

## Chief Reader Report on Student Responses: 2019 AP<sup>®</sup> Japanese Language and Culture Free-Response Questions

• Number of Readers	42			
<b>Total Group</b>				
• Number of Students Scored	2,459			
• Score Distribution		Exam Score	N	%At
		5	1,122	45.3
		4	307	12.4
		3	536	21.6
		2	192	7.7
		1	322	13.0
• Global Mean	3.69			
<b>Standard Group*</b>				
• Number of Students Scored	1,234			
• Score Distribution		Exam Score	N	%At
		5	191	15.5
		4	166	13.5
		3	413	33.5
		2	167	13.5
		1	297	24.1
• Global Mean	2.83			

The following comments on the 2019 free-response questions for AP<sup>®</sup> 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:** 23.83**Standard Group Mean Score:** 20.68***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. 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.

On this year’s exam, students participated in a text-chat with Ryoji Sumida, a student reporter from a sister school, on the topic of healthy habits. To successfully respond to the prompt, students needed to (1) respond to an initial inquiry, (2) state a general opinion about going to bed early, (3) give at least one example of exercise that high school students often do, (4) respond to an inquiry about eating breakfast every day, (5) explain that response, and (6) give advice to students who want to lead a healthy lifestyle.

***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?***

At first glance, the topic of healthy habits may seem difficult to some students in the context of a Japanese classroom. Nonetheless, students mostly did well on this task, as evidenced by the relatively low number of “0,” “1,” and “2” scores. This may be because the individual prompts inquired about topics that students were likely to be familiar with, such as eating breakfast, sleeping habits, and exercise. Still, some students seemed to not have been able to read some key words written in kanji from the AP Japanese kanji list. Other responses did not use grammar structures that would have strengthened the quality of their response, such as phrases used in stating an opinion.

Text Chat 1 Prompt: Respond. 今日は、高校生の生活についてお聞きします。あなたは、何時に寝て、何時に起きますか？

This was a straightforward prompt that most students did well on. The majority of students were able to complete the task by stating both the time that they go to bed and the time that they wake up. Students used a variety of writing methods to describe time, (e.g., hiragana くじ; kanji 九時; Arabic numerals 9 時), with some affecting readability for AP Readers more than others. Most responses added more specific details such as 午後, 午前, 朝, 晩, and richer vocabulary, such as 平日. Due to the straightforward nature of the prompt, even responses that earned the highest score (6) did not have that much elaboration, rich vocabulary, and idioms.

Text Chat 2 Prompt: State your opinion. 夜、早く寝ることについて、どう思いますか。

Most students appeared to understand the prompt and fulfilled the task requirement. While appropriate responses such as 早く寝るのはいいと思います were common, they are a “textbook” type response that is somewhat unnatural in a real interpersonal exchange. On the other hand, more natural and brief replies such as 私、いいと思います, were sometimes vague and made it difficult for AP Readers to discern the student’s opinion. Stronger answers stated an opinion and added more detail, such as the health benefits of going to bed early or the unfortunate reality that it is often difficult for students to get enough sleep.

Text Chat 3 Prompt: Give at least one example. 高校生は、どんな運動をよくしますか。

Students’ ability to respond well to this prompt depended on their ability to interpret the key word 運動. If students were unable to read these kanji from the AP Japanese kanji list or if they misread it as 運転, their responses were likely to be

scored as incomplete or unacceptable. In scoring the responses for this prompt, the question of what exactly qualifies as exercise had to be examined. Many students were able to meet the task requirement by including athletic sports (e.g., バスケットボール; テニス; 水泳) in their responses. Some students were unable to type loanwords correctly in Japanese (e.g., サーカー) or convert to kanji (e.g., やきゅう).

Text Chat 4 Prompt: Respond. 私は毎日朝ごはんを食べますが、あなたはどうか。

Responses to this prompt were generally successful in responding to the inquiry about breakfast. Many answers provided examples of breakfast (e.g., シリアル; 卵). In general, students knew enough appropriate vocabulary and grammar to explain their reasons for eating or not eating breakfast and provided elaboration and detail (e.g., かんたんに作れる; 栄養がある; 朝おそく起きます). Some students appear not to have read the prompt carefully and wrote about lunch or dinner instead. Better control of complex grammatical structures and fewer errors in orthography would have strengthened these types of elaborations.

Text Chat 5 Prompt: Explain. それはどうしてですか。

In general, students knew enough appropriate vocabulary and grammar to explain why they do or do not eat breakfast. For example, most respondents were able to give at least one reason for eating (e.g., 朝ごはんは大事ですから) or not eating (e.g., 時間がありませんから) breakfast. For some students, elaboration and detail beyond that was difficult. A fair number of responses provided a reason in the first sentence but were unable to include an additional sentence to elaborate on their response. Other responses that included ~から to explain their breakfast eating habits reversed the order of the reason and result.

