

Effects of Using Authentic Materials on Japanese Listening Ability of Third Year Japanese Major Students

Chayanoot Boonprakate¹

Lecturer of Japanese Language Program,

Faculty of Humanities and Social Sciences, Thepsatri Rajabhat University

*Corresponding author Email: nookcm2000@hotmail.com

Received April 30, 2021 & Revise June 5, 2021 & Accepted June 30, 2021

Abstract

The objectives of this study were to compare the listening ability of third year Japanese major students before and after using authentic materials in Japanese Listening 2 course and to study the satisfaction of students toward implementation of authentic material in Japanese Listening 2 course. The population in this study consisted of 14 third year Thai Students majoring in Japanese who enrolled Japanese Listening 2 course in the second semester of the 2019 academic year at Thepsatri Rajabhat University. The investigation was executed forty-eight hours in sixteen weeks. The research instruments included sixteen lesson plans, five Japanese listening exercises, Japanese listening pre - posttests, and the questionnaire for analyzing the students' attitude toward authentic material used in Japanese listening training. The data were statistically analyzed by means, standard deviation and percentage. The results of this study indicated that 1) the implementation of authentic material in Japanese listening course can enhance the students' Japanese listening ability at 14.84% and 2) the students' satisfaction toward the Japanese listening practice with authentic material was high in overall ($\mu=4.56$)

Keywords: Listening Ability, Authentic materials, Japanese language

Introduction

Foreign language learning besides English language is very important and necessary, especially current global society, which is a society of information, progress, movement, and economic and cultural change. People in society has more communication for performing social and economic activities, such as trade negotiations, and information / knowledge/ science service, etc. As a result, foreign languages are the important tool for transferring feeling in order to create mutual understanding. In addition to a communicational way, foreign languages can be an approach in order to establish good relationship between the Thai people and foreigners who have different social and cultural backgrounds. Also, they can treat to each other with accurate and appropriate behavior. Office of the Basic Education Commission, Ministry of Education (2002) cited that foreign language learning courses are different from other courses because students do not only learn languages but also study these languages as the communicational apparatuses with others in many situations, such as daily life and work. As the reasons as mentioned above, Ministry of Education notices importance and addresses policies for encouraging and developing the significant foreign language learning courses, such as Chinese, Japanese, Korean, French, German, Spanish, Russia including languages in Asean countries. In order to be good performance and be recognized as the standard at the international level, teaching and learning should therefore provide students with the opportunity to use the language in communication as much as possible.



Since communication is the important function to human daily life, especially age of information or globalization, communication is beneficial to both individuals and society, provides knowledge to population, and generates a wider worldview Department of Academic Affair. Ministry of Education(2008). Therefore, language teaching should inspire learners to apply the four basic skills, which are listening, speaking, reading and writing, in real-life situations. Particularly, listening ability, which is the starting point of the learning skill and the important point of the beginning of language learning. If students have the good listening skill, the listening skill improves the increasing efficient speaking skill. For teaching management, instructors therefore should focus on students with enough and serious chances of the listening skill, which is the very important skill and the basic skill for continuously promoting other skills. If students do not understand what they listen, they are unable to communicate with others (Kannika, M. and Chansaeng, A. (2017). p. 127)

Based on previous research articles, most student have difficulty in listening to foreign languages. For example, listening to sounds does not exist or differ from their mother tongue, accentuation and tone of voice, repeated speaking, pronunciation, extrapolation, comprehension of vocabulary and accent, and both visual and audio indicator usage Hinthao, Y. (2007 , p1) refer Ur, (1984,p.11 – 21). In agreement with study of listening problems of Watthajarukiat, T *et al.*, (2014), the results show that the listener cannot control the speaker's speed and cannot predict what the speaker speak further. If the listens cannot understand the accents, they cannot translate what they hear suddenly. In addition, the vocabulary learned in class is different from the vocabulary used in everyday life. Based on the study of タナサー □ □ □ □ □ □ (2 0 0 5) cited in Saeng-Urai, T. (2012 p.5), who surveyed problems of Japanese usage in the workplaces of Thai students graduating Japanese as the major, the results demonstrate that listening and speaking problems are frequent issues of Japanese usage in the workplaces. According to our responsibility for teaching Japanese Listening 2 course with third year Thai Students majoring in Japanese in the second semester of the 2019 academic year at Thepsatri Rajabhat University, we observed students' behavior and asked students to fill questionnaires related to Japanese listening problems causing unsuccessful listening, such as native speaker speed, phrase and expression misunderstand. In addition, if students cannot capture sentences, they cannot recognize the essence of what they hear. Therefore, they cannot communicate, get bored and depression, have a poor attitude, and do not realize the importance and significance of learning of Japanese listening. As a result, academic achievement is not as good as it should be.

