

アンケートプロジェクト[Questionnaire survey project]

さくぶん はっぴょう 作文と発表

Requirements

- Choose one topic of your interest and make a questionnaire survey. Write a report (about 550 characters) based on the results of your survey. This will be a speech draft.
- You must write your composition on your own. Read the section for Academic Integrity on page 4 of the course syllabus. You must not ask anyone to help you write Japanese outside of the class. If you need help, come to your instructors.
- You may use a dictionary but must not use a translation machine (e.g., google translate).
- Use as much of the vocabulary, kanji, and grammar you've learned as possible.

よてい Schedule

1月28日 月曜日	Questionnaire (Peer review 1) <ul style="list-style-type: none"> • Read the instruction and example on pages 2-3. • Provide the hardcopy so that your peer can read it easily.
1月30日 水曜日	In-class survey <ul style="list-style-type: none"> • Revise the questionnaire beforehand. • You will orally ask questions to your classmates. Bring the hardcopy for your memo. • Ask at least 10 people.
2月4日 月曜日	Results and analyses (Peer review 2) <ul style="list-style-type: none"> • Read the instruction and example on page 4-6. • Provide the hard copy with charts/graphs so that your peer can read it easily.
2月15日 金曜日	First draft (Peer review 3) <ul style="list-style-type: none"> • Read the instruction, example, grading criteria on pages 7-11. • Bring the peer review 3 sheet (p. 10) so that you can write your comments on your peer's report. • Provide the hardcopy with a vocabulary list and charts/graphs so that your peer can read it easily. • You may also come to your teacher's office hours for her/his feedback.
2月22日 金曜日	Final draft <ul style="list-style-type: none"> • Submit your final draft accompanied by the first draft and the grade sheet (p.11) to receive full credit.
	Optional task <ul style="list-style-type: none"> • If you would like to improve your intonation and accents, try the Prosody Tutor Suzuki-kun in the Online Japanese Accent Dictionary (OJAD). Refer to pages 13 to 14 for details. http://www.gavo.t.u-tokyo.ac.jp/ojad/eng/phrasing/index
3月13日 か15日	Speech presentation <ul style="list-style-type: none"> • Read the instruction on page 12.

アンケート Questionnaire

Choose one specific topic for the questionnaire and write the following. It may be typed or handwritten. Use long forms. There is an example on page 3.

I. アンケートのテーマ[Theme] (in Japanese)

- Write what you would like to examine.
- The topic should be very specific. If the theme is too broad, it is difficult to write your opinions. For example, if you are interested in education, the topic should be narrowed down to “language study,” “education in college,” etc. instead of “education in the USA.”
- Sample topics: Japanese language studies, playing video games, eat/cooking habits, exercises, communication methods, dating, shopping, volunteer activities, etc.
(Difficult topics: politics, economy, travel, music, etc.)

II. 質問 (in Japanese) と 答え (Your assumption of the answers. In either Japanese or English)

- Write the questions in Japanese. Write at least 5 questions related to the theme although you will use only some of them in your report. Also it is recommended to ask the respondents' personal information too since you may need this information for your analysis.
- After each question, write your assumption of the answers in either Japanese or English.

In class, you will receive comments from your classmates. So, provide the following:

- the hardcopy, and
- the *furigana* (pronunciation) and English translation for difficult kanji and / or vocabulary.

Tips in Japanese typing

- If you use unintroduced kanji, you need to write the *furigana* (reading/pronunciation written in hiragana) for those kanji. If you would like to put *furigana* above kanji, you may write it by hand and or use Asian Phonetic Guide in a software.
- Put ・ (a dot) between your first and last name. Hit a slash (/) in a Japanese typing mode.