Text Chat 6 Prompt: Give at least one suggestion. 体にいい生活がしたい高校生に、どんなアドバイスがありますか？

This prompt required students to offer at least one suggestion to high school students on how to lead a healthy lifestyle. A good number of responses completed the task by giving advice about exercise, sleep, and eating habits (e.g., 早く寝たほうがいいです; 運動することは大事です; 健康的な食べ物を食べます). In general, students knew enough appropriate vocabulary and grammar structures to be able to give suggestions. Some students did not respond to the prompt and gave suggestions for topics unrelated to healthy habits. Other students seemed not to have read both the prompt and the English instructions and offered no suggestions.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
Text Chat 1	
<p>The prompt’s initial word 今日 is ambiguous because it could be read as either こんにちは or きょうは. While either interpretation is acceptable in this context, some students who read 今日 is as こんにちは took too much time reciprocating the greeting and ran out of time before they could state what time they go to bed and what time they wake up.</p>	<ul style="list-style-type: none"> <li>The strongest responses in terms of task completion included a brief reciprocal greeting (e.g., 今日は) or none at all and responded directly to the inquiry. Responses may have included elaboration and detail, as in the following:  私は、たいていたくさん宿題がありますから、午前1じに、寝ます。そして、学校は8時に、はじまりますから、7時に、起きます。</li> </ul>

<ul style="list-style-type: none"> <li>Some students did not describe both the time they go to bed and the time they wake up (e.g., 私はねるくじを寝ます), and thus did not satisfy the requirements for task completion. Such responses scored on the lower end of the scoring guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Responses that demonstrated understanding of the prompt included both the time they go to bed and the time they wake up, as seen in the following example:  私は たいてい 12時に ねる、5時半に 起きるです。</li> </ul>
<ul style="list-style-type: none"> <li>Some responses included a time, but they were regarding activities unrelated to sleep (e.g., 私は高校に、七時くらいで、つきます). In these cases, students may not have been able to read the key kanji words 寝て and 起きて, both on the AP Japanese kanji list.</li> </ul>	<ul style="list-style-type: none"> <li>Responses that described the time that students go to bed and wake up demonstrated understanding of the prompt and completed the task.  私は たいてい 12時に ねる、5時半に 起きるです。</li> </ul>
<p>Text Chat 2</p>	
<ul style="list-style-type: none"> <li>Some responses described sleeping habits (e.g., 私はちょっと早く寝ます。でもねるちょっとテレビみます) but did not include an opinion. For such answers, students may not have understood どう思いますか. In addition, they did not follow the English directive to “state your opinion.” Without an opinion, such responses received score of 2 or lower.</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well understood どう思いますか and were able to give an opinion about going to bed early. An example of a response is below:  早く寝るほうがいいと思います。なぜなら、次の日のためにエネルギーがいるからです。</li> </ul>
<ul style="list-style-type: none"> <li>Responses containing brief and vague opinions (e.g., 私はこれがいいです) may be more natural in real-life conversations, but they sometimes made it difficult for AP Readers to understand what the student’s opinion was.</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses included an appropriate reference to going to bed early, whether it was embedded in the opinion or in sentences that gave detail or elaboration. Examples of such responses appear below:  僕は早く寝ることは大切だと思います。  私は賛成ですね。早く寝た方が良くと思います。なぜなら、その次の日元気に学校へ行けるし、体にも良いと思います。</li> </ul>
<ul style="list-style-type: none"> <li>Some responses only described the benefits of going to bed early (e.g., もっとよく起きれるからです). For such responses, AP Readers had to infer whether the student’s opinion about going to bed early was embedded in the response or not.</li> </ul>	<ul style="list-style-type: none"> <li>Students producing more advanced responses were more likely to state clearly their opinion about going to bed early and then to add more detail, such as the health benefits or the difficulty of getting to bed early. An example of such a response appears below:  早く寝ることはいいだと思います。体にいいそうだから。でも、たくさん宿題とか部活があったら、無理だと思います。私はいつも夜に宿題とアルバイトなどしなければいけません。</li> </ul>