Based on problems as we mentioned above, we devised with a solution and believe the material media as the effective approach to improve students for learning and having experience about the language used in daily life; therefore, we studied documents and previous research describing Authentic material usage for enhancing learning management. For instance, study of Briton (2001) cited in Parupalli Srinivas Rao (2019, p. 1) stated that “Authentic materials connected learners' demand in order to establish relationship between the classrooms and the reality.”

In order to arouse students interested in learning, the instructors should employ all Authentic materials, such as newspaper, magazines, story books, movies, radio, advertising on television, music, product label , bus and train schedules, because Authentic materials play a role in stimulating learning and attracting students to learn English naturally (Parupalli Srinivas Rao, 2019, p. 1). In addition to their role as learning materials, study of Candlin (1985) cite in Warongpakorn, R *et al.*, (2016, p.19) said that “Authentic materials caused students having more learning memory because Authentic materials related between learning language like daily life and students' high motivation of study.”



We also consider previous research associated to language learning management in order to promote students' listening skill to be efficient. For example, according to study of Kannika, M. and Chansaeng, A. (2017) examined television program usage in order to develop English listening skills of grade 9 students, the results show that students had both progress and better attitude to study due to more amusement of language learning via television program. In agreement with results of Hinthao, Y. (2007), videos as learning supplements in order to increase English listening skill of the first year vocational certificate students are discovered that the variety of video formats produced for teaching and learning and Authentic video materials enabled learners to practice actual language in everyday life and helped students in order to understand the lesson easier. As a result, students are successful in learning.

Based on the principles, reasons and problems as we mentioned above, we focus on research for promoting Japanese listening skill of Third Year Japanese Major Students by using Authentic materials, so students can develop their Japanese listening skill to be more efficient.

The objectives of this study

1. to compare Japanese listening skills of Third Year Japanese Major Students at Thepsatri Rajabhat University before and after using Authentic materials in teaching and learning management in Japanese listening 2 course

- 2 . to study the satisfaction of Third Year Japanese Major Students at Thepsatri Rajabhat University to Authentic material usage in teaching and learning management in Japanese listening 2 course

Terminology definition

1. Listening ability is listening to understand the importance of the content what they hear, to understand and to interpret the content measured from the listening skills practice and a listening skill test created by the researchers

2. Authentic materials are audio media or images and sounds that are actually used in everyday life. The researchers selected to use as media for teaching and learning, such as music CDs, DVD cartoons including online media such as advertising clips, television news, and television programs.

Conceptual framework

1. The variable is Authentic materials usage in teaching and learning management in Japanese listening 2 cours

- 2 . The dependent variable is Japanese listening skill and attitude of students to teaching and learning management with Authentic materials usage Authentic materials usage



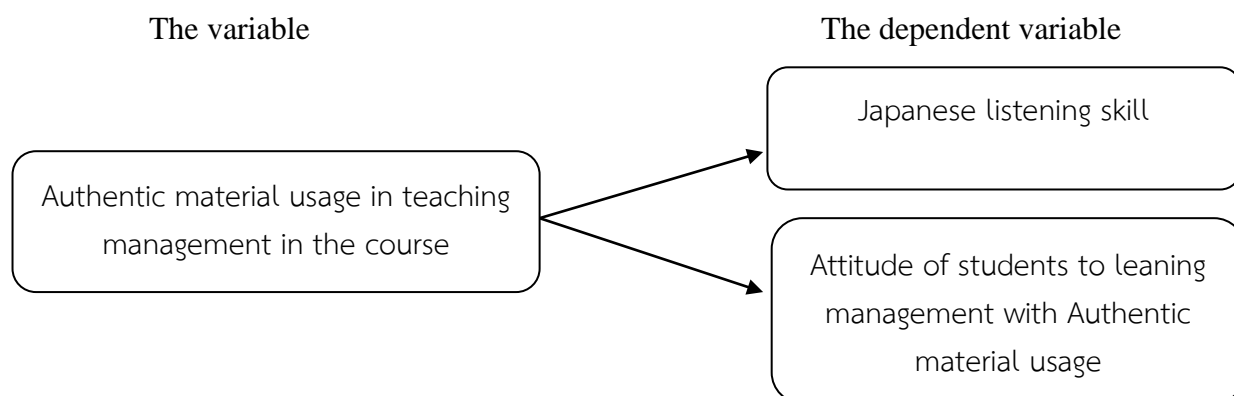


Figure 1. Conceptual framework

The subjects in this study consisted of 14 persons of Third Year Japanese Major Students at Thepsatri Rajabhat University, who enrolled Japanese listening 2 course in the second semester in academic year 2019.

Research duration

The total research duration was 16 weeks, and the research was conducted for 10 weeks with three hours a week. The total research hours employed were 48 hours excluding testing hours in the second semester in academic year 2019.