アンケートの例^{れい} [example]

I. アンケートのテーマ

日本の大学生のアルバイトについてしらべます。

II. 質問と答え^{しつもん こた}

- アンケートに^{こた}答える人についての^{しつもん}質問 [Respondents' personal information]

1. (Check gender)
2. ^{なにじん}何人ですか。Nationality
3. 何歳ですか。
4. せんこうは何ですか。

- テーマ[theme]についての^{しつもん}質問とその^{こた}答え [your assumptions of the answers]

1. 今、アルバイトをしていますか。

→I think most students (70%) have a part-time job.

(1 ばんで「はい」と^{しつもん}こたえた人に下の質問を聞く。If they answered yes, ask the following Qs.)

2. どんな仕事ですか。

→Popular jobs would be on-campus jobs, tutoring, and store/restaurant jobs.

3. 一週間に何時間ぐらい働きますか。

→Many people work about 10-15 hours a week.

4. アルバイトのいちばんのもくてき[purpose]は何ですか。

- a. 生活のゆとり [extra money to spare for the cost of living] がほしいから
- b. ようふく [clothes] が買いたいから
- c. ^ひ生活費 [the cost of living] のため
- d. サークルで使うから
- d. ^{ちょきん}貯金 [savings] したいから
- e. そのほか [others]

→The major reasons will be b and d.

5. アルバイトと勉強で毎日いそがしいですか。

→Generally speaking, college students in Japan do not study as much as American students. So, I assume many of them are not as busy as American students.

け っ か ぶ ん せ き
結果と分析 Results and Analyses

Report only the major 2 (or 3) results and make analyses based on them. For the results, write the question and the chart or graphs. For analyses, list at least two things. Possible analyses are 1) the potential cause of the results, 2) how the situation may change in the future, 3) opinions on comparisons between gender, nationality, etc. You do not have to provide details yet; these will be part of your composition.

Type/write your document double-spaced. Use long (polite) forms.

Since your peer will read it in class, provide:

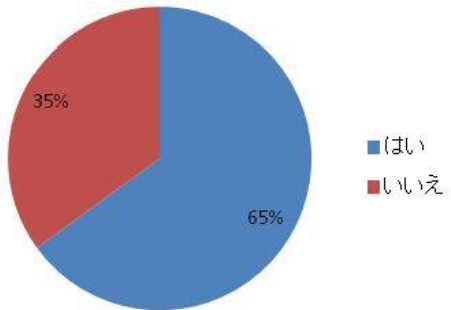
- Charts or graphs of results, and
- *furigana* (pronunciation) and English translation for difficult kanji and/or vocabulary.

結果と分析の例[example]