Text Chat 3	
<ul style="list-style-type: none"> <li>Even though the prompt asks what exercises high school students do in general (高校生は), many students described what exercise they personally do. Since test takers are high school students, this type of response was deemed acceptable for task completion.</li> </ul>	<ul style="list-style-type: none"> <li>The strongest responses tended to describe not only the exercises that high school students do in general, but also added information about what exercise the speaker does. An example of such a response appears below:  高校は、テニスやバスケットボールや水泳をよくします。僕はテニスをしたりやきゅうをしたり水泳をしたりします。</li> </ul>
<ul style="list-style-type: none"> <li>Many responses listed sports (e.g., バスケットボール; サッカー) that high school students do, which were more easily identifiable as an example of exercise. For other responses, however, AP Readers had difficulty in discerning if the activities qualified as exercise or not (e.g., 部活; バンド).</li> </ul>	<ul style="list-style-type: none"> <li>Responses that demonstrated understanding explicitly mentioned activities that were easily identifiable as examples of exercise, such as the response below:  高校生はよくバスケットやサッカーをやります。</li> </ul>
<ul style="list-style-type: none"> <li>Some of the exercise-related terminology were written in katakana that took effort for AP Readers to recognize (e.g., アップボデイ; プッシュアップ).</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well used loanwords that were recognizable and typed correctly (e.g., バスケットボール; サッカー).</li> </ul>
Text Chat 4	
<ul style="list-style-type: none"> <li>Instead of responding about breakfast, some students wrote about lunch (e.g., わしは6時半に、お昼湖畔を食べます) instead. Other students used examples that may not be typical breakfast food (e.g., ラーメン; おすし).</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses focused on breakfast and described more typical breakfast foods, as in the example below:  私は、朝ごはんを食べます。パンと味噌汁を普通食べます。</li> </ul>
<ul style="list-style-type: none"> <li>Some students responded unnaturally by using the past tense (e.g., 朝ご飯をたべました), rather than present tense.</li> </ul>	<ul style="list-style-type: none"> <li>Responses that demonstrated understanding used non-past tense, such as the response below:  私も毎日朝ごはんを食べます。たいていパンケエヒを食べます。おいしいです。</li> </ul>
<ul style="list-style-type: none"> <li>Test takers sometimes misused particles, such as the insertion of の in たべるの後で.</li> </ul>	<ul style="list-style-type: none"> <li>A response that demonstrates better grammatical control appears below:  朝ごはんは体のためにとっても大事だと思いますから、朝ごはんて栄養の食べ物をよく食べます。</li> </ul>

Text Chat 5

<ul style="list-style-type: none"><li>• This prompt asked students to give a reason for their previous answer about eating breakfast. However, in many cases, students had already given their answer, and simply referenced it again. Such students probably did not realize that AP readers cannot read their earlier responses.</li></ul>	<ul style="list-style-type: none"><li>• Strong responses were not satisfied with さっき言ったように、健康にいいからです but went on to give more explanation, such as the following response:  さっき言ったように、健康に毎日朝ご飯を食べることは健康にいいし、授業中もっと集中できるからです.</li></ul>
<ul style="list-style-type: none"><li>• Some responses did not include key words needed to answer the prompt, such as エネルギー (e.g., エナジー; エネジー) and the verbs they used were often incorrect (e.g., が作れる; がくれる).</li></ul>	<ul style="list-style-type: none"><li>• Stronger responses demonstrated knowledge of words like エネルギー and used them correctly (e.g., エネルギーが出る).</li></ul>
<ul style="list-style-type: none"><li>• Weak responses sometimes misplaced the reason and result in Japanese (e.g., 朝ご飯をたべませんので、時間がない). Similarly, for responses that did not use ~から or a similar expression, it was not always clear whether students were giving a reason.</li></ul>	<ul style="list-style-type: none"><li>• Stronger responses demonstrated skill with expressing sentences with the correct word order (e.g., 時間がないので、朝ご飯をたべません。).</li></ul>

Text Chat 6

<ul style="list-style-type: none"> <li>Although this prompt asked students to offer at least one suggestion, some responses showed that students did not read the entire prompt. Rather than write about healthy habits, they wrote about student life unrelated to healthy habits, such as 一生懸命、勉強した方がいいです.</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses responded directly to the prompt about healthy habits, such as the example below: 毎日早く寝て、早く起きて朝食を食べた方がいいです.</li> </ul>
<ul style="list-style-type: none"> <li>Many prompts revealed a lack of relevant vocabulary to adequately express the students' opinions related to healthy lifestyles (e.g., 元気な食べ物).</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses used appropriate vocabulary for the topic, such as the response below: もし体にいい生活をしたなら本当に努力しなければいけません。毎日健康な食べ物を食べて運動をしたらかならず体が強くなります。だからがんば x t s て.</li> </ul>
<ul style="list-style-type: none"> <li>Some responses showed a lack of grammatical knowledge about how to make a suggestion (e.g., 毎日、体育で行きます).</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses demonstrate a good control of grammar forms used to give advice (e.g., ー たらいい、ー たほうがいい、ー すること).</li> </ul>

**Based on your experience at the AP<sup>®</sup> 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 students should not be content with a succinct response, but should instead try take advantage of the full 90 seconds by adding as much detail as possible. For example, they could demonstrate their ability to elaborate their responses using structures such as ～くて、～や、～たり.
- Students should read 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 students have not successfully completed the task required by the prompt.
- Some students typed their answers only in hiragana. AP teachers should make sure that their students have many opportunities to practice typing so that students get used converting words into appropriate kanji. Students should get more practice using kanji from the AP Japanese kanji list.
- Katakana words can be difficult for students to write correctly, as evidenced by errors in orthography (e.g., サーカー). Frequent practice from an early stage in this area is helpful.
- A number of responses misinterpreted アドバイス to mean アルバイト, which led to responses that only addressed the prompt minimally, if at all. Students need to read katakana words carefully; a little word that is misread can make a big difference in meaning.
- Once students have mastered basic vocabulary and structures, they should be encouraged to continue to push themselves to use higher-level language. For example, teachers can give students more practice in justifying an opinion using structures such as なぜなら～、～ので, etc. 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 どう思いますか or どうすればいいですか?

