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Master's Thesis
Academic Year 2017

Kaiwa Karaoke:
Design of Social Learning Platform for Japanese
Language Learners to Improve Speaking by Using
Entertained Motion Picture

Keio University
Graduate School of Media Design

Xinyu Hu

A Master's Thesis
submitted to Keio University Graduate School of Media Design
in partial fulfillment of the requirements for the degree of
MASTER of Media Design

Xinyu Hu

Thesis Committee:

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Abstract of Master's Thesis of Academic Year 2017

Kaiwa Karaoke:
Design of Social Learning Platform for Japanese Language
Learners to Improve Speaking by Using Entertained Motion
Picture

Category: Design

Summary

Kaiwa Karaoke, a web based service which is designed for Japanese language learners to practice their spoken Japanese by dubbing into the motion picture.

This research is targeted on advanced level Japanese language learners who have JLPT N1 (advance) level but still have problem on speaking and want to improve their spoken Japanese skill without any limitation on environment of spoken language, area and time. What 's more, this design research will offer an enjoyable study process for who to learn spoken Japanese that can lower their fear of speaking and higher their speaking motivation.

By using famous motion pictures, Japanese language learners (users) can practice their spoken Japanese in an entertained way to higher their motivation on speaking. Users can choose their favorite motion pictures and become the character in it to improve the users' motivation of speaking. By dubbing, they also can think by themselves that how does the real Japanese conversation happened in Japanese society and to imitate the conversation in the motion pictures so that this learning process will help the users to lower their fear of speaking.

After dubbing, users can share their dubbing video on the website and link-share it to any other social networking service. By sharing, other users in Kaiwa Karaoke are available to check others spoken Japanese anytime and give the feedbacks as comments online. If it is link-shared to other social networking service websites, people who is not the users also can give the feedbacks.

By the usage of motion pictures, Kaiwa Karaoke offers an entertained and relax Japanese language education outside of the classroom to help 1) higher the

motivation of speaking, 2) lower the fear of join the daily conversation, and 3) practice spoken Japanese as an entertained social learning.

Keywords:

Language Study, Education, Japanese Language, On-line Study, Social Learning, Visual Study, Dubbing Study

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Chapter 1

Introduction

1.1 Background and Motivation

Japanese study is becoming a big business market in language study. Base on the data of SURVEY REPORT ON JAPANESE-LANGUAGE EDUCATION ABROAD 2015, there are about 3,655,024 Japanese learners¹ studying Japanese around world. Compare with the number of learners in 2012, it actually decreased 8.3% from 3,985,669. As seen the Figure 1.1 One reason shows in the report says, Note that this survey covers “ schools and other institutions teaching the Japanese language as language education ” and therefore learners self-studying the Japanese language at institutions that have the main objective of intercultural exchange activities, etc., not the implementation of language education, or through television, radio, books, magazines, the Internet, etc., are not included in the total numbers. Taking this point into account, the number of people who are learning the Japanese language is estimated to be much higher than the total number of learners in this survey.

This survey only covers learners who belong to institutions teaching Japanese language as a language, but it is necessary to keep in mind that the number of self-taught learners who do not belong to an educational institution is rapidly increasing as a result of the diversification of learning techniques, including the growth of the Internet.².

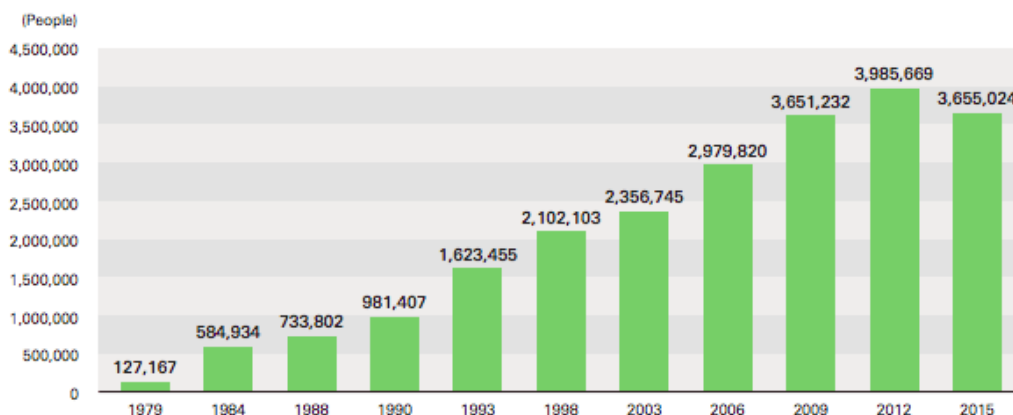


Figure 1.1: Number of learners

Teaching through the Internet will be the next biggest market for Japanese learning. Actually, there are many Japanese on-line learning course, but most of them are used to study for vocabulary memorize, reading practice, listening practice by video and etc. (please check detail in Chapter 2). Unfortunately, Japanese speaking is not the main study for Japanese learners who are studying outside of Japan. The reason why Japanese learners didn't put too many efforts on speaking is because Japan Language Proficiency Test (JLPT).

Japan Language Proficiency Test(JLPT) is the most popular certificate examination to Japanese learners. JLPT starts from year of 1984, two times of test per year in 80 countries, 239 cities, and has the test center in every prefecture (47 prefectures) of Japan. Base on the report that published by Japan Foundation, The total number of applicants around the world has exceeded 1 million in the year of 2017 (include Japan and oversea test centers). The total number is 1,025,435, there are 692,000 Japanese learners applied oversea, and 333,000 applied in Japan. The most popular countries (areas) are China, Korea, and Taiwan. As seen the Figure 1.2

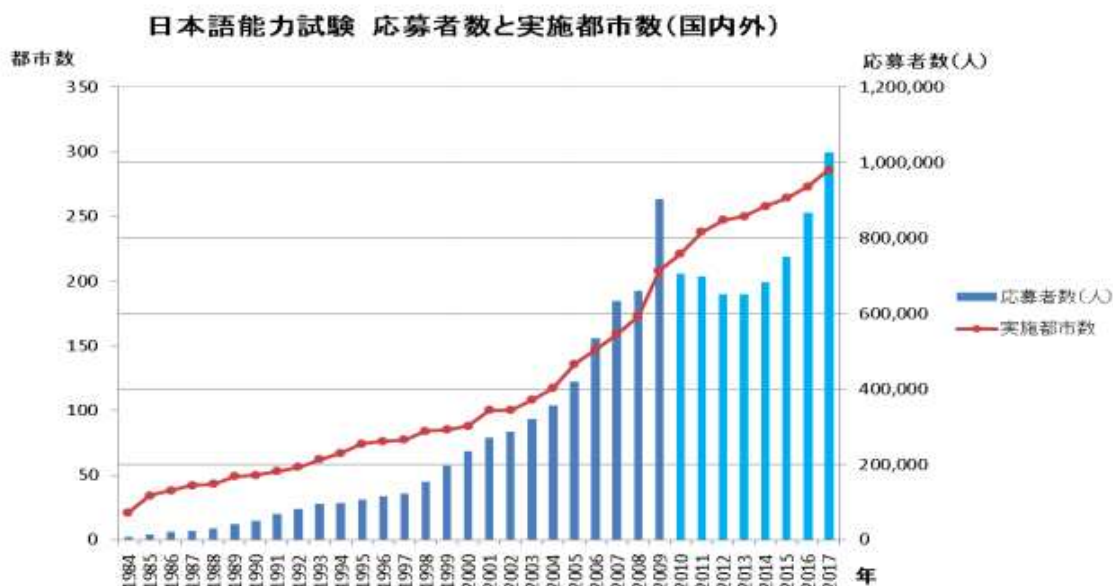


Figure 1.2: JLPT Numbers of Applicants and Cities

The number of Japanese learners and examinees are increasing year by year, but there is a big trap in the Japanese learning process. Since JLPT is the biggest and most popular certificate examination for Japanese learners, most learners study Japanese and tried to pass the highest level (N1) of JLPT. In JLPT, there are three parts. Reading, listening and writing. Unfortunately, there is no part related to speaking. When the Japanese learners study Japanese, they will more focus on the reading, writing and listening since they are related to the examination, and overlook the speaking. In China, there are a big problem on speaking Japanese out. Most of the Japanese learners in Chinese University are reject to speak in the classroom and out of the classroom(倪虹 2004). Also in the US, there is a similar problem happened in the college that Japanese learner feel anxiety to speak in the college Japanese language classroom(Kitano 2001).

Base on these problems that exist around Japanese learners, this research will focus on designing a way to practice speaking in Japanese.

1.2 Research Objective

This is a design research that target on advanced level Japanese learners who have JLPT N1 (advance) level but still want to improve their spoken Japanese

skill without any limitation on environment of spoken language and can learn spoken Japanese in an enjoyable way. Traditionally, spoken Japanese practicing is often held in the classroom as a class activity to practice with Japanese. Recently there are some on-line Japanese learning courses offered by many schools and companies, but most of them offer a system based checking and grading the user's pronunciation. In this design, it is more focusing on self-learning and social learning through an entertained study process anywhere and anytime.

1.3 Overview Of the Thesis

In the chapter of related works, it will introduce the recent style of Japanese speaking practice in the classroom and by using technology. Since there are over 137 countries holding a Japanese education program, this chapter will also introduce the present Japanese learning situation in different areas of the world.

Chapter 3 introduces the process of how Kaiwa Karaoke be designed. It include the concept and steps to use Kaiwa Karaoke. To complete the design of Kaiwa Karaoke, there are another two examinations to help to develop this service.

There are five user tests examined on five different Japanese learners to proof the concept of Kaiwa Karaoke in chapter 4.

Notes

- 1 Copyright Japan Foundation
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Chapter 2

Background Review

2.1 Japanese Language Learning Out of Japan

2.1.1 Countries In Asian

Japanese studies in Asia can be separated into three big areas. East Asia, Southeast Asia and South Asia. This section will separate to three parts to talk about present Japanese learning situation in Asia.

East Asia

The total number of Japanese language learner in East Asia is about 1,763,420 learners in the year of 2015, and over 50% of them are taking the higher education. Compare with the numbers of learner in the year of 2012, it decreased about 390,924 learners from 2,154,344. Also the number of Japanese teacher in east Asia is decreasing too from 2012 to 2015. There were about 39,000 Japanese teachers (any nationalities) in the year of 2012, but in 2015, it decreased about 1,132 people to 37,868.¹

China

Here is the example of Japanese speaking practice in China.

In China, most of the Japanese learners studied in the government organizations such as high school and university. In the classroom, most students follow the traditional education and didn't practice their speaking that often since no one can offer them a "Japanese environment". In Heilongjiang International University, Japanese teachers (include professors) use some entertained way to encourage students to speak Japanese out. 通過播放日語短劇、電影，向學生展示真實的語言情景，使學生在語境中提高語言的運用能力。學生學到的不再是單個的詞語和句子，而是它們在實際生活中的運用。
(English translation: By using Japanese drama and film, Japanese teachers

can show how is the real conversation happened in Japan. Through this way, it can help students to improve their Japanese speaking skill. They are not only learn how to write a vocabulary or sentence, but also get the ability to use them in the reality. (徐興華 2009)

Southeast Asia

The total number of Japanese language learner in Southeast Asia is about 1,094,437 learners in the year of 2015, and about 80% of them are studying in the secondary education. It decreased around 38,264 people from 1,132,701 people in 2012. In fact, Japanese language learners in Philippine, Vietnam, and Thailand increased in a very high speed, especially in the secondary education because there are many southeast Asians come to work in Japan. The other reason is the increasing of the teacher in southeast Asia from 9,075 people to 10,357 people. The learners can easily to find a Japanese teacher in these days.²

Indonesia

In Indonesia, there is a textbook used by the most of Indonesian Japanese learners. It is called「にほんご☆キラキラ」(English: Japanese☆KiraKira). Different with others, this textbook pay more attentions on speaking part. 『キラキラ』は伝統的な練習とコミュニケーション練習が同数となっている。各課に、「三カ国語であいさつのポスターを作ろう」、「ASEANの高校の制服をネットで調査して、発表する」などといった、グループ調査や、発表などのタスク活動が提示されている。これにより考える能力や協働といった21世紀型のスキルを念頭に置いていることが窺える。(English translation: KiraKira is a new style text which mixes the traditional practice and communicative practice in it. In each chapter, there are "use three languages to make a poster", "Let's research and present about the uniform from ASEAN's high school" at the end of chapter as the assignments. It requires students to do the group research and presentation, which is close to the 21 century type of education.) (三浦多佳史 2017)

For most Indonesian Japanese language learners, they will practice their speaking skill in the classroom with their classmates, which means they create an environment

South Asia

The total number of Japanese language learner in South Asia is about 40,795 learners in the year of 2015. Compare with 29,081 learners in 2012, it increased 11,714 people in three year. Because of the increasing population, Japanese teacher also increased from 1,015 to 1,277. But about 40% of them are studied in a non-government school.³

2.1.2 Countries in America

Japanese studies in America can be separated into three big areas. North America, Central America and South Asia. This section will separate to three parts to talk about present Japanese learning situation in America.