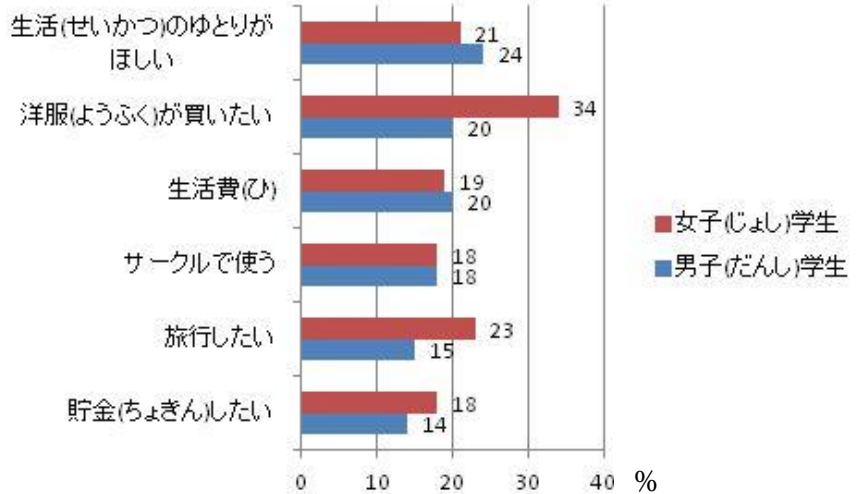
日本の大学生のアルバイト

I. 結果のグラフ (教科書 311 ページ)

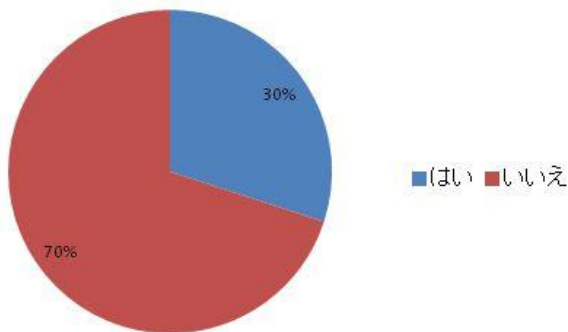
質問 1 アルバイトをしていますか。



質問 4 アルバイトの目的



質問 5 アルバイトと勉強でたいへんですか。



II. 結果と分析

- 日本でもアルバイトをしている学生が多いです。

[Reason] 大学生は勉強以外の時間があるし、色々な活動のチャンスがあるから、お金がたくさんいるのでしょう。

- 日本人学生のアルバイトの目的は、勉強以外のことです。特に男子学生は生活のゆとりのために、女子学生は洋服や旅行に使うお金がほしいから働く人が多いです。

[Reason] 日本でも、たいてい親が授業料や生活費をはらってくれるからです。

[Comparison] アメリカの学生は、働くけいけんのためにアルバイトをする人が多いと思います。

- アルバイトと勉強でたいへんな学生が少ないです。

[Reason] 日本の大学の勉強はたいへんではないのでしょうか。日本の大学生活はアメリカのとくらべて、勉強以外の活動がもっとできて楽しそうです。

- [Change in future] しょうらいは、日本でも、卒業^{そつぎょう}後の仕事や授業料のために働く大学生が多くなるかもしれません。日本のけいざいも悪くなって、しゅうしょくがわずかしくなったからです。

たんごリスト

目的^{もくてき} purpose, 生活のゆとり extra money to spare for the cost of living, 洋服^{ようふく} clothes, 生活費^ひ the cost of living, 貯金^{ちよきん} savings, 授業料 tuition、のために for

作文

- Your report must be typed double-spaced although the charts / graphs can be handwritten. Use the long (polite) forms in writing the composition.
- The composition should be about 550 characters in length. Write the character counts at the end. This does not include the title, your name, *furigana* [pronunciation] for kanji, and grammar numbers.
- At the end of the report, include both the vocabulary list and the graph/chart.
- Use as much of the vocabulary and grammar you've learned as possible. Refer to the checklist below and write the grammar number in the text when you used the grammar in the list.

Organization of the report – Three paragraphs

1. Introduction	2. Body	3. Conclusion
Includes: <ul style="list-style-type: none"> • What the topic is about (The title shows this), • Why you are interested in the topic, and • How the survey is done. 	Survey questions and answers	<ul style="list-style-type: none"> • The analyses can be potential cause of the result, how the situation may change in the future, or your opinions on the comparisons between genders, nationality, for example. • The questions and answers in the body should connect to and support the argument here. • The arguments should be provided in a logical order.

Important points in Japanese

- When writing the survey questions, you may use direct quotes with 「 」 or indirect quotes introduced in lesson 20 (4. Questions within larger sentence).
 1. Direct quotes: 「アルバイトと勉強で毎日大変ですか。」と聞きました。
 2. Indirect quotes: アルバイトと勉強で毎日大変かと聞きました。
- Use conjunctions to logically connect sentences. まず、つぎに、それから、だから、でも, etc.
- If you have a rhetorical question in the introduction that sets the theme, use the form ～ののでしょうか(a combination of explanation mode and のでしょうか). See the example in lines 2-3 on the next page (日本の大学生も勉強とアルバイトでいそがしいのでしょうか。)