**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 throughout the AP year in and in years leading up to the AP experience 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. <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 peer-reviewing others' 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.
- FRQ practice questions for teachers to use as formative assessment are now available as part of the collection of new resources for teachers for the 2019 school year. These resources begin with scaffolded questions that represent what students are ready for at the beginning of the school year and present an increased challenge as teachers progress through the course. These resources are available on AP Classroom and include the feature that allows specific question types and topics to be searched to find the new collection of FRQ practice questions and their accompanying scoring guidelines.
- Teachers will now be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access questions from previous exams.
- 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>

**Question #2****Task:** Presentational Writing—Compare and Contrast Article**Max. Points:** 6**Total Group Mean Score:** 4.51**Standard Group Mean Score:** 4.05**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 a 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 2019 prompt asked students to compare and contrast speaking Japanese versus writing Japanese.

**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 enthusiastically, perhaps because they have substantial experience learning to speak and write in Japanese. Most students were able to identify three aspects of each, such as a focus on sound versus orthography, the fast pace of producing speech versus the time taken to produce written Japanese, casual versus formal style, immediate versus delayed feedback, and the inability versus the ability to edit. Students were also able to identify similarities between the two, such as difficulty, the importance of practice, and practicality in Japan, and to give a reason to explain their preference for one or the other option. Many 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., 話す, 書く, むずかしい, やさしい, 漢字, 便利, 早い, 遅い) and good control of grammatical patterns.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Some students misunderstood the purpose of the article. The prompt specified that students should write an article for the student newspaper of their “sister school.” Some responses, however, used a letter format or wrote about a family member, suggesting that students did not understand the term “sister school” accurately. The following examples are taken from low, mid, and high-scoring responses:</p> <p>こんにちわおねえちゃん！げんきー？</p> <p>これから、日本にいる私の妹について話します。</p>	<ul style="list-style-type: none"> <li>The following examples are opening lines from the first paragraph of articles that range from low to high. Each demonstrates the writer’s understanding of the purpose of the article despite some errors:</li> </ul> <p>日本語話してるより日本語を書いているの方がべんです。</p> <p>今日は、日本語話すことと日本語を書くについて話して生きたいです。</p> <p>これから日本語で話すことと日本語で書くことをくらべてみます。</p> <p>日本語を話す時と書くときは様々な違いや似てる部分があります。</p>

<p>拝啓 妹へ、 私は今から日本語を話す時と書く時の違いを述べるので、心して読むように。</p> <p>ハワイより愛をこめて、 兄より</p>	<p>日本語を話すということは日本語を書くということと比べるとたくさんの類似点や相違点を見つけることができます。同じ言語でも、話すことと書くことはかなり違うと思います。</p>
<ul style="list-style-type: none"> <li>Some articles were not well-formatted. Many responses used a transitional element 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. Paragraphing is not required for task completion, but it is the standard format for newspaper articles and makes the information easier to process. The following example, which was taken from a mid-high response, was not divided into smaller paragraphs. Compare its readability to that of the article on the right:</li> </ul> <p>今は日本語を話すことと日本語を書くことをくらべてみます。日本語を話す時と日本語を書く時同じところがあります。一つ目のりゅうはぜんぶ忘れる。書くことで、漢字を忘れる、と話すことぜんぶのことば忘れる。ふうたりで、ぶんぼうは大切です。ふたりで、てねいごとそんけいごはたいせつです。たとえば、ともだちに 「いこう！」です、でも先生に 「いきます」です。違うところは話すことで、漢字やひらがなやカタカナやろマジがありません。書くことで、漢字があります。漢字をおぼいてることはむずかしいです。でも、私は話すことより書くことの方が好きです。なぜなら時間があります。漢字を忘れられれば、ひらがなを書くします。でも、話すことで、時間がありません。これで、終わります。</p>	<ul style="list-style-type: none"> <li>Responses input a line return before a new paragraph, then begin the paragraph with a transitional element. A response from the mid-high range:</li> </ul> <p>私は日本語を勉強する時に、たくさん書く事と話す事を出来なければなりません。</p> <p>日本語を書く事の良い点はひらがなとカタカナと漢字を見えます。知らない言葉があるのに、漢字はヒントをあげます。そして、新しい言葉を習います。最後に、たくさん日本語を使えます。</p> <p>日本語を話す事の良い点はしやすいです。友達と一緒に「食べます」とか「私はチオです」をつかわなくてもいいです。「食べる」のほうがいいです。それから、漢字を覚える事を出来ません。そして、漢字を書きません。</p> <p>私は日本語を話す事の方が気に入ります。漢字を覚えませんが、気に入ります。そして、何も書けなければなりません。そして、日本語を話す事がしやすいです。</p>
<ul style="list-style-type: none"> <li>Some students did not have sufficient knowledge of vocabulary and control over grammatical structures to respond to the prompt, e.g., “compare,” “to speak Japanese,” “to write Japanese,” “pronunciation,” “vocabulary,” and “characters.” Some examples of strained expressions include:</li> </ul> <p>さべる (for しゃべる) ポライトかフォーム (for polite form) プロノウンス (for 発音) ボカブラリ (for 語彙; 単語) カラクタル (for キャラクター: 漢字) 話すのこと (for 話すこと) 書くと話がむずかしです (for 書くのと話すの) 日本語の言っは楽しい (for 日本語を話すのは) 日本語を話しますと書いてますについて比べる 日本語を話してと日本語を書く使うときにかきたい</p>	<ul style="list-style-type: none"> <li>The following responses, ranging from mid to high, demonstrate ease of expression with appropriate vocabulary and structures:</li> </ul> <p>これから日本語を書くことと話すことをはなしたいです。</p> <p>これから、日本語を書くことと話ことを比べます。違うことも同じことがあります。</p> <p>日本語で話すことと、日本語で書くことには、いくつか違いがあります。</p> <p>日本語を話すことと書くことは似ていますが、異なる点もあります。</p>