North America

The total number of Japanese language learner in North America is about 190,599 learners in the year of 2015, and about 60% of them are studying in the primary education. It increased around 11,550 people from 179,049 people in 2012. But in the other hand, the number of Japanese teacher in North America decreased from 5,035 people to 4,621 people.⁴ In the United States, there is a big problem showing up in these years. Because of the population decline of Japanese teachers and reduction of education cost, the scale of Japanese language is turning smaller, which means more Japanese language learners need to study outside of the classroom.⁵

United States

In the U.S., instead of using traditional way to practice the Japanese speaking, they started to use Internet education since 1990s and evolved it into e-learning style in the year of 2002. The e-learning in the early days were more focused on the education market for businessman, to offer a non-limitation education style. In the e-learning, Japanese language learners can communicate with their teacher by recording the voice/video message. In some section, the learners are required to use Japanese to communicate with teachers. At the end of the e-learning study, they have a final test include speaking test. The speaking test will be created like a business conversation in the company. In future plan of this research, it said *Language Partner* も大々的に取り入れ、学生同士がインターネットを使って会話練

習ができるようにする予定だという。また、イースタンミシガン大学でも、大学院レベルのビジネス日本語プログラムを計画中で、インターネットを使用した授業、オンライン授業も考慮しているということであった。(English translation: Our future plan is to drum up more language partner so that the learners can practice their conversation through Internet. What's more, Eastern Michigan University is planing to start a Japanese business education program that hold as an on-line course as same as graduated school level.) (Tanihara and Kuriyama 2002)

Central and South American

The total number of Japanese language learner in Central and South America is about 46,480 learners in the year of 2015, and about 60% of them are studying in the non-government Japanese learning association. It increased around 3,957 people since 2012. In this small Japanese language learning market, there is only about 2,076 Japanese teacher in Central and South America.⁶

2.1.3 Countries in Europe

Japanese studies in America can be separated into two big areas. East Europe and West Europe. This section will separate to three parts to talk about present Japanese learning situation in Europe.

East Europe

The total number of Japanese language learner in East Europe is about 27,154 learners in the year of 2015. It decreased around 1,089 people from 28,243 people in 2012. But in the other hand, the number of Japanese teacher in East Europe increased from 1,300 people to 1,346 people.⁷

Russia

In Russia, Japanese language education is not very completed so that Japan Foundation made a special Japanese speaking education called CAN-DO to support for them. In each classroom, Japanese teacher ask the learner to find a native Japanese from the Japanese language support association and pair with this native Japanese speaker. All the learners have to communicate with their native supporters in Japanese to help with their presentation and homeworks. In the report, it said アンケートの結果によると、68%の学習

者は「ペア活動とグループ活動が一番効果的であった」、次いで「発表」、「ゲストとの会話」を効果のある活動として選びました。(English translation: Base on the result of survey, 68% of the Japanese language learners selected "the most effective ways to study is to active in pair and group" in the "Helpful activity" option.)(イリーナ・プーリク 2011)

West Europe

The total number of Japanese language learner in East Europe is about 83,559 learners in the year of 2015. It increased around 7,427 people from 76,132 people in 2012. Also the number of Japanese teacher in West Europe increased from 2,698 people to 2,786 people.⁸Secondary education in the UK, Sweden and France are expending rapidly because of Japanese culture, especially animation, is well-known by the youth in West Europe.⁹

2.2 Technology Support in Japanese Language Learning

Language education on the Internet was turning popular since 2000. Many Japanese language learners have no benefit to practice their speaking because they have the limitation of area, to practice in a Japanese environment. In this section, technology is not only toward to the specific language learning on-line education, but also to study by using social media in different kind of devices.

2.2.1 Social Learning

Social learning (or social pedagogy) is defined by Ison and Watson "as achieving concerted action in complex and uncertain situations"(Ison and Watson 2007), it is learning that takes place at a wider scale than individual or group learning, up to a societal scale, through social interaction between peers. In our daily life, there are many social media support our learning. In this section, it will introduce some famous social learning media for Japanese language study.

Facebook

In Malaysian, a study was conducted to investigate the benefits of the usage of FB in learning Japanese language in institutions of higher education because Malaysia

has the highest Facebook usage in South East Asia. *This study investigated if FB as a useful and meaningful learning tool was able to support and enhance the students' learning of Japanese language. The project involved 32 undergraduates enrolled in an intermediate language course of Japanese Language Minor Program in a local institution of higher education in Malaysia. This project explored how the students used FB for academic purpose to enhance their learning. The role of teacher was coordinating activities, monitoring group progress and encouraging reflection on language and content. All major components of the Japanese language class-based lesson remained the same as in the previous semesters. The FB group functioned as an alternative space for student discussion outside of class, not a replacement for Japanese language lesson or any other course components. The teacher, as the monitor of the FB group, found all 32 students to be active participants in every activity initiated in the FB group. It was found that FB facilitated the learning of Japanese language. Data collected from interviews suggested that students will use FB as an alternate mode of communication and the enjoyment level of learning Japanese language enhanced further.*(Su et al. 2015) From their research, it is easy to find that by using Facebook, it can enhance motivation to learn Japanese. As seen the Table 2.1

As for motivation, majority of the respondents agree that Japanese language learning through FB helps to motivate them in communicating, reading and writing in Japanese language. This is proven when 55.5% of the respondents from this research study agree that FB helps to enhance their motivation to communicate using Japanese. Also, 55.8% agree that using FB helps to enhance their motivation in reading Japanese materials and 50% of the respondents agree with enhancing motivation to write in Japanese. The feature of FB that is target-language-friendly allows students to connect with each other and share internet links and multimedia such as videos and images with ease. Through such activities, students are open for communication with each other and new knowledge can be shared when they are exposed to Japanese language material articles online with the help of pictures and images.(Su et al. 2015)

Table 2.1: Enhance motivation to learn Japanese

Items	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
Enhance Students' Motivation to Communicate Using Japanese	2.6%	8.1%	34.6%	47.0%	7.7%
Enhance Students' Motivation to Read Japanese Materials	3.0%	7.7%	34.2%	47.4%	7.7%
Enhance Students' Motivation to Write In Japanese	3.4%	11.5%	34.6%	42.7%	7.3%

2.2.2 On-line Course

Beside the social learning, the most basic way to practice the spoken Japanese is to take an on-line course. As the paragraph that introduced in the preview section, Japanese language on-line course was designed in the 1990s and be wildly used in the year of 2002.(Tanihara and Kuriyama 2002) It was first designed for the business situation, but now is targeting to every Japanese learners. For example, there is an on-line Japanese speaking practice service called JapaTalk. This on-line service is specifically focusing on speaking practice. They have about 158 teachers to support the learners on-line by using Skype. First, check all the profiles of every teacher and pick one you like. As seen the Figure 3.5



Figure 2.1: Step 1

Second, check their empty schedule that also fit with your schedule. As seen the Figure 3.6 and 2.3

Third, connect with the teacher on the day and practice your spoken Japanese in the limited time. As seen the Figure 2.4

Finally, give the feedback to JapaTalk so that they can know how was the quality of this lesson. As seen the Figure 3.8

					14:00 受付終了 14:30 受付終了 15:00 受付終了 15:30 受付終了	04:00 受付終了 04:30 受付終了 05:00 受付終了 05:30 受付終了 06:00 受付終了 06:30 受付終了 07:00 受付終了 07:30 受付終了
20	21	22	23	24	25	26
08:00 受付終了 08:30 受付終了 09:00 受付終了 09:30 受付終了 10:00 受付終了 10:30 受付終了 11:00 受付終了 11:30 受付終了	08:00 受付終了 08:30 受付終了 09:00 受付終了 09:30 受付終了 10:00 受付終了 10:30 受付終了 11:00 受付終了 11:30 受付終了			17:00 受付終了 17:30 受付終了 18:00 受付終了 18:30 受付終了 19:00 受付終了 19:30 受付終了	13:00 空き 13:30 空き 14:00 空き	
27	28	29	30	1	2	3
		12:00 空き 12:30 空き 13:00 空き	20:00 空き 20:30 空き 21:00 予約あり			
4	5	6	7	8	9	10

Figure 2.2: Step 2-1

レッスン予約詳細

2016年11月30日(水) 20:30

◀前のレッスン
次のレッスン▶



はな先生
受講ポイント
390pt
Skype名
[Redacted]
レッスンID
301

レッスンテーマ

充実したレッスンにするために、あなたのごこと、今回のレッスンのご希望をお知らせください。

年代
▼選択してください ▼

希望
▼選択してください ▼

会話の優しさ
普通 ▼

話しをつなぐ

英語
 講師がつなぐ
 生徒がつなぐ

Figure 2.3: Step 2-2



Figure 2.4: Step 3



Figure 2.5: Step 4

2.2.3 Smartphone Application

Duolingo is one of the most popular smartphone platform for language learning. As of November 2016, the language-learning website and application offer 68 different language courses across 23 languages, with 22 additional courses in development. Japanese learning is one of 68 language courses. Duolingo offers IOS, Android and Windows 8 and 10 platforms with about 200 million registered users across the world.¹⁰

In Duolingo, the users have the ability to choose from 5 minutes to 20 minutes to learn the language per day. Duolingo designed their education like a mini game. User has to pass one level per day to reach the next level. As seen the Figure 2.6 The more you past, the more entertainment game you can try.

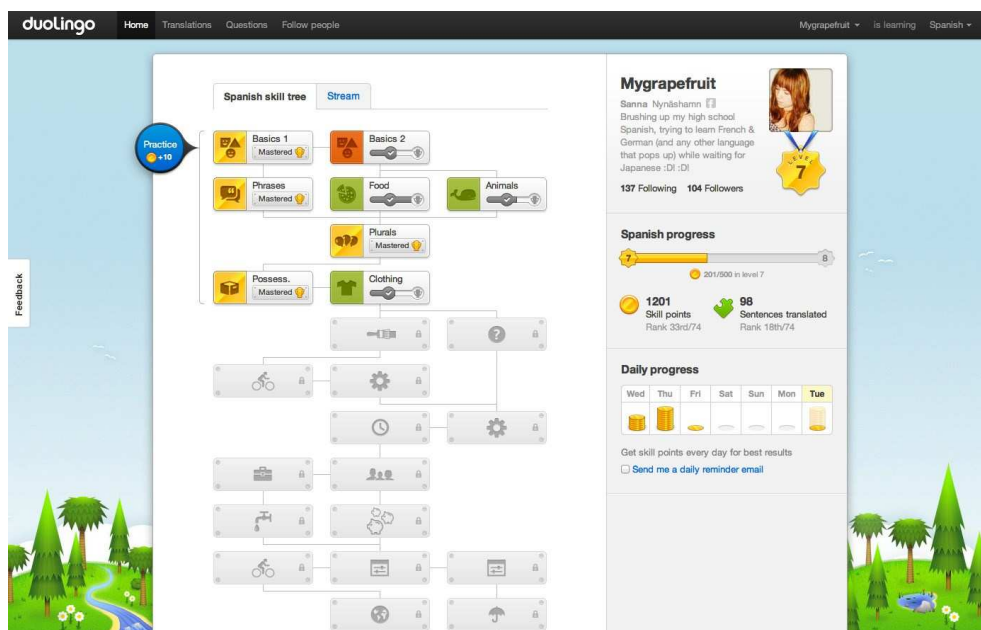


Figure 2.6: Duolingo style

2.2.4 Study in Entertainment

One of the biggest Japanese karaoke shop, Joysound, started a karaoke style to focus on listening and speaking in English learning education. Joysound gives the catchphrase 「好きな英語曲ならリスニング教材を聴くより楽しいし、何より興味がわきます!」 (English translation: It is funnier and more interested to practice your listening with your favorite English song rather than stay at classical listening materials.)¹¹

Step 1: Choose your favorite English song

Joysound suggest you to choose the song that you really like and also suggest the songs that using daily sentence in the lyrics. You can choose a English song which are all written in English, or to choose a Japanese song that mix some English vocabularies.

Step 2: Don't see, just listen and write

Joysound suggest you to prepare an empty paper to dictate the lyrics from the songs. So that you can concentrate on learning but not just singing.

Step 3: Check your dictation

Play the music and check your dictation with karaoke lyrics. After checking, please understand the meaning of all the lyrics.

Step 4: Practice with karaoke

Start the karaoke and enjoy it! As seen the Figure 2.7



Figure 2.7: Joysound image

Notes

- 1 2015年度海外日本語教育機関調査結果: 独立行政法人 国際交流基金
- 2 2015年度海外日本語教育機関調査結果: 独立行政法人 国際交流基金
- 3 2015年度海外日本語教育機関調査結果: 独立行政法人 国際交流基金
- 4 2015年度海外日本語教育機関調査結果: 独立行政法人 国際交流基金
- 5 海外の日本語教育の現状と課題: 独立行政法人 国際交流基金
- 6 2015年度海外日本語教育機関調査結果: 独立行政法人 国際交流基金
- 7 2015年度海外日本語教育機関調査結果: 独立行政法人 国際交流基金
- 8 2015年度海外日本語教育機関調査結果: 独立行政法人 国際交流基金
- 9 海外の日本語教育の現状と課題: 独立行政法人 国際交流基金
- 10 Duolingo moving to East Liberty, plans to add employees:
<https://www.bizjournals.com/pittsburgh/news/2016/03/23/duolingo-moving-to-east-liberty-plans-to-add.html>, accessed on December 14, 2017
- 11 今すぐ始めよ♪歌でカンタンに楽しくスタートできる英語の勉強方法:
<https://www.joysound.com/web/s/karaoke/article/enjoy/7435-00009?from=vibrato>
accessed on December 14, 2017

Chapter 3

Design of Kaiwa Karaoke

3.1 Concept of Kaiwa Karaoke

This system is design for Japanese learners who is about JLPT N1 level but have trouble on speaking practice. Depends on the survey, people who are studying Japanese have a big problem of practice their speaking because of two main reasons. First, there is a restriction of location which means there are little chance to talk (or hard to practice with Japanese native speakers). Second, there is a scare to talk in Japanese because learners don't want to make mistakes in front of people who can speak fluent Japanese.