Genki II: Japan 211 のぶんぼう

13 課	14 課	15 課	16 課
<input type="checkbox"/> 1. Potential verbs <input type="checkbox"/> 2. し <input type="checkbox"/> 3. Adj + そうです [Looks] <input type="checkbox"/> 4. てみる <input type="checkbox"/> 5. なら <input type="checkbox"/> 6. Period に Frequency / duration / amount <input type="checkbox"/> 7. Adverb(adj.+に・く)	<input type="checkbox"/> 8. ほしい <input type="checkbox"/> 9. かもしれません <input type="checkbox"/> 10. あげる・くれる・もらう <input type="checkbox"/> 11. Number も <input type="checkbox"/> 12. Number しか	<input type="checkbox"/> 13. Volitional form + と思っています <input type="checkbox"/> 14. ておく <input type="checkbox"/> 15. Noun modification <input type="checkbox"/> 16. Verb 予定です	<input type="checkbox"/> 17. Verb てあげる・くれる・もらう <input type="checkbox"/> 18. いい <input type="checkbox"/> 19. 時

Japan 212 のぶんぼう *Do not use Keigo (honorific/extra-modest/humble forms) in a formal report.

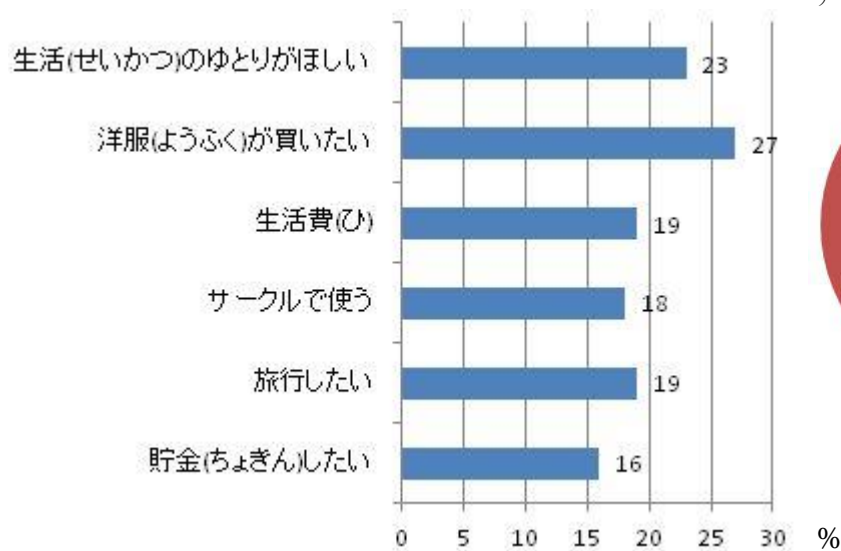
17 課	18 課	19 課	20 課
<input type="checkbox"/> 20. Short form + そうです [I hear] <input type="checkbox"/> 21. たら <input type="checkbox"/> 22. なくてもいいです <input type="checkbox"/> 23. みたいです <input type="checkbox"/> 24. V+前に <input type="checkbox"/> 25. てから	<input type="checkbox"/> 26. てしまいます <input type="checkbox"/> 27. と <input type="checkbox"/> 28. ながら <input type="checkbox"/> 29. ばよかったです	<input type="checkbox"/> 30. てよかったです <input type="checkbox"/> 31. はずです	<input type="checkbox"/> 32. Question within larger sentences

れい
作文の例 (example)