<ul style="list-style-type: none"> <li>Some spelling errors in kana words, and errors in kanji conversion significantly interfered with readability. Students should be reminded to check for misspellings and mistaken kanji conversion. The following were common errors:  Instead of 書く, phonetic input of “kaku” yielded 核; 各.  Instead of 漢字, phonetic input of “kanji” yielded 感じ; 幹事.  Instead of 文法 (ぶんぽう), phonetic input of ‘bunpo’ yielded 文保; ぶんぼ.  There were many input errors for particles, such as 日本で輪 for 日本では and カラクターおべんきょおしま for 漢字を勉強します.  There were many misspellings of katakana words such as: スピキング for スピーキン; ユニク for ユニーク; カラクター/ケラタル for キャラクター (漢字).</li> </ul>	<ul style="list-style-type: none"> <li>Accurate kanji conversion and katakana words that are correctly spelled included the following:  漢字を書くことは難しいです。  文法が違います。  日本人と一緒にコミュニケーションをよく出来ません。</li> </ul>
<ul style="list-style-type: none"> <li>In some cases, students used the AP kanji at the beginning of their responses but forgot to convert the same words in the latter part of their responses. In other cases, students neglected to convert to kanji at all. Students should remember to use AP kanji throughout their responses. The following example taken from a mid-low response demonstrates inconsistent use of AP kanji:  日本語をしゃべるほうが簡単です。日本語を核のほうがたぶん元難しいです。しゃべると際、何をイー太鼓とがわかります。でも書くとき際感じが当て元難しいです。日本で輪、しゃべるほうがもとあるので、大樹オブだと思います。僕輪日本語者べた法がもとやくにだつとおもいます。にほんにいくときわ、あんまりかかないほうがいいです。にほんごとじようずになりたいです。がこうにいてすごくおもしろいです。そして、みんなにしゃべりますそのほうがたぶんもおもしろくなるとおもう。たのしみです。まりがとございました。</li> </ul>	<ul style="list-style-type: none"> <li>Examples of consistent use of AP kanji include the following, taken from mid-high responses:  今、日本語を話すことと日本語を書くことに比べて話します。  一つ目の同じことは日本語を話して書いて日本語をよくわかります。それで、書いて話したら、漢字と文化を思い出してもっと上手になります。  二つ目の同じことはどこでも日本語を話せてかえます。車や学校やレストランに話すことと書くことを練習できます。鉛筆と紙だけほしいで日本語を勉強できます。  違うことはアニメとか日本のニュースを聞いて日本語を話しにならえませんが書くことをなりたいから、日本語を読まなくちゃいけません。新聞とか日本の本を読んだほうがいいです。  最後に日本を話すことはもっとかんたんと思いますから、一番すきです。でも、書くことも話すことを進めます。  以上です。</li> </ul>

**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, “speaking Japanese” and “writing Japanese,” they also had to express a preference for one of option 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 needs 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.

In addition, discussions among AP Readers showed that what was considered acceptable as an expression of preference differed considerably. For example, けつろんとして、日本語がとても特別です。今、私はたくさんの人に話しますから、私はとてもうれしいです。Some readers did not regard this as a preference, while others thought they expressed the writer’s preference for speaking Japanese. Other examples that caused debate included the following:

ゆえに、日本語を話す事はちょっと怖くて、早くて、楽しいですが、日本語を書く事も楽しいと難しいと思います。言語を話す事と書く事はとても大切な事だから、書く事と話す事を勉強します。

結論として 日本語 を 話すこと と 書くこと は 難しくて ふくざつです。なぜなら たくさんの たんご や 文保 や かんじ など あります から。

Some readers did not interpret these statements as expressing a preference, instead interpreting them as a general statement about learning to speak and write in Japanese. Other readers, however, interpreted these as expressing the writer’s equal interest in both options.