This system is designed for solving these two main problems by using entertained video such as movies, dramas and variety TV shows in Japanese. In this system, users will imitate what characters' said in the video and record users' voices into the video as the characters like a Karaoke. Users are not just doing the imitation but also put the emotional acting in the recording. The video will less than 3 minutes. After recording, users will share their short videos to Japanese learning social media and get the command from professional Japanese teachers and others students who watched the video. Through these commands, users will know what they need to improve and what are the good points, and try again or try new video to improve these weak point. By using this process in this system, Japanese learners may find an entertained way for speaking practice and also there is no restriction of location or needs to find Japanese native speakers.

3.2 Role of Visual Media

3.2.1 Speaking Practice Out of Japan

There are many Japanese textbooks published every year for Japanese learners. For example, in English speaking area, *Genki げんき*, *An Integrated Approach to Intermediate Japanese* 中級の日本語, are the most popular Japanese textbooks that used by Japanese language schools and Japanese self-study learners. In Chinese speaking area, *Standard Japanese* 標準日本語, is the most popular Japanese textbook that almost every school use this one. Beside these three textbooks, there is another series of textbook called *Minna No Nihongo* みんなの日本語シリーズ, is translated into many versions of languages and published at many countries. As the preview research, I found there is one common point for every textbooks is that every textbook will teach students by text and audio CD. By using paper based test, students will practice their reading and writing, Japanese grammar and Kanji (Chinese characters) practice. By using audio CD, students will practice Japanese pronunciation and intonation through listening and speaking. However, how many students are using textbook audio CD? Based on the survey for 54 Japanese learners, with the question of "Did you use (listen to) the textbook audio CD?", Out of 54 learners, there are only 2 learners used the CD when they are learning Japanese. There are even 45 learners haven't open the CD plastic bag yet. What's more, 74% of 54 Japanese learners, 40 of them answered they are weak in speaking of reading, writing, listening and speaking. Since audio CD is not been used by most of the students, there should be a new design for Japanese learners to study speaking without classroom study support.

What elements are necessary to add into the new design?

3.2.2 Find the elements

To find out what are the essential elements to design a product that can take place of textbook audio CD, two Japanese learners join the next user test. Base on the privacy, their name will be shorted as Miss.A and Miss.B.

A and B are both under 30 (above 20) females, born and lives in Asia. They are study at Graduate school in Japan and studied Japanese for about a year. They both have high motivation to study Japanese, but since they only learned Japanese for a year, they are afraid to speak Japanese in the public. In this test, there are two ways to practice speaking in Japanese. First, audio CD practice;

second, conversation type practice. Miss A and Miss B will try these two ways in two lessons, which are selected from みんなの日本語初級 (Minna No Nihongo, primary level 2) Lesson 39, 43, 47. In audio CD practice, the test is designed to ask examinees to study the conversation by themselves through textbooks and then practice the speaking by following audio CD like the traditional study type. In conversation type practice, the test is designed to ask examinees to study the conversation by themselves but practice the speaking like a fill-in-the blank conversation. For example, if there is a A and B in the textbook conversation, the examinees are asked to play as B and the test designer will be A to help examinees to complete the conversation. In the process, the designer cannot give any help or facial expressions. If the examinees have any question about conversation, like grammars, vocabularies, they are allowed to search on-line. The total time of the practice (include textbook learning party) will be 30 minutes, if the examinees want to try the speaking test before the time runs out, they are allowed to do the speaking test.

After learning Lesson 1 and Lesson 2 by two types of practices, the examinees need to do a speaking test base on the textbook conversation. Beside the scores, the examinees are also asked to have an interview to speak out which practice has a higher motivation on speaking practice.

The detail of the test shows below in Table 3.1

Table 3.1: Speaking Practice In Two Ways

	Examinee A	Examinee B	
Lesson 1	Conversation Type Practice	Audio CD Practice	Compare the Scores
Lesson 2	Audio CD Practice	Conversation Type Practice	Compare the Scores
	Compare the Motivations	Compare the Motivations	

3.2.3 Result

The test result is showed below as seen in Table 3.2

Table 3.2: Result: Speaking Practice In Two Ways

	Examinee A	Examinee B	
Lesson 1	Conversation Type Practice:8/10 points	Audio CD Practice:6/10 points	Conversation Type Practice has higher score
Lesson 2	Audio CD Practice:3.5/5 points	Conversation Type Practice:4.5/5 points	Conversation Type Practice has higher score
	「会話があるともっと勉強したいと思った。」 (Conversation type makes me have more motivation on study)	「いつも一人で勉強しているから、話したいと思わなかった。けど話す相手がいると、楽しく話せます。」 (I was always study along, but I feel happier when I have someone to give me the response in the conversation)	

In Lesson 1, Examinee A took 8 points out of 10, Examinee B took 6 points out of 10. In Lesson 2, Examinee A took 3.5 points out of 5, and Examinee B took 4.5 point out of 5. Only compare with the scores in each test, both Conversation type practices have higher scores. After the test, there is an interview for two of them. Examinee A said, 「会話があるともっと勉強したいと思った。」 (Translation in English: Conversation type makes me have more motivation on study.) Examinee B said, 「いつも一人で勉強しているから、話したいと思わなかった。けど話す相手がいると、楽しく話せます。」 (Translation in English: I was always study along, but I feel happier when I have someone to give me the response in the conversation.) Both Examinee A and B are saying, when the conversation goes one by one like a real conversation instead of listening to the CD and repeat after that, they have higher motivation on the speaking practice and want to practice more than one time.

What's more, there are some interesting results come up. When the examinees using audio CD to practice their speaking, they all end the testing time faster than conversation type. Both of them end it around 20 minutes and told the designer that they are ready for speaking test. Based on the interviews after the test, they said that the reason that they end up fast was not because of they had confidence on speaking test, to the opposite, they had no confidence at all so that they chose to give the practice up and directly face to the speaking test. In the first 10 minutes, Examinee A can highly focus on the textbook and CD to learn the Japanese, but after 10 minutes, she lost her concentration and started to check her smart phone. Both Examinee A and B didn't give their voice out when they were listening to the audio CD. They did pause the CD and repeat the conversation but only with listening.

In the other way, when they tried conversation type practice, they used total of 30 minutes to practice their speaking, and positively tried to practice for anytime. Especially when they felt not confident on the intonation, they were actively speaking to the designer (designer only speak like a CD.). After 30 minutes, they were quite confidently to do the speaking test since they speak out a lot during the test.

3.2.4 Conclusion and Design for Next Step

Conversation type practice versus audio CD practice, conversation type makes the Japanese learners have higher motivation and higher concentration during the speaking practice.

Base on the interview and results from two examinees, there are following points need to be designed for the next step.

1. Real living conversation that happens in Japanese daily.
2. A way of speaking study that Japanese learners will not feel alone.
3. No limitation of area and people. (unlike on-line speaking practice course)
4. An entertainment way to practice speaking to keep the concentration of Japanese learners.

Base on the preview list, the next test will be designed as a new way to practice Japanese speaking by dubbing into the Japanese video.

3.3 Usage of Visual Media

3.3.1 Hypothesis

If Japanese learners try to practice the spoken Japanese from the motion picture through dubbing, the best time for the learners should be 3 minutes which the users will have a high concentration on dubbing, have less mistakes during the dubbing, fully follow the whole time of motion picture and have the best confidence on dubbing.

3.3.2 Test Design Background

Chiba University designed an English speaking-learning workshop for Chinese middle school students¹. In this workshop, designer Yinshu Xu used English animation film *Alice In Wonderland* as the teaching materials and asked 39 students to expatriate animation dubbing in 30 minutes. (full workshop time was 60 minutes). The goal of this workshop was コミュニケーションへの 関心・意欲・態度 (Interest, motivation and attitude to the Communication), 外国語表現の能力 (The ability of foreign language representation), 言語や文化についての知識・理解 (knowledge and understanding of the language and culture). This workshop shares different goal with my design but the process was very close. There is a dubbing project designed by Yi-hui Chiu for EFL (English as Foreign Language) students, to improve the spoken English, especially pronunciation and intonation.

This project was tested in an EFL conversation course at an urban college in Northern Taiwan. In this test, it shows the conclusion below. The film dubbing method offers authentic and contextualized scenarios that afford opportunities for learners to correct their pronunciation and intonation and to improve the effusiveness of voice. Synchronization with film clips was found to increase linguistic awareness and improve speaking fluency. Students aimed to create work that was as expressive and natural as the original through clear enunciation, the adding of sound effects and dramatic intonation. Film dubbing was found to be a valuable supplementary method that service both authentic and communicative purposes for improving EFL pronunciation.

3.3.3 Experiment Design

TASK 1

The test will be experiment for 4 times with different lengths of motion picture.

- Test 1: 1 minute video. 8 lines, a solo speaking by 20 years old girl (main character in the film)
- Test 2: 3 minutes video. 32 lines, has solo speaking and conversation between girls.
- Test 3: 5 minutes video. 43 lines, conversation between 3 people (two boys and a girl)
- Test 4: 10 minutes video. 77 lines, mix conversations in the family.

Users are separated into two groups based on their native languages.

- Group 1: Native Japanese speaker, 3 people, 20-29 years old females. They are all from Tokyo and only speak standard Japanese (none of them speak any dialect)
- Group 2: Japanese learner, who all took the N1 (Japanese Language Proficiency Test Level 1), 3 people. First user comes from Indonesia, and studied Japanese for 3 years. Second user comes from USA and studied Japanese for 3 years. Last user comes from China and studied Japanese for 3 years, too. All of them already lived in Japan over a year and has confidence on speaking in Japanese.

- Test 3: 5 minutes video. 43 lines, conversation between 3 people (two boys and a girl)
- Test 4: 10 minutes video. 77 lines, mix conversations in the family.

There are four questions are settled during the experiment.

1. How long can the user concentrate?
For this question. I asked the user to raise their hands if they fill the dubbing is not interesting any more and they don ' t want to keep dubbing on the motion picture.
2. How many mistakes that the user made?
For this question, I will count one if the user make any mistake on pronunciation, speed, or others one time.
3. Does the user followed the video?
For this question, I will judge does the user finished the sentences or get lost.
4. Is dubbing hard?
For this question, I asked every time after they finished dubbing. Four levels: not at all, little, nervous, very much.

TASK 2

Additional test for two Japanese users who also have three years Japanese learning experience as group 3. Difference with Group 1 and Group 2, this group will be tested in a random time. In the Group 3, two of the users are all from China who has N1 already. The test turn will be like below.

- Japanese Learner 4: 10 minutes, 5 minutes, 3 minutes, 1 minutes.
- Japanese Learner 5: 5 minutes, 1 minutes, 10 minutes, 3 minutes.

Beside the questions in task 1, I added the NASA Task Load Index (NASA-TLX) to assess the task 2.

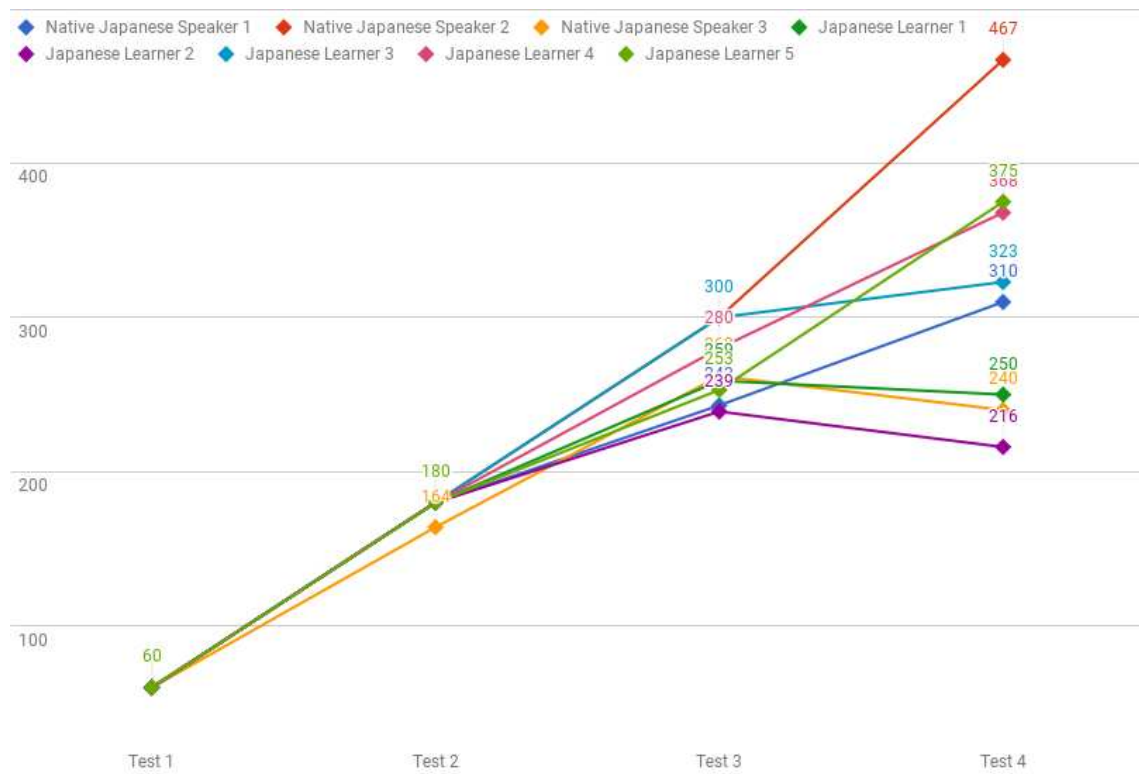
3.3.4 Experience Process

1. Prepare the manuscript in Japanese, and write down the point of male/female words in speaking. Also pointing out the intonation on the manuscript.
2. All the users have 15 minutes to read the manuscript and watch the original video clip.
3. Both native Japanese speakers and Japanese learners can try to dub one time with video before the real dubbing.
4. Start the test after preparation. Directly dubbing with the original video with Japanese subtitle on the screen.
5. After the dubbing, answer the questions and NASA-TLX(only in Group 3).