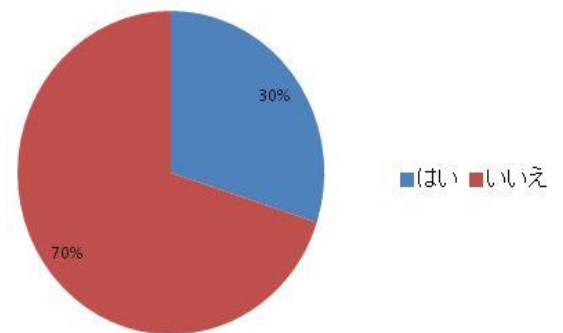
<p>だい 題 Center the title, Top</p> <p>クラス(sec.) Right side</p> <p>名前 Right side</p> <p>Leave one line here.</p> <ul style="list-style-type: none"> At the beginning of each paragraph, leave one full-width space (marked by □) only. Don't use a tab. Do not insert a space after “。” or “、”. No line between paragraphs. Do not use “！” or “？” in a formal report. Do not include any space before and after the brackets 「」. Write grammar numbers. See page 7. 	<p style="text-align: center;">日本の大学生のアルバイト</p> <p style="text-align: right;">セクション AA</p> <p style="text-align: right;">エイミー・スミス</p> <p>□日本では、大学に入ると ²⁷ たくさんの学生がアルバイトを始めるそうです ²⁰。私も勉強しながら ²⁸ 働いていますが、アルバイトは本当に大変 ^{たいへん} だと思います。日本の大学生も勉強とアルバイトでいそがしいのでしょうか。私はアンケートを作って、日本の大学生 20 人にアルバイトについて聞いてみました ⁴。</p> <p>□まず、アルバイトの目的について ^{しつもん} 質問しましたが、全部が勉強以外の目的でした。たとえば、生活のゆとりや洋服や旅行に使うお金がほしい ⁸ から働く人が多いです。次に、「アルバイトと勉強で毎日大変ですか」と聞いたら ²¹、30%の人しか ¹² 「はい」と答えませんでした ^{こた}。</p> <p>□このアンケートをして、日本とアメリカの大学生の生活について色々なことが分かりました。結果によると、アルバイトの目的は、日本人とアメリカの大学生の間にちがいがあるみたいです ²³。日本では、洋服や生活のゆとりのために働きますが、アメリカではそうではありません。働くけいけんのためにアルバイトをするアメリカ人学生がおおいです。また、アメリカとくらべて、仕事と勉強でいそがしい日本人学生が少ないのは、大学の勉強があまり大変ではないからでしょう。日本の大学生</p>
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<ul style="list-style-type: none"> Write the character counts at the end. Don't include the title, name, grammar numbers, kanji pronunciation for the character counts. <p>Vocabulary list</p>	<p>活の方が、勉強以外の活動ももっとできて¹、楽しそうだ³と思います。</p> <p>しかし、日本では、大学生のしゅうしょくがむずかしいし²、アメリカの大学生みたいにしょうらいの仕事のために働く大学生が多くなるかもしれない⁹。(576 characters)</p> <p>たんごリスト： 結果^{けっか} result、～のために for～</p>
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質問4 アルバイトの目的^{もくてき}



質問5 アルバイトと勉強で大変ですか。^{たいへん}



Peer review 3 – First Draft

作文を書いた人の名前：

作文を読んだ人の名前：

Format: Check the following points:

☐Title, ☐section and name, ☐three or four paragraph, ☐indent at the beginning of each paragraph,
☐double-spaced, ☐use of long (polite) form, ☐grammar numbers, ☐character counts, ☐word list

Content:

First paragraph: Underline the sentences that describe the following:

- 1) What the topic is about,
- 2) why your partner is interested in the topic,
- 3) how the survey was done.

Second paragraph: Are the survey questions and answers (results in the graphs/charts) explained?

Third paragraph:

- Underline the following analyses:

- 1) Potential causes of the result,
- 2) how the situation may change in the future,
- 3) his/her opinions on the comparisons between gender, nationality, etc.

- Are the analyses related to the survey results in the 2nd paragraph?

- Are there any survey results that are not used for the analyses?

Graphs/Charts: Easy to understand? Written in Japanese only?

Japanese: Write ? for the parts you do not understand well.

