

AP[®] JAPANESE LANGUAGE AND CULTURE

2012 SCORING GUIDELINES

Presentational Speaking: Cultural Perspective Presentation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> Presentation addresses all aspects of prompt with thoroughness and detail, including explanation of view or perspective Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices Cultural information is accurate and detailed 	<ul style="list-style-type: none"> Natural, easily flowing expression Natural pace with minimal hesitation or repetition Pronunciation virtually error free Consistent use of register and style appropriate to situation 	<ul style="list-style-type: none"> Rich vocabulary and idioms Variety of appropriate grammatical and syntactic structures, with minimal or no errors
5	VERY GOOD Suggests emerging excellence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> Presentation addresses all aspects of prompt, including explanation of view or perspective Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices Minimal errors in cultural information 	<ul style="list-style-type: none"> Generally exhibits ease of expression Smooth pace with occasional hesitation or repetition, which does not distract from the message Infrequent or insignificant errors in pronunciation Consistent use of register and style appropriate to situation except for occasional lapses 	<ul style="list-style-type: none"> Variety of vocabulary and idioms, with sporadic errors Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures
4	GOOD Demonstrates competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> Presentation addresses almost all aspects of prompt, including explanation of view or perspective, but may lack detail or elaboration Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent Generally correct cultural information with some inaccuracies 	<ul style="list-style-type: none"> Strained or unnatural flow of expression does not interfere with comprehensibility Generally consistent pace with some unnatural hesitation or repetition Errors in pronunciation do not necessitate special listener effort May include several lapses in otherwise consistent use of register and style appropriate to situation 	<ul style="list-style-type: none"> Appropriate but limited vocabulary and idioms Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures
3	ADEQUATE Suggests emerging competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> Presentation addresses topic directly but may not address all aspects of prompt Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices Cultural information may have several inaccuracies 	<ul style="list-style-type: none"> Strained or unnatural flow of expression sometimes interferes with comprehensibility Inconsistent pace marked by some hesitation or repetition Errors in pronunciation sometimes necessitate special listener effort Use of register and style appropriate to situation is inconsistent or includes many errors 	<ul style="list-style-type: none"> Some inappropriate vocabulary and idioms interfere with comprehensibility Errors in grammatical and syntactic structures sometimes interfere with comprehensibility
2	WEAK Suggests lack of competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> Presentation addresses topic only marginally or addresses only some aspects of prompt Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices Cultural information has frequent or significant inaccuracies 	<ul style="list-style-type: none"> Labored expression frequently interferes with comprehensibility Frequent hesitation or repetition Frequent errors in pronunciation necessitate constant listener effort Frequent use of register and style inappropriate to situation 	<ul style="list-style-type: none"> Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language
1	VERY WEAK Demonstrates lack of competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> Presentation addresses prompt only minimally Lacks organization and coherence Cultural information almost entirely inaccurate or missing 	<ul style="list-style-type: none"> Labored expression constantly interferes with comprehensibility Constant hesitation or repetition Frequent errors in pronunciation necessitate intense listener effort Constant use of register and style inappropriate to situation 	<ul style="list-style-type: none"> Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language
0	UNACCEPTABLE Contains nothing that earns credit	<ul style="list-style-type: none"> Mere restatement of the prompt Clearly does not respond to the prompt; completely irrelevant to the topic Not in Japanese Blank (although recording equipment is functioning) or mere sighs 		

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Presentational Speaking: Cultural Presentation

Note: Student responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task assessed speaking skills in the presentational communicative mode by having students give a presentation on a cultural topic to a Japanese class. It consisted of a single prompt that identified a cultural topic and detailed how it should be discussed in the presentation. Students were to begin with an appropriate introduction, discuss at least five aspects or examples of Japanese leisure activities, explain their own view or perspective about them, and end with a concluding remark.

Students were given 4 minutes to prepare the presentation and 2 minutes for its delivery. The response received a single holistic score on how well it accomplished the assigned task. In addition to language skills, the score reflected the level of cultural knowledge exhibited in the presentation.

