERY WEAK</b> Demonstrates lack of competence in interpersonal speaking	<ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> </ul>	<ul style="list-style-type: none"> <li>Labored expression constantly interferes with comprehensibility</li> <li>Constant hesitation or repetition</li> <li>Frequent errors in pronunciation necessitate intense listener effort</li> <li>Constant use of register and style inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility</li> <li>Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language</li> </ul>
0	<b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt</li> <li>"I don't understand," "Please repeat," or equivalent in Japanese</li> <li>Not in Japanese</li> <li>Blank (although recording equipment is functioning) or mere sighs</li> </ul>		

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## Interpersonal Speaking: Conversation

Note: In transcriptions of students' responses, two dots indicate a pause.

### Overview

This task evaluates speaking in the interpersonal communicative mode by having students respond as part of a simulated conversation. It comprises a statement identifying an interlocutor and conversation topic and four questions. Students have 20 seconds to speak at each turn in the conversation. Each of the four responses receives a holistic score, based on how well it accomplishes the assigned task; all four scores count equally in calculating the total score.

The task on the 2008 exam directed students to engage in a conversation with Yumiko Tanaka, a study-abroad program coordinator, about staying with a family in Japan. Students were expected to respond with their preference about a homestay family and activities in Japan, to give a time frame for study abroad, and to express appreciation for Ms. Tanaka's assistance.

### Conversation 1

#### Sample: A

Score: 6

#### Transcription of Student Response

はじめまして、私、日本のホストファミリーはとても楽しくて、やさしい家庭がいいと思います。日本の環境とか、自然とか、まわりのことを教えてくれる、家庭が一番いいと思います。

#### Commentary

This student directly addresses the prompt and provides a thorough and appropriate response with elaboration and detail. The rich variety of vocabulary (家庭, 環境, 自然) enhances the quality of the answer. The expression flows quite easily, and complex grammatical structures are evident.

#### Sample: B

Score: 4

#### Transcription of Student Response

あー、はい、えと、あ、だれでもいいですよ。えと、やさしいと、um、面白いと、um、楽しいの家族はいいですよ。でもだれでもいいです。えーと、どうもありがとうございます。

#### Commentary

This appropriate response directly addresses the prompt. While grammatical errors are evident (やさしいと, 面白いと, 楽しいの家族), they do not interfere with comprehensibility. Pronunciation errors do not interfere with comprehensibility. The response could have earned a higher score had there been fewer grammatical errors, a wider range of vocabulary, and a smoother pace.

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**Conversation 1 (continued)**

**Sample: C**

**Score: 2**

**Transcription of Student Response**

ええと、あ、..すないひとだちで、が、 ah、肉を食べている人だ、uuh、ええ、..いい人だ。

**Commentary**

The response addresses the prompt by suggesting that a family that does not smoke (すない) and one that eats meat (肉を食べる) would be good. However, insufficient vocabulary and limited control of grammatical and syntactic structures frequently interfere with comprehensibility and result in fragmented language. Additionally, errors in pronunciation and inappropriate register (use of *だ*) negatively affect the response.

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**Conversation 2**

**Sample: A**

**Score: 5**

**Transcription of Student Response**

あのー..八月から九月まで、えっと、いいと思います。僕は学校がありませんし、夏だからいい天気がある、あります。

**Commentary**

The response directly addresses the prompt and received a high score because it provides elaboration and detail. There are occasional hesitations and a lapse in register, but they do not interfere significantly with comprehensibility. With only minor mistakes, the student demonstrates control of complex grammatical structures. The response suggests emerging excellence in interpersonal speaking.

**Sample: B**

**Score: 4**

**Transcription of Student Response**

いつかー、えーと..あのう、夏休みがいいけど、えーと、五月から一なながつまでー、ほんとそれ  
がいいです。.. (laughter)

**Commentary**

The response appropriately addresses the prompt. Although the flow of speech is somewhat strained and contains hesitations, this does not interfere significantly with comprehensibility. The response could have earned a higher score had it included more elaboration or detail and richer vocabulary.

**Sample: C**

**Score: 2**

**Transcription of Student Response**

暖かい、uh,..あたた、あの、..たぶん、あのう、春に、日本にいった。um、行きゅからあの、um、  
三月に..