作文のせいせき **Grade****Attach this grade sheet to your final draft!**

クラス _____ 名前 _____

You will be graded on the content and language of your composition according this rubric:

/16

Content	5	The report is focused on one specific topic. Excellent/good amount of information. All of the necessary information is included (e.g., why you are interested in the topic, how the survey is done, survey questions & answers, analyses). The survey result and analyses are clear and logically related.
	4	The following problem(s) are found. -Necessary information is missing and occasionally difficult to follow. -Arguments are not wholly supported or questions/answers are not all integrated into the arguments.
	3	The following problem(s) are found. -Necessary information is missing and often difficult to follow. -The conclusion is illogical. Ideas are not fully developed or not consistent. -The analyses are not discussed.
	1	Does not meet expectations. -The report is very short and/or incomplete. -It is difficult to understand the report as a whole.
Structure	5	Consists of at least three paragraphs. The report is described in a logical order that makes it easy for the reader to follow. Sentences and paragraphs are linked together well. No repetition, no random information.
	4	Consists of at least three paragraphs and each paragraph's topic is clear. Sentences are not always connected smoothly and a few points may be difficult to follow. Not all elements of the report are linked to each other well. May have some repetition or random information.
	3	Consists of at least three paragraphs but difficult to understand the topic of each paragraph.
	1	Does not meet expectations. Does not consist of three paragraphs. AND/OR does not have the introduction or conclusion.
Language	5	Excellent use of grammar, vocabulary, and kanji learned so far. Varied and complex sentence structure. Very few errors, with none that obscure meaning. Demonstrates solid understanding of the second-year level grammar.
	4	Good use of grammar, vocabulary, and kanji learned so far. Varied sentence structure and attempts at complex structure. Some errors, but few of which obscure meaning. Clear attempts at second-year level grammar with occasional mistakes.
	3	Fair use of grammar, vocabulary, and kanji learned so far. Somewhat limited/repetitive sentence structure. More errors, and sometimes errors that obscure meaning. Few attempts to use the second-year level grammar.
	1	Does not meet expectations. Most of the sentences have mistakes and are hard to understand.
Format	1	No format problem.
	0	Some format problem(s) exist(s). E.g., horizontal writing, double-spaced, title, section & name, indentation, etc.
Penalty		The following requirement(s) is missing. -1 Each: First draft, grade sheet -0.5 each: Grammar number (see p.7), vocabulary list, character counts, charts/graphs

発表

じゅんび[preparation]

- Your presentation time will be up to 3 to 4 minutes. If you find your paper too long and the presentation goes over 4 minutes, consider skipping some items.
- During the presentation you may hold your composition or index cards with key words. Practice speaking so that you do not have to look at your paper very often or for a long time.
- Showing your vocabulary list and graphs/charts is required. If you do not provide them, you will receive F (1 pt) for *manner of speech*. You need to “point” each word when you say it. You must not include sentences but just words or short phrases in the visual aids. You may use a teacher’s computer, or paper (a big sheet of paper or letter size paper for each word) but must not use a black/white board or your own computer.
- If you plan to use a teacher’s computer, submit your file in the CANVAS in a timely manner. You may use Powerpoint, Word, or PDF but do not use other software (PREZI, Open Office, etc.). Write your quiz section and full name in English in the title of the file. For example, if you are John Smith in Quiz section AC, your file’s title should be: AC_John Smith. If your presentation is on Wednesday, submit your file by 8:00AM on Tuesday. If your presentation is on Friday, submit your file by 8:00AM on Thursday. The website will close at the deadline (8AM).
- It is recommended to use the Online Japanese Accent Dictionary (OJAD) for your speaking practice. See pages 12 to 13.
- At the beginning of the presentation, say: (名前) です。(タイトル) について話します。
At the end the presentation, say: これで発表^{はっぴょう}を終わ^おります。ありがとうございました。

せいせき

	5	4	3	2
Manner of presentation	Good eye contact. Loudness appropriate. The vocabulary list /graph/chart are used properly.	<u>One</u> of these problems exists: 1) Needs more eye contact / relies on notes. 2) The vocabulary list / graph /chart are not used properly.	<u>Two</u> of the problems exist: 1) Needs more eye contact / relies on notes. 2) The vocabulary list / graph /chart are not used properly. 3) Voice is too low	<u>All</u> of the problems exist: 1) Needs more eye contact / relies on notes. 2) The vocabulary list /graph/ chart are not used properly. 3) Voice is too low.
	1pt -- No vocabulary list provided. Or just reading the draft.			
Accuracy & Pronunciation	Makes minimal errors.	Makes occasional minor errors. A few of them interfere with communication	Makes frequent errors. Some of them interfere with communication.	
Fluency	Speaks smoothly without stopping.	Mostly speaks smoothly. Occasionally hesitates and/or makes inappropriate pauses.	Hesitates often and/or is occasionally silent.	