Teachers should 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 私の意見では～; 私にとっては～(の) ほうがいい; 私の経験では～. If both options are mentioned in the concluding remarks, students should be sure to clarify which option is preferred. The following examples contain clear-cut examples of expressions of preference:

最後に日本を話すことはもっとかんたんだと思いますから、一番すきです。でも、書くことも話すことを進めます。

私の意見としては書く事より話すことの方がいいと思います。なぜなら、もっと早いしとても便利だと思います。

だから、日本語で話す事と書く事はとても違います。でも、僕は日本語で話す事の方が好きです。なぜなら、日本人と一緒にコミュニケーションをよく出来ます。そして、日本語で書く事を習う事はもっと難しいと思います。でも、僕は両方がとても大事だと思います。

結論として、私は日本語を書く方より日本語を話す方がいいと思います。なぜなら、外国人は日本語を書く事が日常生活に使えないそうからです。でも、日本に興味がある外国人が日本語で会話をすることはとても大切です。

- State similarities as well as differences

The prompt specifies that students should highlight both similarities and differences between the two options. Some students managed to briefly mention similarities in the opening paragraph, such as 話すことも書くことも難しいですが; 話すも書くも役に立ちますが, but the majority of the students focused on differences and neglected to mention similarities. Some students started the article with a clear statement indicating that they would be writing about differences between speaking and writing Japanese, as in これから話すことと書くことの相違点を話します. 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 “speaking Japanese” and “writing Japanese.” However, some students, including some high-proficiency students, compared two options that were not indicated in the prompt, such as “reading Japanese” versus “writing Japanese,” “learning Japanese” versus “learning English,” and

“learning kanji” versus “learning hiragana/katakana.” It cannot be overemphasized that students should be reminded to read the instructions carefully and be sure they understand what options they are expected to compare.

- Learn a variety of vocabulary, expressions, and grammar structures, and practice them .

Teachers should provide frequent opportunities for students to learn a variety of vocabulary, kanji, and expressions on possible topics for the compare and contrast article. Once students have mastered appropriate vocabulary and grammar structures, students 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.

***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 throughout the AP year in and in years leading up to the AP experience 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 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.
- FRQ practice questions for teachers to use as formative assessment are now available as part of the collection of new resources for teachers for the 2019 school year. These resources begin with scaffolded questions that represent what students are ready for at the beginning of the school year and present an increased challenge as teachers progress through the course. These resources are available on AP Classroom and include the feature that allows specific question types and topics to be searched to find the new collection of FRQ practice questions and their accompanying scoring guidelines.
- Teachers will now be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access questions from previous exams.
- 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>

**Question #3****Task:** Interpersonal Speaking—Conversation**Max. Points:** 24**Total Group Mean Score:** 16.14**Standard Group Mean Score:** 13.77***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 Takeshi Nakamura, a homestay coordinator, about an upcoming homestay. To successfully respond to the prompt, students had to (1) respond to the coordinator’s self-introduction, (2) explain why they wanted to do a homestay, (3) express their preference for either a week-long or month-long program, and (4) indicate a day and time they could meet the following week for further discussion.

***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?***

Conversation 1 Prompt: はじめまして、ホームステイ・コーディネーターの中村です。よろしくお願いします。

Most students were able to produce a basic formulaic expression appropriate to the situation (はじめまして; よろしくお願ひします) and give their names. Others were able to use more sophisticated language (こちらこそよろしくお願ひします ; Name と申します). Some students responded incompletely by not producing a formulaic expression acknowledging that they were meeting Mr. Nakamura for the first time, for instance by giving only their names (私は Name です) or only a basic time-of-day greeting (こんにちは; おはようございます). Stronger responses went beyond simply greeting Mr. Nakamura, adding additional comments related to a homestay. Offering additional information about oneself that a homestay family might want to know was also considered appropriate (高校三年生です ; 18 才の男の子です). Some students were able to produce thorough responses that contained additional elaboration and/or rich vocabulary and more complex grammatical structures. A few students misunderstood the situation as one in which they would be hosted by Mr. Nakamura’s family.

Conversation 2 Prompt: どうしてホームステイをしたいのか教えてください。

Many students responded by talking about their interest in Japanese culture and expressing an interest in experiencing Japanese culture firsthand, improving their Japanese language skills and eating Japanese home cooking in a homestay setting. Most, including fluent speakers, responded without a particle that would clearly denote a reason (such as から ので). However, from the context, it was often clear that a reason was being provided. A few students didn’t understand what a “homestay” was. Some thought it was a standard tour of Japan. Others confused homestay with “home schooling,” staying home as opposed to going out, or shared housing. Because of the embedded question, some students misunderstood and answered what kind of homestay family they wished to have or asked other questions related to homestays.

Conversation 3 Prompt: ホームステイは、一週間と一か月のプログラムがありますが、どちらがいいですか?