3.3.5 Data

TASK 1

For question 1: How long can the user concentrate? Here is the big grape of all the data for 6 of total examinees. As seen in Figure 3.1

Figure 3.1: How long can the user concentrate? *task 1*

For question 2: How many mistakes does the user made? Here is the big grape (Figure 3.2) all the data for 6 of total examinees.

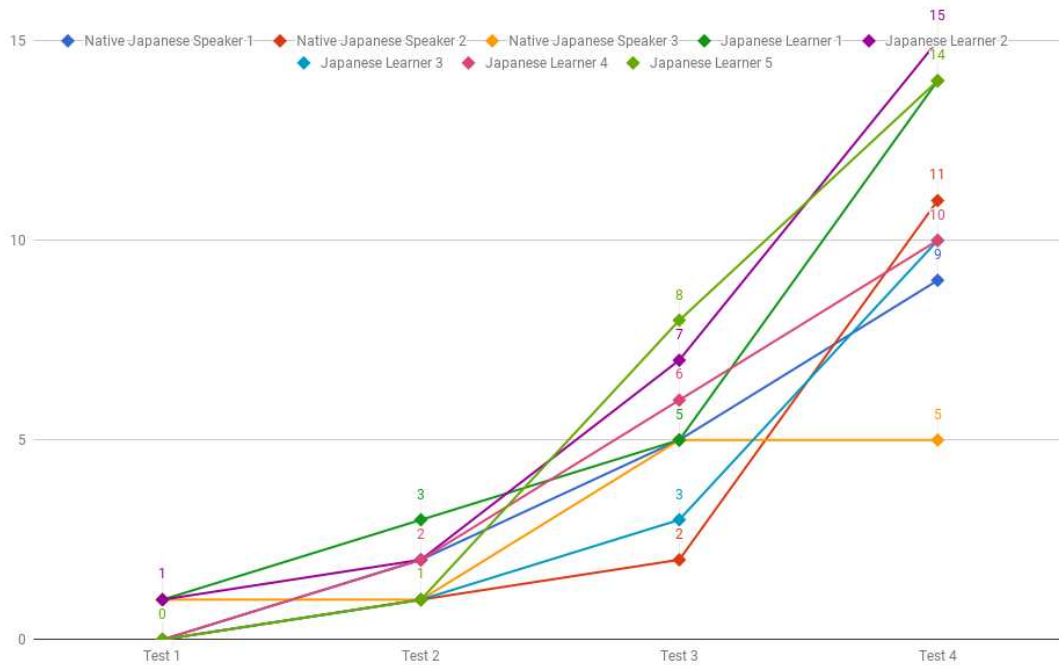


Figure 3.2: How many mistakes does the user made? *task 1*

For question 3 and 4: Does the user followed the video/Is dubbing hard? I list up to the table below. As seen in Table 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10

Table 3.3: TEST 1: 1 Minute Video For Native Japanese Speakers

	Native Japanese Speaker 1	Native Japanese Speaker 2	Native Japanese Speaker 3
Does the user followed the video?	yes	yes	yes
Is dubbing hard?	nervous	not at all	little

Table 3.4: TEST 1: 1 Minute Video For Japanese Learners

	Japanese Learner 1	Japanese Learner 2	Japanese Learner 3
Does the user followed the video?	yes	yes	yes
Is dubbing hard?	little	nervous	very much

Table 3.5: TEST 2: 3 Minute Video For Native Japanese Speakers

	Native Japanese Speaker 1	Native Japanese Speaker 2	Native Japanese Speaker 3
Does the user followed the video?	yes	yes	yes
Is dubbing hard?	little	not at all	very much

Table 3.6: TEST 2: 3 Minute Video For Japanese Learners

	Japanese Learner 1	Japanese Learner 2	Japanese Learner 3
Does the user followed the video?	no	yes	yes
Is dubbing hard?	little	nervous	nervous

Table 3.7: TEST 3: 5 Minute Video For Native Japanese Speakers

	Native Japanese Speaker 1	Native Japanese Speaker 2	Native Japanese Speaker 3
Does the user followed the video?	yes	yes	yes
Is dubbing hard?	nervous	not at all	little

Table 3.8: TEST 3: 5 Minute Video For Japanese Learners

	Japanese Learner 1	Japanese Learner 2	Japanese Learner 3
Does the user followed the video?	no	no	yes
Is dubbing hard?	nervous	nervous	very much

Table 3.9: TEST 4: 10 Minute Video For Native Japanese Speakers

	Native Japanese Speaker 1	Native Japanese Speaker 2	Native Japanese Speaker 3
Does the user followed the video?	no	yes	yes
Is dubbing hard?	very much	little	little

Table 3.10: TEST 4: 10 Minute Video For Japanese Learners

	Japanese Learner 1	Japanese Learner 2	Japanese Learner 3
Does the user followed the video?	no	no	no
Is dubbing hard?	very much	very much	very much

TASK 2

Only tested in Group 3 (Japanese Learner 4 & 5) with NASA Task Load Index (NASA-TLX) as the part of evaluation. As seen in Table 3.11 and Table 3.12

Table 3.11: TEST 5: Native Japanese Speaker 4

	TEST1: 10 minutes video	TEST2: 5 minutes video	TEST3: 3 minutes video	TEST4: 1 minute video
How long can the user concentrated?	368 seconds	280 seconds	180 seconds	60 seconds
How many mistakes the user made?	10	6	2	0
Does the user followed the video?	no	no	yes	yes
Is dubbing hard?	very much	very much	little	not at all

Table 3.12: TEST 5: Native Japanese Speaker 5

	TEST1: 10 minutes video	TEST2: 5 minutes video	TEST3: 3 minutes video	TEST4: 1 minute video
How long can the user concentrated?	253 seconds	60 seconds	375 seconds	180 seconds
How many mistakes the user made?	8	0	14	1
Does the user followed the video?	no	yes	no	yes
Is dubbing hard?	nervous	not at all	very much	not at all

Evaluation

Depend on NASA-TLX, Japanese Learner 4 and 5 (as seen in Figure 3.3 and Figure 3.4) assessed my work as an evaluation. By incorporating a multi-dimensional rating procedure, NASA TLX derives an overall workload score based on a weighted average of ratings on six sub-scales:

- Mental Demand: How much mental and perceptual activity was required? Was the task easy or demanding, simple or complex?
- Physical Demand: How much physical activity was required? Was the task easy or demanding, slack or strenuous?
- Temporal Demand: How much time pressure did you feel due to the pace at which the tasks or task elements occurred? Was the pace slow or rapid?
- Performance: How successful were you in performing the task? How satisfied were you with your performance?
- Effort: How hard did you have to work (mentally and physically) to accomplish your level of performance?
- Frustration: How irritated, stressed, and annoyed versus content, relaxed, and complacent did you feel during the task?(Hart 2006)

Figure 8.6

NASA Task Load Index

Hart and Staveland's NASA Task Load Index (TLX) method assesses work load on five 7-point scales. Increments of high, medium and low estimates for each point result in 21 gradations on the scales.

Name	Xiaojie	Task	2 Group 3	Date	July. 13
------	---------	------	-----------	------	----------

Mental Demand How mentally demanding was the task?

Very Low Very High

Physical Demand How physically demanding was the task?

Very Low Very High

Temporal Demand How hurried or rushed was the pace of the task?

Very Low Very High

Performance How successful were you in accomplishing what you were asked to do?

Perfect Failure

Effort How hard did you have to work to accomplish your level of performance?

Very Low Very High

Frustration How insecure, discouraged, irritated, stressed, and annoyed were you?

Very Low Very High

Figure 3.3: Japanese Learner 4 NASA TLX *task 2*

Figure 8.6

NASA Task Load Index

Hart and Staveland's NASA Task Load Index (TLX) method assesses work load on five 7-point scales. Increments of high, medium and low estimates for each point result in 21 gradations on the scales.

Name	Yue	Task	2 Group 3	Date	July. 13
------	-----	------	-----------	------	----------

Mental Demand How mentally demanding was the task?

Very Low Very High

Physical Demand How physically demanding was the task?

Very Low Very High

Temporal Demand How hurried or rushed was the pace of the task?

Very Low Very High

Performance How successful were you in accomplishing what you were asked to do?

Perfect Failure

Effort How hard did you have to work to accomplish your level of performance?

Very Low Very High

Frustration How insecure, discouraged, irritated, stressed, and annoyed were you?

Very Low Very High

Figure 3.4: Japanese Learner 5 NASA TLX *task 2*

3.3.6 Result & Conclusion

Base on the data, most of the users can concentrate on the video in 1 minute and 3 minutes, but once the video longer than 3 minutes, the concentration goes down in most of the user test. If the video is about 10 minutes, most of the user will lose their concentration faster.

Compare the numbers of mistakes that the users made, when the length of the video over 3 minutes, the number of mistake grows up very quickly. Especially the Japanese learners start making a lot of mistakes and cannot follow the video from 5 minutes video.

For more, most of the users think when they dubbing for more than 3 minutes, they start to feel that dubbing is hard and cannot feel entertained when they are dubbing.

Through the NASA-TLX, it shows dubbing experience does take a high mental demand. Which means when the user try to practice spoken Japanese, is better to shorter the video as short as it can.

Depend on the other dubbing project, the film dubbing method offers authentic and contextualized scenarios that afford opportunities for learners to correct their pronunciation and intonation and to improve the effusiveness of voice (Chiu 2012). Base on the this dubbing project, I test the best contribution time for Japanese learner who want to practice the spoken Japanese. From this experiment, it shows dubbing needs a hard mental demand and all the data shows that if learner wants to dubbing in Japanese in an entertained mode, the best length of video should design less than 3 minutes.

3.4 Design of the Kaiwa Karaoke

Base on the examinations, Kaiwa Karaoke is designed in the following processes for the users.

Step 1: To Understand Kaiwa Karaoke

On the homepage, logo and introduction will be showed. Introduction of Kaiwa Karaoke will helps the users to understand what is it for and how to use the service. As seen in Figure 3.5



Figure 3.5: Step 1: To Understand Kaiwa Karaoke

Step 2: Choose the Type of Motion Picture

On the selection page, there are about 6 different genres of motion picture that can be chosen. Romance, Animation, Mystery, Documentary, History and Comedy. The users can pick up the genre that they liked. As seen in Figure 3.6

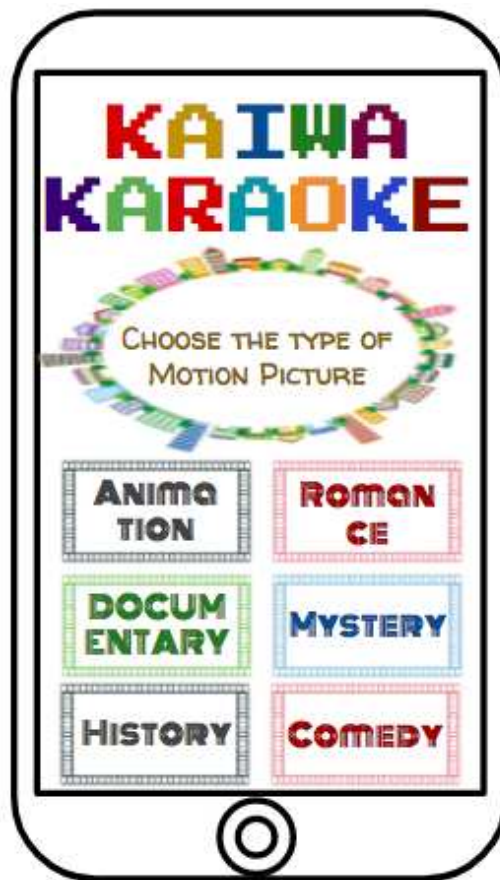


Figure 3.6: Step 2: Choose the Type of Motion Picture

Step 3: Choose the Level

In each genre, there are three different tempo for the same motion picture can be chose and they are matching to three different levels. Primary level, intermediate level, and advanced level. The name of the motion picture, and actors who played in the motion picture will be showed.

In primary level, the conversation goes slowly and speak clearly. Almost everyone can catch up the whole conversation and dub into the lines after practice.

In intermediate level, the speed of conversation will goes as same as the original motion picture. This level is the closest one to our real life.