Research scope

This study was an experimental research using Authentic materials as audio media or images and sound used in daily life, such as audio CDs, cartoon DVDs including online media, such as advertising clips, news on television, short-time television program. In this study, we chose contents, vocabularies, Idioms and grammar appearing at Pre-Intermediate and Intermediate. Levels.

The tools used in this study

1 Activity plans in order to develop Japanese listening skills using Authentic materials for different types of listening consisted of Japanese music listening, Japanese advertising listening, Japanese cartoon listening, and Japanese short-news clip listening. In this study, there were 16 plans, which designed for 3 hours. Therefore, the total time for learning 16 plans was 48 hours. Each plan was composed of objectives, activities for enhancing Japanese listening skill, evaluation measurement, Authentic materials, and activity worksheet. After students finished each plan, they were graded in order to measure the accurate content understand, the correspondence between the quality of the activity plan and the learning objectives by 3 experts, and Index of Item – Objective Congruence (IOC), which is equal to 1.00 for all items.

2 Japanese listening skill test using Authentic materials consisted of 50 items, which was 4 choices per item. So, the total scores were 50 points. Japanese listening skill test was examined the correspondence between Japanese listening skill test and the learning objectives by 3 specialists and was determined Index of Item – Objective Congruence (IOC). The points of IOC were 0.67 – 1.00, and Japanese listening skill test was re-examined again with 15 persons of Forth Year Japanese Major Students at Thepsatri Rajabhat University. The Difficulty was 0.5 – 0.83, and Discrimination was 0.33 or higher. The Reliability calculated from KR-20 formula was 0.82.

3 The student satisfaction assessment form to Authentic materials had 5 items, the answer was an approximation scale using a 5-level Likert Scale, which was the highest, high, medium, low, and minimal. The student satisfaction assessment form was re-examined with 15 persons of Forth Year Japanese Major Students at Thepsatri Rajabhat University. The



Reliability of The student satisfaction assessment form was 0.85. The criteria for determining the scores are as follows:

- 5 points mean students having the highest satisfaction to Authentic materials.
- 4 points mean students having high satisfaction to Authentic materials.
- 3 points mean students having medium satisfaction to Authentic materials.
- 2 points mean students having low satisfaction to Authentic materials.
- 1 points mean students having minimal satisfaction to Authentic materials.

Data collection

1 The students were tested Japanese listening skill before using Authentic materials in the course, and scores were compared with the average scores of students re-tested after using Authentic materials in the course.

2 The research was conducted learning management according to 16 activity plans for improving Japanese listening skill using Authentic materials in the second semester, Academic year 2019.

3 The students were examined Japanese listening skill after using Authentic materials, and the scores were compare with the average scores of Japanese listening skill before using Authentic materials.

4 The students had to fill the student satisfaction assessment form to learning management using Authentic materials.

5 According to objectives of research, we collected data for statistical analysis.

Data analysis

1 The Japanese listening scores, which were compared between before and after using Authentic materials, were displayed descriptively as means (μ) \pm standard deviation (σ).

2 The scores originated from the student satisfaction assessment to Authentic materials were displayed descriptively as means (μ) \pm standard deviation (σ), which were divided to 5 rating scales (Sirichai Pongwichai, 2008), and the interpretation of the results is as follows:

Means, which were between 4.51 - 5.00 were equal to the highest student satisfaction assessment.

Means, which were between 3.51 – 4.50 were equal to the high student satisfaction assessment.

Means, which were between 2.51 – 3.50 were equal to the intermediate student satisfaction assessment.

Means, which were between 1.51 – 2.50 were equal to the low student satisfaction assessment.

Means, which were between 1.00 – 1.50 were equal to the minimal student satisfaction assessment.

Results

The objectives of this study were 1) to compare Japanese listening skill of Third Year Japanese Major Students at Thepsatri Rajabhat University before and after using Authentic materials in learning management in the second semester, Academic year 2019 and 2) to observe the student satisfaction of 14 persons of Third Year Japanese Major Students at Thepsatri Rajabhat University using Authentic materials for learning management. The research was conducted for 10 weeks and 3 hours a week. Therefore, the total research duration was 30 hours. The conclusions of the result analysis were as follows:



1. The Japanese listening ability scores of Third Year Japanese Major Students at Thepsatri Rajabhat University before and after using Authentic materials in learning management

2. The results of the student satisfaction of Third Year Japanese Major Students at Thepsatri Rajabhat University, who enrolled in Japanese listening 2 course, to Authentic materials in learning management

The results of data analysis

1. The comparisons of Japanese listening skill of Third Year Japanese Major Students at Thepsatri Rajabhat University between before and after Authentic material usage in learning management in Japanese listening 2 course.