How to Use the Online Japanese Accent Dictionary (OJAD)

1. Put “、” after particles, adverbs, etc. This will allow the dictionary to show you detailed prosody (accent and intonation). Highlighted “、” below are added ones for this tool.

メアリー・ハートです。今、ワシントン大学の、二年生で、日本語と、せいじ学を、せんこうしています。私は、四さいまで、家族と、おきなわに、住んでいました。その時は、日本の本を、読んだり、日本語で、話したりするのが、大好きだったのですが、アメリカに、帰って、日本語を、ぜんぜん使わないので、今は、あまり話せません。…

2. If your text includes 何, change the kanji into hiragana (なに or なん) as actually pronounced. The OJAD does not recognize the difference of two pronunciations between なに and なん.

今日は、**なに**にも、したくありません。

3. Open the [OJAD](#) and click [Prosody Tutor Suzuki-kun](#).
4. Copy your paper, paste it in the box, and click *Analyze*.


Prosody Tutor Suzuki-kun

This will display a pitch contour taking account of accentual changes for the sentence that was input. With “、” “。” “?” “!” “:” “/” and line breaks it is possible for you to enter phrase breaks. With the symbols “。” “?” “!” and the line break, you can end sentences. A sentence end will always be a phrase end. This also works for question sentences. Unlike OJAD Textbook Version, the analysis of morphology and prediction of accent boundaries and accent kernels are done by automatic speech processing techniques so the performance is not 100% accurate. However, we still urge you to use this for your Japanese language studies.

The details for the Read-aloud Features can be viewed at [here](#). View the note at the below.
Also, this functionality uses [Research Progress](#) from KDDI research laboratory.

