

Effects of Japanese Language Learning in Monodzukuri Style of Thai Undergraduate Students in Thailand

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Abstract

The purposes of this research were 1) to study effects of Japanese language learning in Monodzukuri style of Thai undergraduate students in Thailand and 2) to study effects of Japanese Language Proficiency Test (JLPT) of the samplings according to elective subjects. The subjects were 120 undergraduate students who enrolled in Japanese course derived from simple random sampling technique, during their second semester of 2018 academic year. The research instruments consisted of Japanese Language Proficiency Test (JLPT) which was divided into 3 parts; vocabulary and Kanji, grammar and reading, and Listening. The data were statistically analyzed by mean scores, standard deviation and percentage. The results of the study were as follows; 1) the undergraduate students' competence in Japanese Language Proficiency Test (JLPT) was at N5 level. 2) the undergraduate students' competence according to elective subject was at N4 level.

Keywords: Japanese Language, Monodzukuri Style, Thai Undergraduate Students

Introduction

Japanese language is widely learned as a foreign language by large number of students around the world. The position of Japan as one of powerful countries has been contributed to its significant role in several aspects as well as dissemination of its culture, including language, art, design, technology, fashion and cuisine. These reasons encourage students to learn Japanese language as a foreign language. Students also want to learn Japanese due to its prospect in business requirement, the desire and curiosity, intellectual stimulation, personal challenge, and cultural tolerance (Oxford and Shearin, 1991).

Japanese language education in Thailand began to be taught in a systematic way around the 1960s with support from the Japanese government. In 2010, Thai-Nichi Institute of Technology began teaching Japanese language. Afterward, public and private universities launched Japanese language courses and began Japanese language programs. Nowadays, Japanese language demand from Japanese companies in Thailand who have invested heavily in the country as well as due to increased demand for personnel who are proficient in Japanese language as the economy has expanded (Skulkru, 2007).

Furthermore, Thai-Nichi Institute of Technology focuses on Monodzukuri concept which Japanese language will be taught in this style; therefore, TNI's concept covers the following competencies: 1) Technical competency, which is the specific competency of every certain course. Every program aims their students to be practitioners and experts in applying theories, principles, concepts and technologies into their work through different teaching processes such as working in workshops, conducting projects, taking study tours and training for the entrepreneurs, inviting Thai and Japanese experts to share experiences and study tours to Japan, etc. 2) Managerial competency, TNI provides basic knowledge and skills in business administration for entrepreneurs that can be applied in the levels of individual, group and organization, therefore, TNI graduates shall have high potentials for prospect careers. 3) Language Competency, TNI concerns about significance of communication, knowledge and the exchange of knowledge and borderless technology. Therefore, TNI emphasizes language competency in speaking, reading and writing. Apart from English courses and elective courses, TNI students have language competency in English and Japanese business communication so that they can be competitive in labor market and have opportunity for continuing their further study in Japan and other countries. 4) Ethics and Human Relation competency, TNI adds teamwork concept and ethics in performing their work in every program. TNI graduates can utilize their discretion to analyze and make decision in any operation by considering principle of rightfulness and justice (Rojarayanont, 2016).

The purposes of the research

- 1) to study effects of Japanese language learning in Monodzukuri style of Thai undergraduate students in Thailand.
- 2) to study effects of Japanese Language Proficiency Test (JLPT) of the samplings according to elective subjects.

Methodology

Population and sampling

1. Population is 1,574 undergraduate students at Thai-Nichi Institute of Technology, Bangkok in the second semester of 2018 academic year.
2. Sampling is 120 TNI undergraduate students in the second semester of 2018 academic year derived from simple random sampling technique.

Research Instruments

Japanese Language Proficiency Test (JLPT) which was divided into 3 parts; vocabulary and Kanji, grammar and reading, and Listening. The duration of the test was 2 hours.

Data Analysis

The data were statistically analyzed by mean scores and standard deviation.

Results

Table 1 The result of data analysis for students' competence in Japanese Language Proficiency Test (JLPT)

Subject	Numbers of Students	N5	N4	N3	N2	N1
JPN-101	33	1	0	0	0	0
	100%	3.03	0.00	0.00	0.00	0.00
JPN-102	667	18	4	8	0	1
	100%	2.70	0.60	1.20	0.00	0.15
JPN-201	22	0	0	0	0	0
	100%	0.00	0.00	0.00	0.00	0.00
JPN-202	717	25	9	6	2	0
	100%	3.49	1.26	0.84	0.28	0.00
JPN-302	42	10	6	3	2	0
	100%	23.81	14.29	7.14	4.76	0.00
JPN-403	23	0	2	0	0	0
	100%	0.00	8.70	0.00	0.00	0.00
JPN-415	35	0	5	5	1	0
	100%	0.00	14.29	14.29	2.86	0.00
JPN-417	35	0	11	1	0	0
	100%	0.00	31.43	2.86	0.00	0.00
Total	1574	54	37	23	5	1

The table showed that the undergraduate students' competence in Japanese Language Proficiency Test (JLPT) was at N5 level. When considered in other level, it was found that the majority of the students was at N5 level (54 students), followed by N4 level (37 students), N3 (23 students), N2 (5 students), and N1 (1 student) respectively.

Table 2 The result of data analysis for students' competence according to elective subject

elective subject	majors	numbers of students	N5	N4	N3	N2	N1
JPN302	MIX	42	10	6	3	2	0
		100%	23.81	14.29	7.14	4.76	0.00
JPN403	MIX	23	0	2	0	0	0

		100%	0.00	8.70	0.00	0.00	0.00
JPN415	MIX	35	0	5	5	1	0
		100%	0.00	14.29	14.29	2.86	0.00
JPN417	MIX	35	0	11	1	0	0
		100%	0.00	31.43	2.86	0.00	0.00
Total		135	10	24	9	3	0
		100%	7.41	17.78	6.67	2.22	0.00

The table showed that the undergraduate students' competence according to elective subject was at N4 level. When considered in other level, it was found that the majority of the students was at N4 level (24 students), followed by N5 level (10 students), N3 (9 students), N2 (3 students), and N1 (0 student) respectively.

Conclusion

- 1) The undergraduate students' competence in Japanese Language Proficiency Test (JLPT) was at N5 level.
- 2) The undergraduate students' competence according to elective subject was at N4 level.

Discussion

According to the study and data analysis, the results of this study could be discussed as follows.

The undergraduate students' competence in Japanese Language Proficiency Test (JLPT) was at N5 level. It might be because the students need to practice the test to reach the expected standard because the placement test result which affect to the managing of studying and teaching Japanese language at the university level. The students who are the outcome of the Japanese language education were evaluated to be not qualifying for the expected criterion when they study in the university level. Some universities require students to undertake a Japanese intensive course and foundation course in their first year (Chirasombutti, & Kitamura, 1996).

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