Most students were able to indicate a choice of program. Responses receiving higher scores indicated a reason for their choice by explaining what they wanted to do in Japan and/or what they wanted to do with a host family. Many indicated goals they had for the program, such a learning to speak Japanese better or deepening cultural knowledge. Some students who expressed a preference for a shorter program gave a variety of reasons, including other commitments (jobs, sports, club activities, etc.), while others indicated that they felt that a month was too long to be away from home. In responses receiving lower scores, many students discussed some aspect of a homestay or travel in Japan but did not express a preference for one of the two programs.

Conversation 4 Prompt: ホストファミリーについて、来週もう一度話したいんですが .. いつがいいですか?

In general, students did well on this question. Many students responded by mentioning a day of the week (~曜日) in response to the question. However, although most were able to indicate a day of the week, fewer indicated a specific time and gave a reason for their choice of time and day. Because of the mention of the host family, some students seemed to misunderstand and think they would be meeting and talking with the host family, instead of Takeshi Nakamura, the homestay coordinator. Students with higher scores were able to specify a day of the week, a time, and a reason in detail. (e.g., 週末で暇ですから、土曜日の8時がいいと思います).

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

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
Conversation 1	
<p>Many responses included only a formulaic self-introduction with no additional elaboration (よろしくおねがいします。わたしは、Name です。).</p>	<ul style="list-style-type: none"> <li>Stronger responses gave an initial greeting, then directly addressed the topic of a homestay (ホームステイをととても楽しみにしています).</li> </ul>
<ul style="list-style-type: none"> <li>Some students replied at length by giving additional information about themselves (僕の名前は、Name です。School name から来ました。高校三年生です。日本語を三年間勉強しています。).</li> </ul>	<ul style="list-style-type: none"> <li>A memorized self-introduction is not necessarily the most appropriate response to the first turn of a conversation. Students giving stronger responses showed evidence of having listened carefully to the prompt and attempting to address it directly (今回のホームステイのことについて聞きたいのですが、いいですか).</li> </ul>
<ul style="list-style-type: none"> <li>Self-introductions were often comprised of simple sentences, as in the example above. The somewhat unnatural pattern 僕/私の名前は、Name です was also very common.</li> </ul>	<ul style="list-style-type: none"> <li>Students should practice more natural patterns for self-introduction (School name のName です; 今回ホームステイでお世話になるName です).</li> </ul>
<ul style="list-style-type: none"> <li>With the exception of formulaic phrases such as 楽しみにしています predicates tended to be relatively basic (あります; します; ~です).</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses used predicates with more elaborate vocabulary and structures (期待しています; うれしく思っています).</li> </ul>
Conversation 2	
<ul style="list-style-type: none"> <li>Some students misunderstood the meaning of the question and explained why they were studying Japanese.</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses clearly provided one or more benefits of homestays, such as learning culture (e.g., 前から日本の文化がとても興味があつて), improving Japanese language skills (e.g., 日本語をもっと習つて、上手になりたい), and/or experiencing life in</li> </ul>

	Japan (e.g., 私は日本の家族と日本の生活を、ともつと経験したい).
<ul style="list-style-type: none"> <li>Some students simply gave their opinions about Japan or homestays, or stated what they wished to do in Japan (e.g., 好きです; 楽しいです; 話したいです; 食べたいです).</li> </ul>	<ul style="list-style-type: none"> <li>Some stronger responses made it clear that their opinion was a reason by using a particle such as から and ので.</li> </ul>
<ul style="list-style-type: none"> <li>Some students simply gave bulleted lists such as 日本は楽しいです; 食べ物おいしいです; 文化はおもしろいです.</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses used predicates with more elaborate vocabulary and structures, such as the example below:  だから、ホームステイをしたいです。文化を経験したいです。</li> </ul>
Conversation 3	
<ul style="list-style-type: none"> <li>Some students responded with statements or questions about the homestay program, but did not indicate a choice of program.</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses indicated an understanding that they were being asked to make a choice between two options and generally started with a clear statement of a choice of program such as the example below:  一ヶ月の方がいいと思います。  一週間、だと思っています。</li> </ul>
<ul style="list-style-type: none"> <li>Some students answered the prompt very simply by stating a preference (一ヶ月がいいです).</li> </ul>	<ul style="list-style-type: none"> <li>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.  あの、私は、uh、高校でたくさん日本語を、uh、勉強する機会ありませんから、.. 一ヶ月間、uh、勉強することが出来たらいいと思います。</li> </ul>
Conversation 4	
<ul style="list-style-type: none"> <li>Many students answered by giving information only about a day of the week. (e.g., 水曜日がいいです).</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses provided not only a day of the week, but also suggested a time of day such as the example below:  来週の月曜日の.. 1時は、いいだと思っています。</li> </ul>

<ul style="list-style-type: none"> <li>• Many students answered without giving a reason in support of their preferred time and day of the week.</li> </ul>	<ul style="list-style-type: none"> <li>• The strongest responses provided a day of the week, a time of day, and a reason, such as in the example below:  来週は日本語の試験がありませんから、水曜日のお昼がいいです。</li> </ul>
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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?**

- Remind students to listen very carefully to the prompt and to respond to it as directly and explicitly as possible (i.e., stating reason(s) for prompt 2, making a choice for prompt 3, proposing a specific date and time for the prompt 4).
- In class, it is advisable to have students practice responding as fully as possible to questions, so that when they take the test they are used to responding at length and have command of a variety of strategies for elaborating and giving details. Ideally, these strategies will include comfortable use of a variety of more complex grammatical structures and connectives.
- Many responses contained only very basic vocabulary and phrases. Work with students to increase their vocabulary and include a variety of adjectives and adverbs.
- As many students had difficulty in making specific proposals (specific date and time) with reason(s), more practice in this area is recommended.