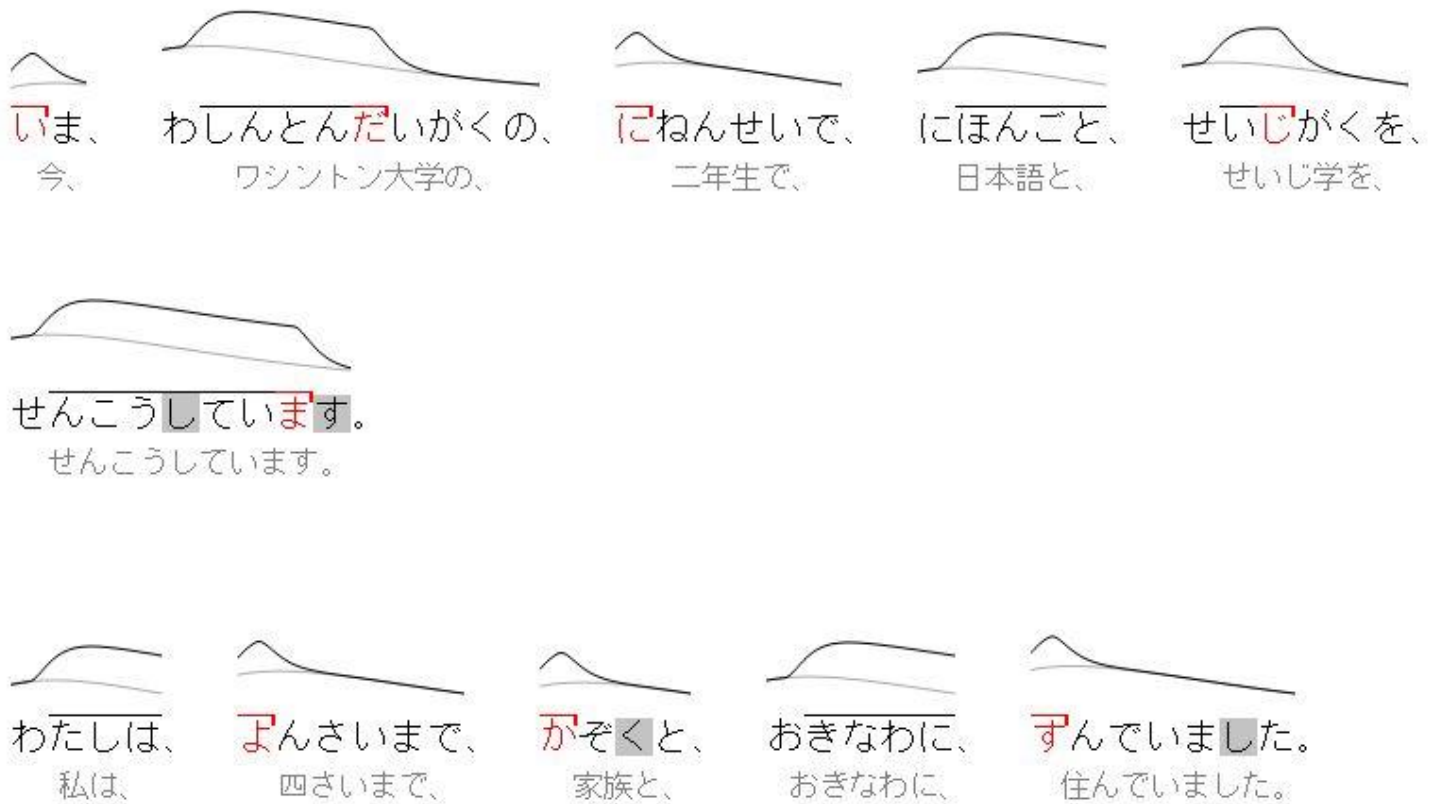
メアリー・ハートです。今、ワシントン大学の、二年生で、日本語と、せいじ学を、せんこうしています。私は、四さいまで、家族と、おきなわに、住んでいました。その時は、日本の本を、読んだり、日本語で、話したりするのが、大好きだったのですが、アメリカに、帰って、日本語を、ぜんぜん使わないので、今は、あまり話せません。

Pitch Contour	Pitch Contour with Accents (Beginner) ▼
Accent Above Text	Beginner ▼
Accent Marking	Accent kernel and H-tone ▼
Accent phrase boundary	Machine learning ▼
Reading/accent type prediction	Predict ▼
Display the Phrase Component	Show ▼
Pitch Contour Parameters	Hide ▼
Show original	Show ▼
Show JEITA label	Hide ▼
	Analyze



5. It will then display the text with prosody contours. You will probably need to scroll down.

6. If you would like to listen, press “Generate”.



The image displays five sets of prosody contours (pitch and volume lines) for Japanese sentences. Each set includes a contour line above the text and a red box highlighting a specific part of the sentence.

1. **いま、**
今、

2. **わしんとんだいがくの、**
ワシントン大学の、

3. **にねんせいで、**
二年生で、

4. **にほんごと、**
日本語と、

5. **せいじがくを、**
せいじ学を、

6. **せんこうしています。**
せんこうしています。

7. **わたしは、**
私は、

8. **よんさいまで、**
四さいまで、

9. **がそくと、**
家族と、

10. **おきなわに、**
おきなわに、

11. **ずんではいました。**
住んでいました。

Notes:

1. This computer-generated marking sometimes makes mistakes. For example, in the example above, にねんせいで should be にねんせいで. If you would like your teachers to check it, you may bring the printed draft to their office hours.

2. Prosody contours may not be printed when you use a certain browser. It is reported that Chrome does not sometimes print. If it doesn't, try another browser.