

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

## 2007 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>Use of register and style appropriate to situation inconsistent 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 know," "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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## Return Telephone Call

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

### Overview

This task gauges students' speaking abilities in the interpersonal communicative mode by having them respond as part of a simulated telephone conversation. It comprises a voice message for students to listen to, followed by the conversation, which includes 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 prompt on the 2007 exam required listening to a message from Ms. Imamura, who stated that a problem had arisen and asked students to call as soon as they received the message.

## Return Telephone Call 1

### Sample: A

**Score: 6**

はい、もしもしあの [identifying information deleted] で。。あのー ボイスメッセージください。。  
だきました。あのー あにアニメナイトについて問題があるといいましたが、それは为什么呢。  
まあ、あのー 私がなにか役に立つものがあれば あのー 助けますので。

This student directly addresses the prompt, providing a very thorough and appropriate response. The answer includes elaboration and detail with excellent use of grammar and syntax. Vocabulary is also rich, although ボイスメッセージ is expressed using katakana-ized English vocabulary. The student consistently uses a register and style appropriate to the situation. In addition, the response shows a natural pace with minimal hesitation and repetition. Although frequent use of あのー is observed, the hesitation noise is not inappropriate. The response demonstrates excellence in interpersonal speaking.

### Sample: B

**Score: 3**

こんにちは、 [identifying information deleted] です。問題を。。起きたと聞いたんですけど、何ですか。

This response provides a basic but appropriate answer that suggests emerging competence in interpersonal speaking. Errors in pronunciation do not require special listener effort. However, errors in grammatical structure sometimes interfere with comprehensibility. The student uses limited vocabulary and does not elaborate.

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**Return Telephone Call 1 (continued)**

**Sample: C**

**Score: 2**

あのお、[identifying information deleted] です。えー、さっき電話したアニ（メ）のことだ（けど）、えー、やー、遅れんのはなぜかせつめいしてください。えー、それから、もし遅れん。。な、何時くらい来るかおしえてください。。。えー。。

This is a partially appropriate answer, although lack of comprehension of the prompt is evident in the second half of the response. Frequent errors in pronunciation and inappropriate vocabulary require intense listener effort. Rushed delivery and lack of control of grammar patterns negatively affect the answer. The response suggests lack of competence in interpersonal speaking.

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**Return Telephone Call 2**

**Sample: A**

**Score: 5**

あ、そうですか。あ、それ問題じゃないですよ。百人も。。来たら。そのほうがいいと思いますよ。えーじゃあ、他の教室を取って。。アニメナイトを。。問題なくしていきましょう。どうも。

This response provides a very thorough and appropriate answer, using rich vocabulary and expressions with complex syntactic structures. Occasional hesitation and insignificant errors in intonation do not impede comprehension. It also exhibits natural flow of expression. 問題なくしていきましょう shows sporadic errors in structures but is completely comprehensible. The response suggests emerging excellence in interpersonal speaking.

**Sample: B**

**Score: 3**

あ、それはたいへんですね。。。。なんか。。問題を。。んー

Although it is basic, this response directly addresses the prompt. Strained flow of expression interferes with comprehension and prevents completion of the second sentence. Some hesitation marks the inconsistent pace. The response does not contain complex structures or varied vocabulary. The response suggests emerging competence in interpersonal speaking.

**Sample: C**

**Score: 1**

えー。。あー。。それに、あー。あんまり。。どうかどうか。えーと。。いい。。いいことわからない。けどあー。。たぶんもつと。。ならったか

This student does not provide a substantive response that addresses the prompt. Labored expression, fragmented language, and limited vocabulary constantly interfere with comprehensibility. いいことわからない might imply the student's answer to the prompt, but it is marginal and unclear. Constant hesitation and repetition mark the inconsistent pace. The response demonstrates lack of competence in interpersonal speaking.

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**Return Telephone Call 3**

**Sample: A**

**Score: 5**

あーそれは。。問題ね。あの、その、プロジェクターについて、。。プロジェクターの使い方をよく、知っている、エンジニアとか。。を。。を呼んで、それを立て直したら、直したらいいんじゃない、ですか。

This is a thorough and appropriate response to the stimulus. The student properly reacts to the prompt and makes a concrete suggestion. Hesitation and repetition occur but do not interfere with comprehension. The student also uses a variety of vocabulary and idioms with sporadic errors. The response suggests emerging excellence in interpersonal speaking.

**Sample: B**

**Score: 3**

プロジェクトはだめですか。あー、でも。。あーなんか。。いい考えが。。いい考えがあると思いません。このアニメを。。後、後で

This student provides a basic but appropriate response that suggests emerging competence in interpersonal speaking. Strained flow of expression and limited vocabulary, such as プロジェクト, interfere with comprehensibility. Occasional hesitation and repetition mark the inconsistent pace. The last utterance attempts to elaborate, but it is incomplete.

**Sample: C**

**Score: 1**

えーご、ほかの時。。は、その一。。それをしっ。。ていいと思います。今は悪いときですねえ。そして。。後でしてもいいと思います。

The response minimally addresses the prompt and demonstrates lack of competence in interpersonal speaking. It attempts to provide an answer, but limited vocabulary and inappropriate use of grammar impede understanding. Labored expression, frequent hesitation, and repetition also interfere with comprehensibility.

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**Return Telephone Call 4**

**Sample: A**

**Score: 6**

どういたしまして。。。直るといいですね。。。とても楽しみにしています。。。じゃ、また後で。

This response directly and thoroughly addresses the prompt. Although hesitation and repetition occasionally mark unnatural flow, they do not distract from the message. The utterances 直るといいですね and とても楽しみにしています exhibit rich idioms and appropriate use of grammar and syntax. Additionally, the last utterance concludes the conversation in a pragmatically suitable manner. The response demonstrates excellence in interpersonal speaking.

**Sample: B**

**Score: 3**

はい、どういたしまして。あー。。。がんばって。。。さようなら。

This student directly addresses the prompt with a basic response appropriate to the conclusion of a conversation. The message is short but adequate. Pronunciation and flow do not impede comprehension. However, because of limited vocabulary and idioms, the answer includes no elaboration and detail regarding anime night. The response suggests emerging competence in interpersonal speaking.

**Sample: C**

**Score: 1**

じゃあねー。。。さよなら。

This response minimally addresses the prompt and demonstrates lack of competence in interpersonal speaking. It concludes the conversation but does not include any utterance addressing the situation of anime night. In addition, constant use of informal register is inappropriate to the context.