In advanced level, the tempo and speed of the conversation will goes faster than the original conversation in the motion picture, which means this level is challenging the users to practice more in speaking and give more effort on it. as seen in Figure 3.7

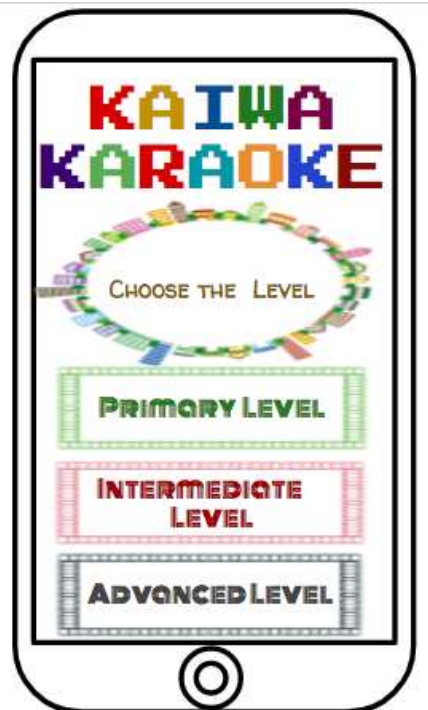


Figure 3.7: Step 3: Choose the Level

Step 4: Choose the Character

In each motion picture, there is more than one character can be chosen by the users. Kaiwa Karaoke gives many choices for the users so that they can practice in different genders, different personalities, and different ages of the characters. As seen in Figure 3.8

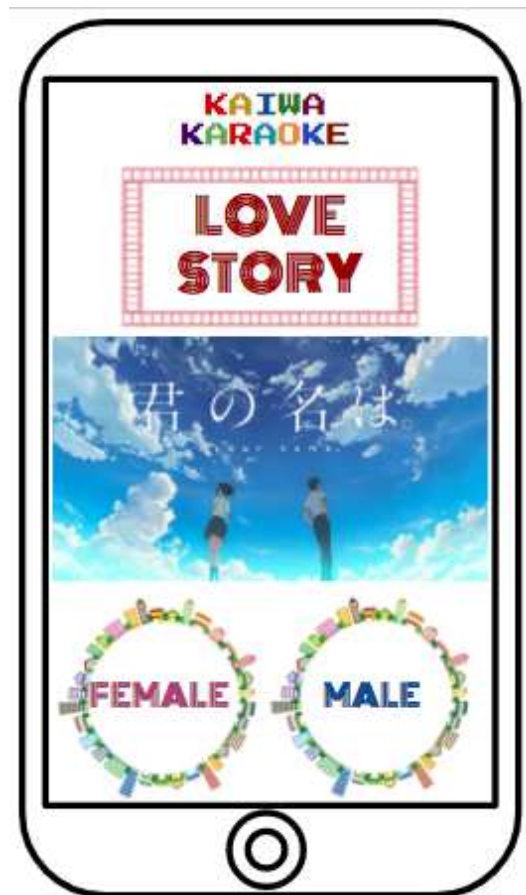


Figure 3.8: Step 4: Choose the Character

Step 5: Read and Understand the Conversation

After choose the character, Kaiwa Karaoke will shows the lines of the scene which is chosen from the motion picture. The users can click on the unknown vocabulary and check the meaning of it. Also there is a intonation mark on the above of lines, it helps the user for next step, listen and imitate how the intonation changed in the motion picture. As seen in Figure 3.9

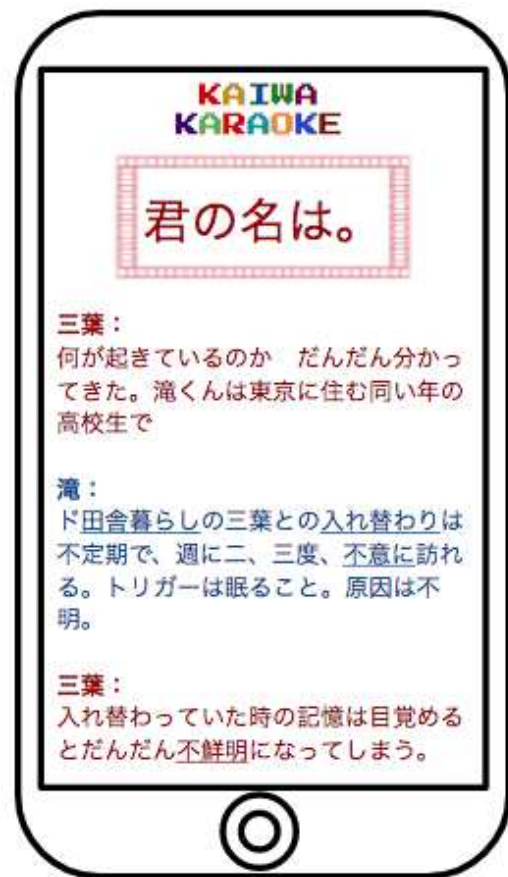


Figure 3.9: Step 5: Read and Understand the Conversation

Step 6: Listen to the Original

Kaiwa Karaoke offers a karaoke type subtitle so that the user can catch up the tempo of the lines. In this step, the users can listen to the original scene in the motion picture, and they have to remember how does the character that they chose in step 4 talk in the scene. For example, intonation, pronunciation, accent and performance on acting. The reason to remember these points is because the users have to imitate what the actors said in the motion picture and dubbing into the lines after this step. As seen in Figure 3.10



Figure 3.10: Step 6: Listen to the Original

Step 7: Dubbing

When the users can imitate the original, they have unlimited time to dub. Video will played like the karaoke, the character that be chosen will be set on mute. After click on record bottom, the users will give their voice into the character and dubbing it like the voice actors. Kaiwa Karaoke system will record everything for the users. As seen in Figure 3.11



Figure 3.11: Step 7: Dubbing

Step 8: Post It and Get the Feedback

After dubbing, the users can choose to upload it on Kaiwa Karaoke site or not. If they open their record on-line, all the users who are the Japanese learners and Japanese teacher can replay the recording file. They will leave the feedback on the comments so that they can help the upload users to improve their speaking. Also the users can set the record into private, which means the record file can only be listened by Japanese teachers and the users that they allow to review. Base on the feedback, the users can retry the dubbing and re-upload it to Kaiwa Karaoke. As seen in Figure 3.12



Figure 3.12: Step 8: Post It and Get the Feedback

Chapter 4

Proof of Concept

4.1 Overall Design of Kaiwa Karaoke

Kaiwa Karaoke is a website service that designed for Japanese learners to practice their speaking by dubbing into the Japanese motion picture so that there is no limitation of area and people, and also can practice speaking in an entertained way to lower the fear of speaking and higher the motivation of speaking since they are available to choose the contents that they liked to practice in Kaiwa Karaoke.

Steps of Kaiwa Karaoke as a website service.

- Step 1: To Understand Kaiwa Karaoke
- Step 2: Choose the Type of Motion Picture
- Step 3: Choose the Level
- Step 4: Choose the Character
- Step 5: Read and Understand the Conversation
- Step 6: Listen to the Original
- Step 7: Dubbing
- Step 8: Post It and Get the Feedback

4.2 User Tests

4.2.1 Before the User Test

There are five Japanese learners participated in the user test. They all have passed N1 Japanese-Language Proficiency Test (JLPT), only examinee 5 has N2 and will

have N1 test in this December. Their detailed profile will be introduced in each sub-section.

Before the test, there is a quite survey for each examinee with the questions below:

1. あなたの日本語の勉強歴を教えてください。
How long have you been learned Japanese?
 - 一年以内/Less than a year
 - 1～2年/1～2 years
 - 2～3年/2～3 years
 - 3年以上/More than 3 years
2. 日本語スピーキング練習はしてますか？
Do you practice your speaking?
 - はい/Yes
 - いいえ/No
3. Q2ではいを答えた方、どれくらい勉強しますか？
If you answered YES in question 2, please write down how often you practice.
 - 毎日/Everyday
 - 毎週(週1・2・3・4・5・6) /Every week (day 1・2・3・4・5・6)
 - 毎月(月1・2・3・4) /Every month (week 1・2・3・4)
4. 今までどのように日本語スピーキングを練習していますか？
How did you practice your speaking in Japanese?
 - CDを聞いて練習する /Listen to the CD
 - 授業で練習する /Practice in the classroom
 - 日本語話せる人と会話して練習する /Practice with someone who can speak Japanese
 - オンラインコースをとって練習する /Take an on-line speaking practice course
 - その他/Others: _____
5. 日本語を話すのが怖いですか？
Do you feel fear to speak in Japanese?

- Level 5: 話したくないほど怖い/Too fear to speak out
- Level 4: 話せるが、自分からは話さない/Can speak a little, but will not start the conversation by myself
- Level 3: 少しだけ会話に参加する /Will join the conversation
- Level 2: 自分から話しかける /Can start the conversation by myself
- Level 1: 積極的に話す /Have high motivation on speaking

6. Level 3以上の方、なぜ話すのが怖いですか？

People who answered level 5,4,3, please tell the reason why you feel fear to speak out in Japanese?

4.2.2 Examinees Information

Examinees information will be show as below in Table 4.1

Table 4.1: Examinees Information

	Examinee 1	Examinee 2	Examinee 3	Examinee 4	Examinee 5
Nationality	China	Indonesia	Taiwan	Hungary	China
Age	23	20	25	25	28
Gender	Female	Male	Female	Female	Male
Japanese Learning Experience	3 years	2 years	3 years	3 years	2.5 years
Level of Fear in Speaking	Level 4	Level 5	Level 3	Level 3	Level 4

4.2.3 Process of the User Test

To prove the concept of Kaiwa Karaoke, the user test is depart in three sessions.

First Session

All the examinees are asked to try the Kaiwa Karaoke, the dubbing part for a week by themselves. The examinees will be explained and tried about how to dub in Kaiwa Karaoke. In this week, they can choose whatever they like to dub, and record the karaoke video every time. They are required to send the record files and feedback to the designer every time after they used Kaiwa Karaoke.

Second Session

All the examinees are asked to share the karaoke record files to other examinees and get the feedbacks from each other (include one Japanese teacher). Base on these feedbacks, they have option to redo the dubbing as many time as they are satisfied. The designer will record how many times that the examinees redo the dubbing as the evaluation of how often will the users use Kaiwa Karaoke as a service. Also the designer will send a survey to each examinee to ask about how do they feel about speaking in Japanese. Compare with the survey they did before the test, the difference in fear of speaking will give the evaluation of using Kaiwa Karaoke.

Third Session

In the third week, two of the examinees are asked to try Kaiwa Karaoke not only in individually, but also give the dubbing like a real karaoke to test if the individual or multiple works better on this service.

Evaluation

This test will be evaluated in the following ways:

1. What is the frequency of using Kaiwa Karaoke in a week? (Motivation)
2. How many times did they try the same motion picture? (Motivation & Type of motion picture)
3. Did the examinees tried another time after they get the feedbacks from others in week 2?
4. Did the examinees feel relax and entertained when they doing Kaiwa Karaoke.

4.2.4 Contents of Kaiwa Karaoke

In Kaiwa Karaoke user test, there are six genres of motion pictures can be selected by the examinees.

Animation: 君の名は。/Your Name.

君の名は。 (English: Your Name.) is a 2016 Japanese animated drama film written and directed by Makoto Shinkai, It is the most popular Japanese animation motion picture around the world in these five years. It published in 125 countries and areas, has surpassed Hayao Miyazaki 's classic Spirited Away as the biggest anime box office hit. The film has earned over \$281million worldwide, beating Spirited Away's previous record of \$275 million.¹ Because of the celebrity and well Japanese dubbing, this animation may be a good resource to active the motivation of dubbing from Kaiwa Karaoke users. As seen in Figure 4.1

Characters:

Taki Tachibana A high school boy (age: 16) living in Tokyo, who spends his days happily with his friends and has a part-time job in an Italian restaurant. He is short-tempered but well meaning and kind, and aspires to become an architect.

Mitsuha Miyamizu A high school girl (age: 16) living in Itomori, a rural town. She is dissatisfied with small-town life and wishes to move to Tokyo. She dislikes her father and is embarrassed by his often open displays of control as well as her part as a miko in rituals for her family's shrine creating kuchikamizake, an ancient traditional way of creating sake involving chewing rice to intake yeast for fermentation.



Figure 4.1: Poster: Your Name.

Romance: 僕らがいた/We Were There

僕らがいた (English: We Were There) is a 2012 Japanese film based on the manga of the same name that directed by the director Takahiro Miki and stars Toma Ikuta, Yuriko Yoshitaka. It chronicles the love relationship between a boy called Motoharu Yano and a girl called Nanami Takahashi, starting from their teenage years and continuing during their early twenties. The actors in this motion picture are very popular, especially Toma Ikuta is the top actor from Johnny's, which is a talent agency full named Johnny & Associates. Many female Japanese learners are fan of this talent agency. As seen in Figure 4.2

Characters:

Nanami "Nana" Takahashi the series protagonist, is a girl who falls in love during high school with the popular Motoharu Yano.

Motoharu "Moto" Yano is a popular boy whose girlfriend was killed in a car crash while out with another guy.



Figure 4.2: Poster: We Were There

Documentary: アリのままでいたい/Ari No Mama De Itai

アリのままでいたい (English: Ari No Mama De Itai) is a 2015 Japanese documentary narrated by famous talents DAIGO, actress 吉田羊 (Yoshida Yo) and 杉咲花 (Sugisaki Hana). It is a documentary about Japanese insects world in the forest. The conversation(narration) in this motion picture is very slow and clean, will be a good dubbing material. As seen in Figure 4.3

Narrator:

DAIGO formerly known as Daigo Stardust, is a Japanese singer-songwriter, actor, talent, and voice actor.

Yo Yoshida is a Japanese actress who is represented by the talent agency Oranku.

Hana Sugisaki is a Japanese actress who was previously signed to Stardust Promotion.



Figure 4.3: Poster: Ari No Mama De Itai

History: 陰陽師/Onmyoji

陰陽師 (English: Onmyoji) a 2001 Japanese film directed by Yojiro Takita. It tells of the exploits of famed onmyoji Abe no Seimei, who meets and befriends bungling court noble, Minamoto no Hiromasa. Together they protect the capital of Heian-kyo against an opposing onmyoji, Doson, who is secretly plotting the downfall of the emperor. As seen in Figure 4.4

Characters:

Abe no Seimei An exceptionally talented onmyoji whose very origins are shrouded in mystery. Although an onmyoji of the imperial court, he initially shows little regard for it or Heian-kyo itself, preferring instead to stay home with his shikigami and drink sake, yet eventually finds himself fulfilling his destined role as the capital's protector along with Hiromasa.

Minamoto no Hiromasa A nobleman in the court with a bumbling personality skilled in playing the flute. Although wary of onmyoji at first, he eventually becomes close friends with Seimei, being destined to become the guardian of Heian-kyo along with him.