Sample: A Score: 6

Transcript of Student's Response

日本への旅行について話します。あ、日本へ行くと、たぶん、とうかいに、あ、行くでしょう。日本には一番有名な町は東京で、あ、あ、いろいろな近所があって、あ、とってもいいき、大きい人口があります。他の人気がある町は大阪で、um料理で有名です。そして、大阪に、あ、関西弁が話されています。あ、他の関西の町は京都で、京都には、寺や神社が、umとても多いです。あ、京都は、伝統的なスタイル、あ、の町です。そして、あ、他の人気のある町は、広島です。広島はげんぱくが落とされたことで有名です。ですので、たくさん外国人はひる島、広島に行くことにします。でも、私はまた日本へ行くと、たぶん、いなかに行ってみたいです。なぜなら、私は、あ、もう二回もとうかいの町に行ったことがあって、お風呂とか、あ、うん、田んぼとかの場所に行ってみたいです。あ、ですので、私は日本の田舎のほうが大好きです。

Commentary

This response addresses all aspects of the prompt with thoroughness and detail, including an explanation of view or perspective. The response includes a good introduction (日本への旅行について話します) and five popular places, mentioning four cities (e.g., 東京; 大阪; 京都; 広島) as well as rural areas. The response uses appropriate transitional elements and cohesive devices (e.g., 日本へ行くと; 他の; ですので; なぜなら). Cultural information is accurate and detailed (e.g., 関西弁; 田んぼ). The flow is natural and the pace is smooth. Pronunciation is also natural, with minor errors (e.g., とうかい; げんぱく). Register and style are consistent and appropriate to the situation. The response includes rich vocabulary and idiomatic expressions (e.g., 伝統的; ~で有名です). The student uses a variety of appropriate grammatical and syntactic structures (e.g., 人気がある; 落とされた; ~たことがある; ~のほうが). There are some idiomatic and grammar errors in complex sentences (e.g., 大きい人口があります for 人口が多いです; 近所があって; 行くことにします). The response represents excellence in presentational speaking and cultural knowledge.

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Presentational Speaking: Cultural Presentation (continued)

Sample: B

Score: 4

Transcript of Student's Response

これから、日本の有名な場所に、に、について話します。まず、東京、東京はとても有名な場所です。と、と、東京はたくさん um 人々があります。um そして、たくさんきれいな uh 場所があります。とても uh modern モダンです。uh 次 um 渋谷も有名な場所です。ハチこうは、とても有名な um 犬ぶつどうです。そして、たくさん、わ um 若い人々、へ行きます。um 第3に um 沖縄は uh 有名な場所です。海へ行きます。um そして um 京都も um 有名な場所です。um わ uh 歴史、歴史ような場所です。um uh 日本では、日本で、たくさんいろいろな有名場所があります。um た uh た uhm そしてたくさん名物があります。私は um 日本へ行きたい、温泉へ行きたいです。 ・ ・ uhhh 私は日本、の uh

Commentary

This response addresses all aspects of the prompt. The response includes an introduction (これから、日本の有名な場所に、に、について話します), five examples of Japanese popular places (東京; 渋谷; 沖縄; 京都; 温泉) with some explanation for each place, and personal views. It is generally well organized and coherent, using some transitional elements and cohesive devices (e.g., まず; そして; 次; 第3に). Vocabulary is appropriate but limited, with some errors (犬ぶつどう for 犬の銅像). Grammar and syntactic structures are limited to simple structures and include several errors (e.g., 海がいきます; 歴史ような場所). The response could have earned a higher score if there were more complex grammatical and syntactic structures, richer vocabulary, more cultural information, and deeper views and perspectives. Overall the response demonstrates competence in presentational speaking and cultural knowledge.

Sample: C

Score: 2

Transcript of Student's Response

uhm、日本、日本でえ、日本で、ごろ、ご、きれいですね。いち、広島、は、大きいbombが、bombが、いきました。東京、いつ uh にさん、東京は、たのしです、て、と、きれいですね。uh なわ、さんは、なわおきと行きました。みい、みずを大き uh と、とても、とてえ、どようび、ようび、おきへ、おきへ行きました。名古屋アニマルいきました、と、かわいです。ゆみ、ゆみは、きれいと、大きいと、あ、行きました。日本、日本はきれい、と、大きい、と、ああ、とぎとと、行きました。 ・ ・ ・

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Presentational Speaking: Cultural Presentation (continued)

Commentary

This response partially completes the task and addresses the topic marginally. The response begins with a general statement (日本、日本でえ、日本で、ごろ、ご、きれいですね) followed by explanation of three places (広島, 東京, 名古屋). The scattered information, lacking organization and coherence, and the absence of transitional elements and cohesive devices make the response difficult to follow.

Cultural information is often insufficient and incomprehensible (e.g., 名古屋アニマル). The labored delivery and high frequency of hesitation and repetition necessitate constant listener efforts. Insufficient, inappropriate vocabulary (e.g., bomb for 原爆; なわおき for 沖縄; ゆみ for 海) and limited grammatical and syntactic control result in fragmented language and seriously interfere with comprehensibility (みずを大き uh と、とても、とてえ、どようび、ようび、おきへ、おきへ行きました). The response would have earned a higher score if it exhibited better cultural knowledge and a better range and control of lexical and grammatical elements, with more ease of delivery. Overall this response suggests a lack of competence in presentational speaking and cultural knowledge.