**Commentary**

The response suggests a lack of competence in interpersonal speaking. The student's attempts to convey an answer are incomplete. The second half of the response addresses the prompt with the statements 春に  
いった and 三月に, but the lack of control of grammatical structures and insufficient vocabulary interfere  
with comprehensibility.

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**Conversation 3**

**Sample: A**  
**Score: 6**

**Transcription of Student Response**

うん、私が気に入ったのは、大阪のラーメンがお、おいしいと聞きました。そして、ああ、大阪のファミリーに行って、あ、その、おいしいラーメンを食べたいと思いました。あ、そして、ああ、札幌の雪祭りにも行きたいと思います。

**Commentary**

This response demonstrates excellence in interpersonal speaking. The presentation directly addresses the prompt with elaboration and detail by mentioning 大阪ラーメン and explaining why the student wants to eat it. The response is easily understood because of the natural and flowing ease of expression and virtually error-free pronunciation. Grammatically, the answer is virtually free of errors, and the student uses a variety of rich vocabulary appropriate to the context.

**Sample: B**  
**Score: 4**

**Transcription of Student Response**

あー、あ、たくさん、あ、たくさん所へ行きたいです。それから、あ、ゲンブツをしたいです。Um、新幹線を乗りたいです。あ、何もしたいです。ありがとうございました。

**Commentary**

This response demonstrates competence in interpersonal speaking. The presentation directly addresses the prompt but without elaboration. The student demonstrates control of appropriate but limited vocabulary. The pace is generally consistent. There are minor errors in pronunciation that do not necessitate special listener attention. Although there are few grammatical errors in this presentation, structures are limited to simple constructions. If the information were presented with more varied grammatical constructions, rather than as a list of simple statements, the response could have earned a higher score.

**Sample: C**  
**Score: 1**

**Transcription of Student Response**

大阪に行きました。大阪に Disney World に行きました。日本の山に行きました。日本の寺に行きました。とていもおもしろいです、でした。

**Commentary**

This response demonstrates a lack of competence in interpersonal speaking. The presentation marginally addresses the prompt by talking about things that can be done in Japan. However, there is no mention of ホストファミリー to indicate that there is full understanding of the prompt. Frequent errors in pronunciation, including the English pronunciation of “Disney World” and とていも, coupled with the labored expression, necessitate constant listener effort. Use of syntax is also limited. The student exhibits inadequate control of the vocabulary and grammar necessary to directly respond to the prompt.

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**Conversation 4**

**Sample: A**  
**Score: 6**

**Transcription of Student Response**

田中さん、本当にありがとうございました。ええと、私のためにいいホストファミリーを見つけてください。学校の期間や夏の初めにたくさん日本語を勉強して、ホストファミリーと日本語で会話できるようにしたいです。

**Commentary**

This response demonstrates excellence in interpersonal speaking. The student directly responds to the prompt with elaboration and detail in a culturally appropriate manner. This presentation exhibits an easy flow of expression, a rich variety of vocabulary, and control of complex grammatical structures.

**Sample: B**  
**Score: 4**

**Transcription of Student Response**

はい、ありがとうございました。じゃ、あのう、ああ、私は、ああ、あとに、あなっ、ああ、田中さんを電話しっ、てもいいですか。あの、その時質問がありますから。

**Commentary**

This response demonstrates competence in interpersonal speaking. The student directly addresses the prompt with a small amount of elaboration (asking for permission to phone the interviewer). Although the flow of expression is unnatural, this does not interfere with comprehensibility. Grammatical structures are limited to simple constructions and contain some errors (e.g., あとに) that do not interfere with comprehensibility.

**Sample: C**  
**Score: 1**

**Transcription of Student Response**

はい、uh、学校で日本語のクラスがあります。私の頭がいいですね。Uh、毎日、日本語を勉強します。そして、テストをします。そして、ラララ

**Commentary**

This response demonstrates a lack of competence in interpersonal speaking. Although the student is able to convey some information, it is only marginally related to the prompt. An appropriate response would be to thank the interviewer at the very least. The unnatural flow of the response requires special listener effort.