Figure 4.4: Poster: Onmyoji

Mystery: ヘルタースケルター/Helter Skelter

ヘルタースケルター (English: Helter Skelter) is a 2012 Japanese mystery film based on the manga of the same name that directed by the director Mika Ninagawa and starring Erika Sawajiri. This motion picture is chosen because of the characters. Liliko is a model and she gives many conversation about Japanese entertainment world. Also the producer, Tada is an about 50-year-old lady and she gives very characteristic speaking in this motion picture. As seen in Figure 4.5

Characters:

Liliko age: unknown, about 23, female. She is a top model with the most beautiful face and perfect body. In fact, she is not a natural beauty but all done by cosmetic surgery.

Tada age: unknown, about 50, female. President and producer of Liliko.



Figure 4.5: Poster: Helter Skelter

Comedy: コドモ警察/Kids Police

コドモ警察 (English: Kids Police) is a 2013 Japanese comedy film directed by the director Yuichi Fukuda and starring Fuku Suzuki. Most police characters in this motion picture are presented by the famous kid actors. Though this motion picture, the users can find how Japanese kids speak Japanese. As seen in Figure 4.6

Characters:

Shigeru Ohnuma Real age: 50, but turns to 6 years old kid. Male.

Maiko Hayashi Real age: 30, but turns to 6 years old kid. Female.



Figure 4.6: Poster: Kids Police

4.2.5 Examinee 1

Base on the survey before the user test, examinee 1 is a 23 years old Chinese university girl who studied Japanese less than 3 years but already got the N1 level in JLPT. She practices her spoken Japanese by the conversation with Japanese people since she already moved to Japan 5 months ago. Japanese conversation goes everyday but she selected level 4 in question 5 (Do you feel fear to speak in Japanese?). Examinee 1 shows a very high motivation on speaking practice since she came to Japan 5 months ago but still has a big problem on speaking. She said that JLPT level cannot judge the Japanese learners' speaking ability because there is no speaking test in the exam. Also the reason that she feels fear to speak is everyone speaks Japanese in a very fast tempo and usually there are some Japanese jokes that only people who is familiar with Japanese culture can understand them. She cannot catch up these type of conversation.

Session 1: Dubbing For A Week

Day 1: Monday

Examinee 1 chose the animation motion picture 「君の名は。」(English: Your Name.) . (as seen in Table 4.2) She said the reason she chose this motion picture was this animation was very popular last year and she also watched this one. This one maybe is easy to dub. The dubbing order goes same as the x-axis in the form.

Table 4.2: Animation: 君の名は。/Your Name. — First Time

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	5 times	6 times
Difficulty	Normal	Hard	Very hard
Completion	Yes	Yes	No

Examinee 1 said that when she watched the original, she found it was harder than she thought. She had to practice more than 3 times before dubbing when she was doing intermediate level and advanced level. Even though she tried many times before dubbing, she still need to give the dubbing over 3 times.

Day 2: Tuesday

Examinee 1 tried mystery motion picture「ヘルタースケルター」 (English: Helter Skelter). She knows the Manga version. (as seen in Table 4.3)

Table 4.3: Mystery: ヘルタースケルター/Helter Skelter

	Primary Level	Intermediate Level	Advanced Level
Frequency	1 time	4 times	3 times
Difficulty	Easy	Normal	Hard
Completion	Yes	Yes	Yes

The speaking speed in mystery is slower and easier than animation, and also compare with animation characters, the characters in it are more close to our real life.

But examinee 1 said animation is more interest than mystery because mystery is too dark for learning a language in entertained.

Day 3: Wednesday

Examinee 1 didn't use Kaiwa Karaoke.

Day 4: Thursday

Examinee 1 tried the advanced level of animation again. (as seen in Table 4.4) This time she used for 2 times and finished the her final dubbing for this motion picture. She said it was not hard once she can imitate the pronunciation of all the vocabularies.

Table 4.4: Animation: 君の名は。/Your Name. — Second Time

	Primary Level	Intermediate Level	Advanced Level
Frequency	0 time	0 time	2 times
Difficulty	/	/	Normal
Completion	/	/	Yes

Day 5: Friday

Examinee 1 tried history and romance motion pictures, Onmyoji (as seen in

Table 4.5)and We Were There (as seen in Table 4.6). She chose them because the actors in these two are very famous and handsome so that she wanted to have "conversation" with them. She showed a very high motivation on speaking if the actors are popular enough.

Table 4.5: History: 陰陽師/Onmyoji

	Primary Level	Intermediate Level	Advanced Level
Frequency	1 time	3 times	3 times
Difficulty	Normal	Normal	Normal
Completion	Yes	Yes	Yes

Examinee 1 finished history motion picture very quick because the characters are speaking in a very classic way and it is easy to imitate. Since the vocabularies are very classic style, she had to use quite long time to study the meanings which she didn't like.

Table 4.6: Romance: 僕らがいた/We Were There

	Primary Level	Intermediate Level	Advanced Level
Frequency	1 time	1 time	2 times
Difficulty	Easy	Easy	Normal
Completion	Yes	Yes	Yes

Examinee 1 said romance is the easiest genre to dub since all the conversations are very close to the real life and the characters use the casual vocabularies. She can imitate very quickly because the similar conversation also happened in her daily life.

Day 6: Saturday

Examinee 1 tried comedy and documentary motion pictures. (As seen in Table 4.7)

Examinee 1 didn't finish comedy, Kids Police, because as she said, the characters are too young to imitate and to imitate like a kid is not fun at all.

Table 4.7: Comedy: コドモ警察/Kids Police

	Primary Level	Intermediate Level	Advanced Level
Frequency	0 time	2 times	0 time
Difficulty	/	Normal	/
Completion	/	Yes	/

Table 4.8: Documentary: アリのままでいたい/Ari No Mama De Itai

	Primary Level	Intermediate Level	Advanced Level
Frequency	1 time	2 times	2 times
Difficulty	Easy	Normal	Normal
Completion	Yes	Yes	Yes

Examinee 1 put the documentary (as seen in Table 4.8) last because she said that documentary motion picture will not count as an entertainment material for her. After she tried documentary, she gave a positive comment on using the narration to practice spoken Japanese.

Day 7: Sunday

Examinee 1 didn't use Kaiwa Karaoke.

Session 2: Share Kaiwa Karaoke

Examinee 1 shared her record files to everyone and got the feedbacks as below.

1. Examinee 2: Your voice in the narration is better than others, I like it.
2. Examinee 3: ヘルタースケルターの多田さんに吹き替えする時に、あんまり50代の婦人に聞こえなかった。(I can not feel you are giving a voice to a fifties lady.)
3. Examinee 4: I believe you can do it! (Comment in Kids Police)
4. Examinee 5: 陰陽師での声は男っぽくありません。(I think your voice doesn't sound like a man in Onmyoji.)

After examinee 1 got the feedbacks from other examinees, she tried mystery motion picture, ヘルタースケルター (English: Helter Skelter), again in this week for 2 times. She said these feedbacks are not only helping her to fix the mistakes, but also giving her a positive support to try more times on dubbing.

Session 3: Karaoke Style

Examinee 1 and examinee 3 tried the karaoke style which is to dub the whole conversation. They chose the animation motion picture 君の名は。(English: Your Name) to practice in Kaiwa Karaoke. As seen in Table 4.9

Table 4.9: Animation: 君の名は。/Your Name. — Karaoke Style

	Primary Level	Intermediate Level	Advanced Level
Frequency	0 time	6 times	0 time
Difficulty	/	Hard	/
Completion	/	Yes	/

Two girls tried the conversation in different genders for 6 times, but they said it is more fun to practice like a real karaoke rather than practice it individually.

4.2.6 Examinee 2

Base on the survey before the user test, examinee 2 is a 20 years old Indonesia university boy who studied Japanese less than 2 years but already got the N1 level in JLPT. He practices his spoken Japanese by the on-line course because he is studying Japanese in his own country. He doesn't have a Japanese environment to practice her speaking but he has very strong desire to prove his speaking because he wants to know more Japanese culture. He selected level 5 in question 5 (Do you feel fear to speak in Japanese?). On-line course is kind of very expensive and it has the limitation of time since Indonesia and Japanese shares different time zone. What's more, he is now having a part time job at university so that he has no flexible time to study Japanese. In the survey, he said I don't know what is the feeling of fear to speak out since I only speak (practice) Japanese with my friends who are also Indonesia and some Japanese students there.

Session 1: Dubbing For A Week

Day 1: Sunday

Examinee 2 chose the animation motion picture 「君の名は。」(English: Your Name.) (as seen in Table 4.10). He chose this one because he is a big fan of Japanese animation. Your Name also published in Indonesia, and he already watched it for 3 times. This title attracted him a lot. The dubbing order goes same as the x-axis in the form.

Table 4.10: Animation: 君の名は。/Your Name. — First Time

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	2 times	3 times
Difficulty	Normal	Normal	Normal
Completion	Yes	Yes	Yes

Examinee 2 said that he is very used to how to pronounced like a Japanese animation character since he watched a lot of Japanese animations. He said it is very exciting to give voice to these characters in Your Name. because it is so popular last year. It will higher his motivation of using Kaiwa Karaoke

if there are more animation options.

In the same day, he also tried 僕らがいた (English: We Were There). (as seen in Table 4.11) He said that the actor in the motion picture, Toma Ikuta is a very popular idol actor in Indonesia so that he wants to know how is the feeling to be like him.

Table 4.11: Romance: 僕らがいた/We Were There

	Primary Level	Intermediate Level	Advanced Level
Frequency	1 time	1 time	1 time
Difficulty	Easy	Easy	Easy
Completion	Yes	Yes	Yes

Day 2: Monday

Examinee 2 tried documentary motion picture 「アリのままでいたい」 (English: Ari No Mama De Itai) (as seen in Table 4.12). He said he never watched a Japanese documentary before so he wants to try it.

Table 4.12: Documentary: アリのままでいたい/Ari No Mama De Itai

	Primary Level	Intermediate Level	Advanced Level
Frequency	3 times	3 times	5 times
Difficulty	Normal	Hard	Hard
Completion	Yes	Yes	No

Examinee 2 said he only used to animation style of speaking but not familiar to formal style such as narration. It was a big challenge for him to try the formal speaking.

Day 3: Tuesday

Examinee 2 tried history motion picture 陰陽師 (English: Onmyoji) since he thought he needs more practice on the formal speaking. He knew that Onmyoji has very classic style and he thought it might be a good martial for him to study. (As seen in Table 4.13)

Table 4.13: History: 陰陽師/Onmyoji

	Primary Level	Intermediate Level	Advanced Level
Frequency	3 times	3 times	3 times
Difficulty	Normal	Hard	Very Hard
Completion	Yes	No	No

Examinee 2 didn't finished Onmyoji but tried documentary motion picture again in the same day. (As seen in Table 4.14)

Table 4.14: Documentary: アリのままでいたい/Ari No Mama De Itai

	Primary Level	Intermediate Level	Advanced Level
Frequency	0 time	0 time	2 times
Difficulty	/	/	Normal
Completion	/	/	Yes

Examinee 2 said after he got used to history classical style of speaking, narration is more easier for him to catch the lines up.

Day 4: Wednesday

Examinee 2 didn't try Kaiwa Karaoke.

Day 5: Thursday

Examinee 2 didn't try Kaiwa Karaoke.

Day 6: Friday

Examinee 2 didn't try Kaiwa Karaoke.

Day 7: Saturday

Examinee 2 tried comedy (as seen in Table 4.15) and mystery (as seen in Table 4.16) motion pictures in one day since he had test in this weekdays.

Examinee 2 said in Helter Skelter, there are only two female characters can be chosen and one of them is a fifties lady. It made him has no motivation to keep dubbing.

Table 4.15: Comedy: コドモ警察/Kids Police

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	2 times	2 times
Difficulty	Normal	Normal	Normal
Completion	Yes	Yes	Yes

Table 4.16: Mystery: ヘルタースケルター/Helter Skelter

	Primary Level	Intermediate Level	Advanced Level
Frequency	3 times	2 times	2 times
Difficulty	Easy	Normal	Hard
Completion	Yes	No	No

After that, examinee 2 tried animation motion picture again. (As seen in Table 4.17)

Table 4.17: Animation: 君の名は。/Your Name. — Second Time

	Primary Level	Intermediate Level	Advanced Level
Frequency	0 time	1 time	0 time
Difficulty	/	Easy	/
Completion	/	Yes	/

For this time, he said it was just for fun to be the character in his favorite motion picture.

Session 2: Share Kaiwa Karaoke

Examinee 2 shared her record files to everyone and got the feedbacks as below.

1. Examinee 1: 「コドモ警察」の声は非常に面白い! 女の子のも聞きたい。
(Your voice in Kids Police is very interesting! I want to hear you to dub the female character.)

2. Examinee 3: 「アリのままでいたい」のナレーションはアニメに聞こえます。(Your voice in Ari No Mama De Itai is too like an animation voice.)
3. Examinee 4: I also had a trouble on Onmyoji, let's find how to improve it together.
4. Examinee 5: 「君の名は。」がお好きですね。僕ももっとアニメに声をあげたいです。(It seem like you are very into Your Name. I also like it and want to try more animation.)

Examinee 2 asked the designer if he can be friend of examinee 5 since they both like Japanese animation. He told the designer that he tried the documentary motion picture for many times but forgot to record them.

Session 3: Karaoke Style

Examinee 2 didn't participate in this session.

