

AP[®] JAPANESE LANGUAGE AND CULTURE

2014 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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2014 SCORING COMMENTARY

Presentational Speaking: Cultural Perspective 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 in English, which identifies a cultural topic and details how it should be discussed in the presentation. Students were given four minutes to prepare the presentation and two minutes for its delivery. Students presented their view or perspective on famous Japanese people. They were to begin with an appropriate introduction, discuss at least five aspects or examples of famous Japanese people, explain their own view or perspective about them, and end with a concluding remark.

The presentation received a single holistic score based on how well it accomplished the assigned task. In addition to language skills, the score reflected the level of the student's cultural knowledge exhibited in the presentation.

Sample: A

Score: 6

Transcript of Student Response

こんにちは。えっと、日本で色々な有名なひとおがいますね。あー、これからその一、eh 有名な人を紹介します。あ、まずはah 紫式部という作者について話します。紫式部は、源氏物語を書きました。源氏物語はとても有名な物語です。ah 次に、ah 美空ひばりさんに、um 美空ひばりさんを、紹介します。美空ひばりは歌姫で、ah とても人気がある、um 女性、ahh シンガーだった。えっと、と、そして第三に、羽生結弦を紹介します。ah 今年のソチオリンピックで、羽生結弦はフィギュアスケートで参加しました。そして、男子のフィギュアスケートで、金メダルをとつ、取りました。ah だから今、とても人気です。ah そして、第四に宮崎駿さんを紹介します。えっと、宮崎駿さんはs スタジオジブリの監督です。あー、その、ah スタジオ、スタジオジブリはアニメ、映画を作ります。それもとても有名です。最後に、uh 山下智久さんを紹介します。山下、そ、智久さんはとても有名な俳優です。ah 結論として色々な有名の人がありますね。とても才能がある、から人気です。ah 以上です。ありがとうございます。

Commentary

The response addresses all aspects of the prompt with thoroughness and detail. It is well organized with appropriate transitional elements (先ず、次に、第三に、第四に、最後に). The cultural information is accurate and detailed. The quality of the response is enhanced by the famous Japanese people included in the presentation (紫式部、美空ひばり、羽生結弦、宮崎駿、山下智久). The response is spoken at a good pace with minimal hesitation and repetition. Pronunciation is virtually error-free. The response contains rich vocabulary (参加、監督、才能). A variety of grammatical and syntactic structures are used; although most of the sentences used in the response are simple structures, the way they are linked is effective and natural.

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Presentational Speaking: Cultural Perspective Presentation (continued)

Sample: B

Score: 4

Transcript of Student Response

日本人の中で、色々有名な人があります。私は日本のドラマが大好きですから、そして、は、un 半沢直樹とか、ラストフレンドとか大好きです。そして、アニメが好きだから、ワンピースのさくで小田一郎、彼、彼はとても面白い人です。そして、eh アイドルグループは好きです。木村拓哉とかまつおと潤さんですから、とてもいい人ですね。・・・一番有名な、人は、宮崎駿さんです。彼の・・・彼の・・・となりのところは私の子供の時、一番好きな漫画、いや、漫画じゃない、一番好きのアニメです。とても暖かい、さくs、作品です。そして、このゆうみんたちは、に、日本でとてもプロで、そして・・・いい国です。

Commentary

The response demonstrates competence in presentational speaking and cultural knowledge. It addresses all aspects of the prompt, although the conclusion is weak (日本でとてもプロでそしていい国です). Five examples of famous Japanese people/characters are given (半沢直樹, 小田栄一郎, 木村卓也, 松本潤, 宮崎駿). However, the first example (半沢直樹) is not a real person and so is a weaker example of famous people than the others. The prompt is generally well organized and uses some transitional devices (そして). The cultural information is generally accurate with minor inaccuracies (となりのココロ instead of となりのトトロ). The response is limited to basic vocabulary and expressions for the most part. The flow of expression is somewhat strained but does not interfere with comprehensibility. There are pronunciation and vocabulary errors (e.g., ゆうみんたち) but they do not necessarily require special listener effort. The response could have earned a higher score if it had a smoother pace and included more detail or elaboration with a greater variety of vocabulary.

Sample: C

Score: 2

Transcript of Student Response

これから、umごめん。私は[personal name]です。これから有名日本語じんについて話します。先ず、有名日本語じんは音楽をします。私は、日本語、音楽、を見ます。次に、有名、日本語じん、は、わ、わかいでる、で、らしいです。第3に、私は、に、日本、日本語、おんな、が有名、日本語じんです。たくさん、だい、ごめん、第4にわたしゅ、ごめん、第4に、たくさん有名日本語じんはとても、うきれしいです。第5、に・・・たくさん、有名日本語、日本、日本語じんは変です。私は、有名、日本語じんが好きです。最後、私は、あーごめん、さい、さい、最後、私は、こ、テレビで有名日本語じんを見たいです。どうもありがとう。

Commentary

The response suggests lack of competence in presentational speaking. It directly addresses the prompt but doesn't fully address all aspects of the prompt. Incorrect vocabulary (うきれしい) interferes with comprehensibility, and using 日本語人 instead of 日本人 throughout the response negatively affects the overall quality of the response. The examples of famous Japanese people (音楽をします ; 若い ; 日本語女が有名 ; うきれしい ; 変) are for the most part general descriptions that could be said about famous people anywhere. The cultural information is lacking. The response contains an introduction, organizational devices, and a conclusion, but a lack of control of grammatical structures, insufficient vocabulary, and somewhat labored expression prevented the response from earning a higher score.