**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 throughout the AP year in and in years leading up to the AP experience 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.
- FRQ practice questions for teachers to use as formative assessment are now available as part of the collection of new resources for teachers for the 2019 school year. These resources begin with scaffolded questions that represent what students are ready for at the beginning of the school year and present an increased challenge as teachers progress through the course. These resources are available on AP Classroom and include the feature that allows specific question types and topics to be searched to find the new collection of FRQ practice questions and their accompanying scoring guidelines.
- Teachers will now be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access questions from previous exams.
- 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>

**Question #4****Task:** Presentational Speaking—Cultural Perspective Presentation**Max. Points:** 6**Total Group Mean Score:** 4.32**Standard Group Mean Score:** 3.70***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 is comprised of one statement in English identifying the audience, context, and a presentation prompt to which the candidate is to respond.

On this year’s exam the prompt instructs students to present their perspectives on Japanese housing and buildings, begin with an introduction, and present five examples or aspects of Japanese housing and buildings with a concluding remark. The student has four minutes to prepare an outline and two minutes to record their responses. The 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 topic of houses and buildings seem to be easily accessible to students, and they were generally able to speak about five examples or aspects. In many cases, students discussed five examples, including the types of rooms found in a Japanese house and building structures found in Japan. In addition, students were able to approach the topic from multiple perspectives, including the function of the rooms and characteristics of Japanese housing/buildings. 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>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>Some student responses lacked transitional elements (such as 一番目に、二番目に) between sentences/paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well were able to organize their ideas with transitional elements (such as まず、第二に、最後に) between sentences/paragraphs</li> </ul>
<ul style="list-style-type: none"> <li>Some student responses contained just lists of rooms found in a Japanese house and types of structures (such as 神社、学校、高層ビル) in a few sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well elaborated or gave details such as in the example below:  トイレとシャワーは違う部屋にあります。玄関で靴を脱ぎます。</li> </ul>
<ul style="list-style-type: none"> <li>Some students used adjectives, but did not provide further elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well were able to provide additional elaboration with complex sentences such as the example below:  日本の家で、玄関に行ったら、くつをぬぎます。</li> </ul>

<ul style="list-style-type: none"> <li>Some students overused filled pauses (such as あー、えっと), resulting in inconsistent pace.</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well exhibited a smooth pace with only occasional hesitation.</li> </ul>
<ul style="list-style-type: none"> <li>Some students used concluding phrases such as 結果として; however, a phrase such as このように would have been more appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well used more appropriate concluding phrases such as the example below: 結論として、私は、日本の家に住んでみたいです。</li> </ul>
<ul style="list-style-type: none"> <li>Some students pronounced katakana words such as オープン、in an unnatural way.</li> </ul>	<ul style="list-style-type: none"> <li>Students who performed well had more natural pronunciation.</li> </ul>
<ul style="list-style-type: none"> <li>Some students used phrases such as 日本の家は高い. Since this is ambiguous in meaning, elaborating with more information would have helped to clarify the statement.</li> </ul>	<ul style="list-style-type: none"> <li>Students elaborated with more information (日本の家のレントは高いです).</li> </ul>

**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 give students frequent opportunities to give short, impromptu, presentations on a variety of topics, including those from previous on AP Japanese Language and Culture exams.
- Students should receive more assistance from teachers in order to learn how to make more logical use of connectives.
- Teachers should provide students frequent opportunities to research on Japanese cultures to gain deep understanding of cultural practices and perspectives.
- Teachers should remind the students to address the prompt directly. The prompt asks about “Japanese housing and buildings.” However, some responses addressed somewhat irrelevant topics such as 温泉 and homestay experiences in Japan.
- Teachers should remind the students not to confuse the instructions of the various sections of the test. For example, some students seemed to be answering the Compare and Contrast section on the Cultural Perspective Presentation section. Many of them compared Japanese housing and American housing. 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 throughout the AP year in and in years leading up to the AP experience 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.
- 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.
- FRQ practice questions for teachers to use as formative assessment are now available as part of the collection of new resources for teachers for the 2019 school year. These resources begin with scaffolded questions that represent what students are ready for at the beginning of the school year and present an increased challenge as teachers progress through the course. These resources are available on AP Classroom and include the feature that allows specific question types and topics to be searched to find the new collection of FRQ practice questions and their accompanying scoring guidelines.
- Teachers will now be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access questions from previous exams.
- 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>