4.2.7 Examinee 3

Base on the survey before the user test, examinee 3 is a 25 years old Taiwanese university girl who studied Japanese less than 3 years but already got the N1 level in JLPT. She practices her spoken Japanese by the conversation with Japanese people since she already moved to Japan 1 year. She selected level 3 in question 5 (Do you feel fear to speak in Japanese?) since Japanese conversation happened everyday for a year already. But still, she does not have confidence to start the conversation because of her pronunciation and intonation. She said one of her Japanese friends told her that her intonation sounds like a Japanese countryside girl even though she is living in Tokyo.

Session 1: Dubbing For A Week

Day 1: Monday

Examinee 3 chose the animation motion picture 「君の名は。」(English: Your Name.) (as seen in Table 4.18). She said the reason she chose this motion picture was this animation was very popular last year and full of entertainment. This one should be very interesting to try the dubbing. The dubbing order goes same as the x-axis in the form.

Table 4.18: Animation: 君の名は。/Your Name.

	Primary Level	Intermediate Level	Advanced Level
Frequency	1 time	1 time	1 time
Difficulty	Easy	Normal	Normal
Completion	Yes	Yes	Yes

Day 2: Tuesday

Examinee 3 said animation was quite easy for her so that she chose the romance because it is similar to Your Name. (As seen in Table 4.19)

Table 4.19: Romance: 僕らがいた/We Were There

	Primary Level	Intermediate Level	Advanced Level
Frequency	1 time	1 time	1 time
Difficulty	Easy	Easy	Easy
Completion	Yes	Yes	Yes

As same as Your Name, she said daily style of conversation was very entertained since she can put herself into the motion picture. To be a character in the motion picture is very exciting and attractive.

Day 3: Wednesday

Examinee 3 didn't use Kaiwa Karaoke.

Day 4: Thursday

Examinee 3 tried mystery motion picture. (As seen in Table 4.20) Examinee 3 said she never watched Helter Skelter before and to give a voice to a fifties lady is very hard because this character speaks very incoherently. For example, this character put lot of あいづち (Aizuchi) between the lines. It makes examinee 3 very uncomfortable to imitate her intonation.

Day 5: Friday

Examinee 3 tried history motion picture but she said she has no interests in that. (as seen in Table 4.21)

Table 4.20: Mystery: ヘルタースケルター/Helter Skelter

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	2 times	2 times
Difficulty	Normal	Normal	Normal
Completion	Yes	Yes	Yes

Table 4.21: History: 陰陽師/Onmyoji

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	1 time	1 time
Difficulty	Hard	Normal	Normal
Completion	Yes	Yes	Yes

In fact, examinee 3 tried all three levels of Onmyoji. She said it was more challenge than she thought. She found that because all the characters are speaking in the classical Japanese, she had a feeling which was not only dubbing but closer to act as an actress.

Day 6: Saturday

Examinee 3 didn't try Kaiwa Karaoke.

Day 7: Sunday

Examinee 3 tried comedy (as seen in Table 4.22) and documentary. (as seen in Table 4.23)

Table 4.22: Comedy: コドモ警察/Kids Police

	Primary Level	Intermediate Level	Advanced Level
Frequency	1 time	1 time	1 time
Difficulty	Normal	Normal	Normal
Completion	Yes	Yes	Yes

Table 4.23: Documentary: アリのままでいたい/Ari No Mama De Itai

	Primary Level	Intermediate Level	Advanced Level
Frequency	0 time	1 time	0 time
Difficulty	/	Normal	/
Completion	/	Yes	/

Examinee 3 did not make effort to Kaiwa Karaoke because she mostly has a problem on speaking honorifics but in the user test, there is no such a content to help her honorifics speaking.

Session 2: Share Kaiwa Karaoke

Examinee 3 said she rejects to share the records to someone she doesn't know. She only gave the comments to other examinees.

Session 3: Karaoke Style

Examinee 3 tried karaoke style with examinee 1, please check table 4.9

4.2.8 Examinee 4

Base on the survey before the user test, examinee 4 is a 25 years old Hungary university girl who studied Japanese less than 3 years but already got the N1 level in JLPT. She practices her spoken Japanese by the conversation with her mother since she is a mixed-race with half Hungary from her father who cannot speak Japanese and half Japanese from her mother. She selected level 3 in question 5 (Do you feel fear to speak in Japanese?) because she only speak Japanese to her mother. She said because of her family issue, she has a very beautiful pronunciation in Japanese but she has a problem to speak formally. She cannot speak smoothly when she reads out a Japanese book.

Session 1: Dubbing For A Week

Day 1: Thursday

Examinee 4 didn't try Kaiwa Karaoke.

Day 2: Friday

Examinee 4 tried documentary motion picture first because she likes to watch this type of film. Also she thought it will be a good chance to imitate how formal Japanese spoken by the professional actors.(as seen in Table 4.24)

Table 4.24: Documentary: アリのままでいたい/Ari No Mama De Itai

	Primary Level	Intermediate Level	Advanced Level
Frequency	3 times	4 times	4 times
Difficulty	Normal	Normal	Hard
Completion	Yes	Yes	Yes

Day 3: Saturday

Examinee 4 tried animation (as seen in Table 4.25) and romance motion picture (as seen in Table 4.26) because she said she always want to be the girl in the love story. But she said these conversations are too casual to practice her spoken Japanese.

Table 4.25: Romance: 僕らがいた/We Were There

	Primary Level	Intermediate Level	Advanced Level
Frequency	1 time	2 times	2 times
Difficulty	Easy	Easy	Easy
Completion	Yes	Yes	Yes

Day 4: Sunday

Examinee 4 tried history (as seen in Table 4.27) and mystery motion picture. (as seen in Table 4.28) She said she never learned how to use the classical Japanese and speak in a low voice (the volume that lady spoke in Helter Selter was very low).

She said to imitate the pronunciation from a male who speaks ancient Japanese is kind of very weird in a good way, it made her want to try more.

Table 4.26: Animation: 君の名は。/Your Name.

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	3 times	3 times
Difficulty	Easy	Normal	Normal
Completion	Yes	Yes	Yes

Table 4.27: History: 陰陽師/Onmyoji

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	3 times	4 times
Difficulty	Hard	Hard	Hard
Completion	No	No	No

Day 5: Monday

Examinee 4 didn't use Kaiwa Karaoke.

Day 6: Tuesday

Examinee 4 didn't use Kaiwa Karaoke.

Day 7: Wednesday

Examinee 4 didn't use Kaiwa Karaoke.

Session 2: Share Kaiwa Karaoke

Examinee 4 shared her record files to everyone and got the feedbacks as below.

1. Examinee 1: 陰陽師の時に、すごく緊張しているように聞こえます。(I can feel you were very nervous when you dubbed Onmyoji.)
2. Examinee 2: You have a good pronunciation! I hope I can do as well as yours.
3. Examinee 3: 発音がとても綺麗ですが、感情を込めてない感じがします。(You have a beautiful pronunciation but I think you can put more feeling into your dubbing.)

Table 4.28: Mystery: ヘルタースケルター/Helter Skelter

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	1 time	0 time
Difficulty	Normal	Hard	/
Completion	Yes	No	/

4. Examinee 5: 日本人かと思いました。(I though you are Japanese.)

After examinee 4 got the feedbacks from other examinees, she tried history motion picture, 陰陽師 (English: Onmyoji), again in this week for 5 times and she wanted to share the record file then get the feedback again. She said by sharing, she can notice what is not enough in her dubbing.

Session 3: Karaoke Style

Examinee 4 didn't participate in session 3.

4.2.9 Examinee 5

Base on the survey before the user test, examinee 5 is a 28 years old Chinese university boy who studied Japanese less than 2 and half years. He only have N2 level in JLPT but will take N1 level in this December. Before the user test, he selected level 4 in question 5 (Do you feel fear to speak in Japanese?). Because he is not very familiar with Japanese motion pictures because he usually watches Japanese TV drama and animation.

Session 1: Dubbing For A Week

Day 1: Friday Examinee 5 tried animation motion picture Your Name. (as seen in Table 4.29) He said this is the only film that he knew in these 6 films.

He said he want to do dubbing no more than 2 times per each level because he cannot focus too long time in one content.

Day 2: Saturday Examinee 5 tried animation motion picture again since he didn't finished dubbing last time. (As seen in Table 4.30)

Table 4.29: Animation: 君の名は。/Your Name.— First Time

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	2 times	2 times
Difficulty	Normal	Hard	Hard
Completion	Yes	No	No

Table 4.30: Animation: 君の名は。/Your Name.— Second Time

	Primary Level	Intermediate Level	Advanced Level
Frequency	0 time	2 times	2 times
Difficulty	/	Hard	Hard
Completion	/	Yes	Yes

Examinee 5 also tried history motion picture in the same day. (As seen in Table 4.31)

Table 4.31: History: 陰陽師/Onmyoji — First Time

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	2 times	2 times
Difficulty	Hard	Hard	Hard
Completion	Yes	No	No

Day 3: Sunday

Examinee 5 retried history motion picture in intermediate level but not advanced level because he said he didn't want to do the dubbing again with same lines. (As seen in Table 4.32)

After Onmyoji, he tried romance motion picture. The tempo in romance conversation is closer to him. (As seen in Table 4.33)

Day 4: Monday

Table 4.32: History: 陰陽師/Onmyoji — Second Time

	Primary Level	Intermediate Level	Advanced Level
Frequency	0 time	2 times	0 time
Difficulty	/	Hard	/
Completion	/	Yes	/

Table 4.33: Romance: 僕らがいた/We Were There— First Time

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	2 times	2 times
Difficulty	Normal	Normal	Normal
Completion	Yes	Yes	Yes

Examinee 5 tried documentary motion picture. (As seen in Table 4.34)

Table 4.34: Documentary: アリ のままでいたい/Ari No Mama De Itai

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	2 times	2 times
Difficulty	Normal	Hard	Hard
Completion	Yes	Yes	Yes

In the same day, he also tried comedy motion picture. He said to act the voice like a kid is a very technical study. (As seen in Table 4.35)

Day 5: Tuesday

Examinee 5 didn't use Kaiwa Karaoke.

Day 6: Wednesday

Examinee 5 tried mystery motion picture (as seen in Table 4.36). He said there is no male character so he thought it is the hardest one for him to dub.

Table 4.35: Comedy: コドモ警察/Kids Police

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	2 times	2 times
Difficulty	Normal	Normal	Hard
Completion	Yes	Yes	Yes

Table 4.36: Mystery: ヘルタースケルター/Helter Skelter — First Time

	Primary Level	Intermediate Level	Advanced Level
Frequency	2 times	2 times	2 times
Difficulty	Hard	Hard	Hard
Completion	Yes	Yes	No

Day 7: Thursday

Since examinee 5 didn't finished his dubbing in mystery motion picture, he tried again this time. (As seen in Table 4.37)

Table 4.37: Mystery: ヘルタースケルター/Helter Skelter — Second Time

	Primary Level	Intermediate Level	Advanced Level
Frequency	0 time	0 time	2 times
Difficulty	/	/	Hard
Completion	/	/	Yes

Session 2: Share Kaiwa Karaoke

Examinee 5 shared her record files to everyone and got the feedbacks as below.

1. Examinee 1: 何回も試したうちに、すごい上手になりました。(You tried so many times and I found your are improving every time.)
2. Examinee 2: I think you didn't catch up the lines in Your Name.

3. Examinee 3: 「君の名は。」の第二節、たぶんズレましたね。(I think your lines in the second paragraph of Your Name. was not in the right speed.)
4. Examinee 4: I like how you present in Helter Skelter lol.

After examinee 5 got feedbacks from other examinees, he retried Your Names. for 2 times because he want to higher his speaking speed as same as the characters in the motion picture.

Session 3: Karaoke Style

Examinee 5 didn't participate in this session.

4.3 Result

Kaiwa Karaoke is focusing on higher the motivation of practicing the Japanese speaking and lower the fear of speaking out.

In the motivation part, let's compare the frequency in practice of Japanese speaking before the examinees used Kaiwa Karaoke and after Kaiwa Karaoke in the first week and second week. As seen the Table 4.38

Table 4.38: Frequency changes in a week

	Before use Kaiwa Karoke	Week 1 in Kaiwa Karaoke	Week 2 in Kaiwa Karaoke
Examinee 1	1 day (1 time)	5 days (41 times)	2 days (2 times)
Examinee 2	2 days (2 time)	4 days (46 times)	3 days (7 times)
Examinee 3	0 day (0 time)	5 days (20 times)	Not Joined
Examinee 4	0 day (0 time)	3 days (36 times)	2 days (5 times)
Examinee 5	1 day (1 time)	6 days (44 times)	1 days (2 times)

In the other way to show the result, as seen in the Figure 4.7 the changing of Japanese speaking practice time also can give a positive reaction from the users.

Compare with the frequency of practicing Japanese speaking per each week, it is easy to find that Kaiwa Karaoke encourages most of the Japanese language learners to practice more on their speaking. What's more, examinee 1, 2, 5 said Kaiwa Karaoke offer the motion pictures that they are interested in so that they can dub to the video in a relax and entertained mode. In fact, examinee 1, 2, 5 increased their frequency and motivation of Japanese speaking practice more than examinee 3 and 4. (as seen the Tabel 4.38) By getting the feedbacks from others, they said it feels like you are really study with someone who shares same situation. It less their fearfulness when they have a comfortable environment of speaking in Japanese.

Examinee 1 and 3 tried the real karaoke style to practice their spoken Japanese in session 3 (as seen the Table 4.9). Base on the comments after the test, they said that it is way much funner to practice with someone instead of study alone, they felt that they might not afraid to talk to others in the reality since they already tried in Kaiwa Karaoke.

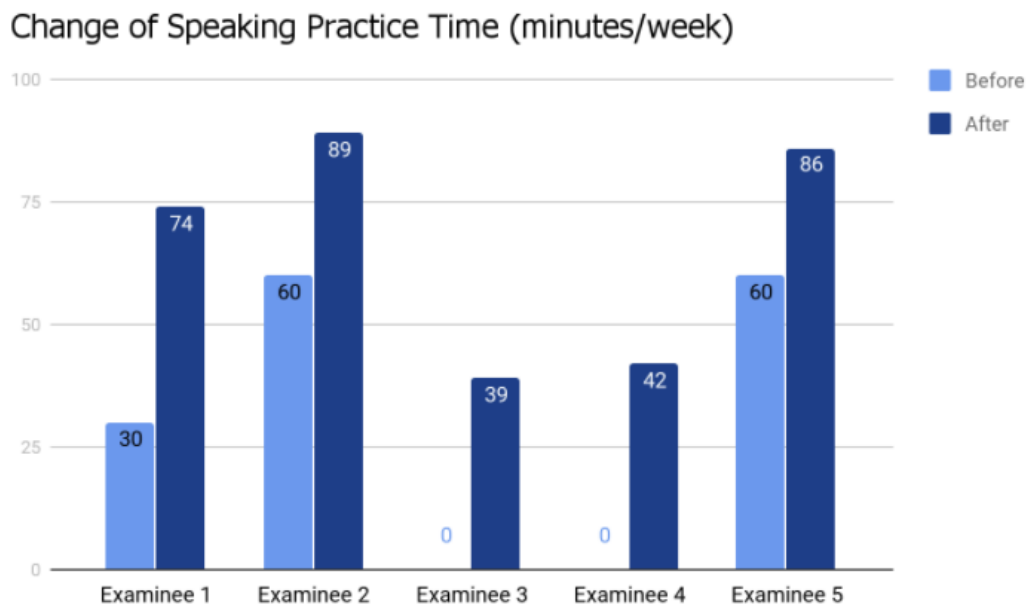


Figure 4.7: Poster: Change of practice time

Examinee 2 said he only knew the how the conversation happened in Japanese animation because he is a big fan of it, but Kaiwa Karaoke help him to try the real conversation that acted by the professional actors. He said Kaiwa Karaoke is not only a tool to practice the speaking, but also a pipe to learn the new areas that he never knew before.

Notes

- 1 Your Name. is now the biggest anime box office hit of all time, set for release in the States: <https://www.technobuffalo.com/2017/01/18/your-name-is-now-the-biggest-anime-box-office-hit-of-all-time-set-for-release-in-the-states/>, accessed on December 8, 2017

Chapter 5

Conclusion and Future Works

5.1 Conclusion

This research tested a new method focusing on Japanese speaking by utilizing motion picture to higher the motivation to speaking and lower the fear of talking in front of people. Base on the user test which examined in chapter 4, Kaiwa Karaoke has the potential for higher the motivation of Japanese speaking learning by offering multiple genres of motion pictures in Kaiwa Karaoke service so that the users can always have an impetus to imitate the characters in motion pictures by using Kaiwa Karaoke. After they got Kaiwa Karaoke, all of 5 examinees increased the frequency of practicing speaking in a week over about 20 45 times and also increased the day of practicing. In the second week, because there is no new contents offered by Kaiwa Karaoke, the frequency was decreased from week 1, but still, all the examinees practiced more than before they used Kaiwa Karaoke. Beside examinee 4, other examinees all used Your Name. at first because it is famous enough, and they all tried the most times to give the voice to Your Names. As a conclusion, it shows that motion picture helped the learners to study in an entertained way and it connect to their motivation on practicing the speaking.

In the other way, since the conversations that Kaiwa Karaoke directly selected from motion pictures are approaching our daily conversation, users can always have their fist experience to talk to "native Japanese" even though they are actors in the motion pictures. Examinee 2 and 5 became very interested in give voice to animation character, because they are big fans of Japanese culture. This result shows that Kaiwa Karaoke should offer the motion picture contents which are close to Japanese culture. Once the learners can put them into the characters in their favorite motion pictures, they can speak without fear because they feel more exciting than fearful.

5.2 Future Works

There is a Japanese language school called Human Academy School in Japan shows that they have interest in Kaiwa Karaoke. In December, this school and I had a meeting and talked about the future business on it.

Right now, there is a big problem that Kaiwa Karaoke cannot presented as a product, that is copyright. To use the motion picture as the learning materials, Kaiwa Karaoke has to buy the copyrights from each film companies and it need to raise a huge funds for the service. Human Academy offer me a new market that use their actor school students to film the conversation in the textbook that they published in this year, and make it to a short video like Kaiwa Karaoke. In this case, Japanese learners in Human Academy school have many legal video materials to practice their spoken Japanese.

What's more, base on what teachers in Human Academy School said, Japanese language learners in their school shows that most of them (include people who is working at company) are interested in Japanese subculture such as animation, music, Japanese army, history, ancient Japanese literature and so on. Human Academy School also has an animation school so they offered an idea that ask their animation school students to make the original animation or use their existent animation to support the students in Japanese language school.

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KMDの皆さんのおかげで、二年間楽しい院生生活を送る事が出来ました。ありがとうございます

そして

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Appendices

A 君の名は。/Your Name.

The conversation from Your Name. that used for Kaiwa Karaoke is showed as below. (00:30:27 00:31:22)

みつは:

何が起きているのか だんだん分かってきた。滝くんは東京に住む同じ年の高校生で

滝:

ド田舎暮らしのみつはとの入れ替わりは不定期で、週に二、三度、不意に訪れる。トリガーは眠ること。原因は不明。

みつは:

入れ替わっていた時の記憶は目覚めるとだんだん不鮮明になってしまう。

滝:

それでも俺たちは確かに入れ替わっている。周囲の反応がそれを証明している。だから。

みつは:

だから、私たちはお互いの生活を守るため、ルールを決めた。入れ替わってしまっている時の注意点や、守るべき禁止事項。

滝:

それから、入れ替わった日の出来事を携帯に残すこと。

みつは:

この謎現象をとにかくも乗り切るために、協力し合うこと。それなのに…

滝：
それなのに…

みつは：あの男は！
滝：あの女は！

B ヘルタースケルター/Helter Skelter

The conversation from Helter Skelter that used for Kaiwa Karaoke is showed as below.

ママ:

ちよっと、私の言ってる… 日本語分かりますか？

マネージャー:

すみません

ママ:

ホントに、可愛くもない、ものもない、金もない、最悪だね。

へっこいしょ。

あー、ったく。

あ〜リリコちゃんは今日も可愛いわね、よかった。

よっこいしょ

何食べてんの？ 食べ過ぎじゃないの？ あとで吐いときなさいよ。

あ…疲れる

リリコ:

ね、ママさ、お金のことなんだけど、うちに送ってくれてないでしょう。

ママ:

うん？ 送っているよ、毎月。

リリコ:

ウソ！ だってチカコに聞いたもん。

ママ:

何？ 私を疑うの？ それはあ、アンタが思うほどじゃないかもしれないけど、あ、あなたはすごいいちいちかかりすぎてんのよ。それに、最初の設備投資はまだ回収できてないしね。

リリコ:

でも！

ママ：

何よ、悲しいね。あんな惨めだったアンタを拾い上げて、二人だけで頑張ってきたんじゃないの。

リリコ：

でもね、ママ…

ママ：

でも私はアンタのこと、ビジネスだなんて思ってませんよ。だってアンタは私の作った、私の夢なんだから。ああ、夢を…

マネージャー：

失礼します。

ママ：

何を…

マネージャー：

いいえ、はいはい。

ママ：

ちょうどいい、紹介しとくわ。吉川こずえ、18歳。なんか変に売れてきちやっさ、引っ張りださだよ。うちの事務所の期待の新人です。

こずえ：

初めまして、よろしくお願いします。

ママ：

なに～なかなかすつきりしたいい挨拶ができるようになったじゃないの

C 僕らがいた/We Were There

The conversation from We Were There that used for Kaiwa Karaoke is showed as below. (00:00:35~00:08:00, will cut in the middle.)

高橋 七美:

このずっと続く空の下、今どこにいますか?

今日は誰と会い、どんな話をして、どこへ行きましたか?

最後に私を思い出したのは、いつですか?

今、誰を愛していますか?

彼はその時、まだたったの17歳で、
けれど、支えなければいけない現実が
いつも、彼の体より大きかった。

高橋 七美(16歳):

春はいつも賑やかだ。

クラス替え、新品の教科書、新しい友達。

女子高生A:

ね、話した話した? 矢野元晴

女子高生B:

ま~だ、もう話したの?

女子高生A:

ま~~だ。

女子高生C:

ねねね、みんな知っている? 矢野くんはさ、高校の時、クラスの女子、3分の2がが好きになったって!

みんな:

すごい!

高橋 七美(16歳):

女子はクラスメイトになったある男子の話に夢中。

でも、その時私の最大の関心といえば…

あ…くうう～
ち～う～
もうどうやっても8点か…

矢野 元晴：
何？

高橋 七美：
あ、いや、これ…
あ、あの、気にすることはないよ。ほら、ハハ。
だいたい、進学校の実力テストでしたからね。
は！ご、ごめん！ 仲間かと思って…

矢野 元晴：
座れば？

高橋 七美：
え？

答案用紙の名前を見なかった。
でも彼は誰かとわかってしまった。

矢野くんだよね？
勉強得意だった？

矢野 元晴：
まあ、8点はないな。

高橋 七美：
苦手なものとか嫌いなものとかないでしょう？

矢野 元晴：
俺？ あるある。

高橋 七美：
嘘、悩みとか全くなさそう。

矢野 元晴：
女にモテすぎる事かな？

高橋 七美：
あのね…

矢野 元晴：
嫌いなものは、気が多いの女。

高橋 七美：
何それ、自分こそいろんな女を…

矢野 元晴：
こう見えても、俺は一途。

高橋 七美：
またまた。
じゃあ、もし、もしだよ、付き合った子が気が多い女だったら、どうする？

矢野 元晴：
殺すよ。
冗談。

高橋 七美：
あの時、なんてあのことを言ってしまったのが、わからない。
あの、悩みがあるなら、聞くよ！

矢野 元晴：
悩みなんでないちゅうの。
悩みはさ、活着ている人間の特権だよな。
パンツ見えてるよ！
バイバイ、ななちゃん。

D 陰陽師/Onmyoji

The conversation from Onmyoji that used for Kaiwa Karaoke is showed as below.
(00:38:00~00:40:30)

源 博雅：
な、清明、死は人の心を縛ることができるのか？

安倍 清明：
心を？
さて、愛しい人でもできたかな。
凶星のようだな。

源 博雅：
ダメだ！
見るな清明。
決して俺の心を覗くな。

式神：
できたか？

源 博雅：
おおおお！

安倍 清明：
ハハハハ…
男は女を愛しいと思う、女は男を愛しいと思う。その気持ちに名をつけて縛れば、恋だ。

源 博雅：
そういうものなのか？

安倍 清明：
そういうものだ。
ヒロはさ、惚れた女によって、天の月でもやってあげるぞ。

源 博雅：

月を？
どうやって？

安倍 晴明：
月を指差して、こう言えばいい。
愛しい娘よ、あの月をお前にあげよう。
娘が「はい」と頷けば、月はその娘のもの。

源 博雅：
ハハハハ!!
そんな恥ずかしいこと言えるか!

安倍 晴明：
言えぬのか？

式神：
言えぬのか？

源 博雅：
言えん、口が裂けても言えん!

E アリのままでいたい/Ari No Mama De Itai

The conversation from Ari No Mama De Itai that used for Kaiwa Karaoke is showed as below. (00:48:10~00:50:20)

杉咲 花:

そんな手強い天敵、蜘蛛に、カマキリが勝つ日はくるのでしょうか？
それでも、カマキリは蜘蛛の餌になり続けるだけ？

幼くして、生存競争に敗れた兄弟たちの思いを胸に、
カマキリは誓います。
決して諦めないことを。
そして、夏の終わりに、200匹の兄弟から、過酷な冒険を勝ち抜いた一握りのカマキリがプレゼントが与えられます。

羽です。
背中に小さな羽がはいてあります。
カマキリは幼虫の時から脱皮を繰り返してきました。
これが最後の脱皮です。

最強ハンターの誕生です。
ついに上り詰めた、草原の王者の座。
羽を得て、さあ、狩りに出かけましょう！

手強った天敵も、王者の餌食となりました。

F コドモ警察/Kids Police

The conversation from Kids Police that used for Kaiwa Karaoke is showed as below. (00:11:25~00:12:25)

大沼 茂:

明日、徹底的に張り込んで、しれっと逮捕して、しれっと片付けるしかねえな!
とにかく明日は、朝から学校とその近辺を張り込みだ。

下山 武雄:

すみません、デカ長。

大沼 茂:

どうしたイノさん?

下山 武雄:

明日の朝、学校で逆上がりがありまして…

大沼 茂:

何?!

下山 武雄:

できない奴だけのテストなんですけど…

大沼 茂:

できないのか?

下山 武雄:

できる訳ないじゃないですか!

大沼 茂:

何人受けるのだ?

下山 武雄:

私一人です。

大沼 茂:

何?!

林 舞子:
見えるな、逆上がりできない姿。

国光 信:
重力がね…
特別…かかるもんね～

下山 武雄:
できないみたいに言うじゃない!

国光 信:
すみません!

大沼 茂:
どうしても休めないのか?
ナベさんは張り込みに行くために、風邪を五回もかかったぞ。

下山 武雄:
先生がすごく怖い先生なんです。

大沼 茂:
はい、わかった。
明後日以降受けなくても済むように、公園で練習してから帰れ。

下山 武雄:
分かりました。

大沼 茂:
じゃあ、他のメンバーで。