We analyzed scores from Japanese listening skill tests of Third Year Japanese Major Students at Thepsatri Rajabhat University in order to calculate means (μ), standard deviation (σ), and the different scores of before and after Authentic material usage in learning administration. The Japanese listening skill compared results are shown in Table 1.

Table 1 The scores of Japanese listening skill before and after Authentic material usage in learning management

Participant no.	Scores before research experiments (50 คะแนน)	Scores after research experiments (50 คะแนน)	Progress
1	22	30	8
2	25	33	8
3	18	23	5
4	9	15	6
5	15	20	5
6	10	17	7
7	17	25	8
8	17	23	6
9	12	18	6
10	15	25	10
11	22	33	11
12	28	37	9



13	14	22	8
14	18	25	7
Means	17.29	24.71	7.42
Standard deviation	5.48	6.50	1.78

Based on Table 1, the results show that the mean after Authentic material usage in learning management was 24.71, which was higher than the mean before research experiments. The results reflected that Japanese listening skill of Third Year Japanese Major Students was improved

Table 2 The comparison of Japanese listening skill of Third Year Japanese Major Students before and after Authentic material usage in learning management in Japanese listening 2 course

Treatment	N	μ	σ	Progress	progress percentage
Before research experiments	14	17.29	5.48		
After research experiments	14	24.71	6.50	7.42	14.84

According to Table 2, we concluded that Authentic material usage in learning management in Japanese listening 2 course enhanced their Japanese listening skills. In other words, Japanese listening skill of Third Year Japanese Major Students increased 14.84%. The average Japanese listening skill scores before and after Authentic material usage in learning management were 17.29 and 24.71, respectively; as a result, the difference of these two scores was 7.42.

2. The student satisfaction of Third Year Japanese Major Students to Authentic material usage in learning management in Japanese listening 2 course was shown in Table 3.

Table 3 Conclusion of study results of the student satisfaction to Authentic material usage in learning management in Japanese listening 2 course

Item	μ	σ	Satisfaction level
1. You think you had improved Japanese listening skill after you practiced with Authentic materials.	4.57	0.51	highest
2. You think you caught the points and understood the contents, which you heard, after you practiced with Authentic materials.	4.29	0.73	high
3. After you practiced with Authentic materials, the materials enhanced your Japanese listening skill in order to know the rhythm, intonation, tone of the speaker, and native speaker accent.	4.64	0.50	highest
4. After you practiced with Authentic materials, the materials increased your Japanese listening skill about phrases and natural idiom.	4.79	0.43	highest
5. You think your Japanese listening skill was developed.	4.50	0.52	High



Total	4.56	0.38	highest
-------	------	------	---------

Based on Table 3, students had satisfaction in order to practice Japanese listening skill using Authentic materials in learning management. The means with standard deviation were displayed in parenthesis ($\mu \pm \sigma$). The overall of the student satisfaction was at the highest level (4.56 ± 0.38). When we investigated each item, the results demonstrate that the most average mean was listening practice using Authentic materials promoting Japanese listening skill about phrases and natural idiom (4.79 ± 0.43), followed by listening practice using Authentic materials in order to understand the rhythm, intonation, tone of the speaker, and native speaker accent (4.64 ± 0.50), the ability of Japanese listening skill after students practiced with Authentic materials (4.57 ± 0.51), students think their Japanese listening skill was developed (4.50 ± 0.52), students think students caught the points and understood the contents, which they heard, after students practiced with Authentic materials (4.29 ± 0.73), respectively.

Discussion

According to the results in this study, the discussions of Authentic material usage for promoting Japanese listening skill of Third Year Japanese Major Students were as follows:

1. According to compared study of ability of Japanese listening skill of Third Year Japanese Major Students before and after Authentic material usage in learning management in Japanese listening 2 course, the results show that Authentic materials used in Japanese listening 2 course increased their Japanese listening skill. Possibly, Authentic materials, which we selected in the course, aroused and stimulated the interest of students. Also, Authentic materials not only provided a chance to students to be trained their Japanese listening skill like daily life but also caused students to be familiar and learn Japanese language faster. In agreement with study of Parupalli Srinivas Rao (2019), the results demonstrate that Authentic materials used for teaching English language are the tools for the instructors and have primary role in order to encourage student participation in language learning. Particularly, Authentic materials help students both see the picture and hear the sound. For example, listening of Japanese advertising and Japanese cartoon containing illustration may support student in order to understand events and to predict contents from what they see, compared to only what they hear. As the reasons as mentioned above, students can improve Japanese listening skill. In agreement with study of Hinthao, Y. (2007), the results show that after they use the video tutorial, students have increased ability of English listening skill. Like the video tutorial used in English teaching course, Authentic material usage in Japanese listening course promote students' Japanese listening skill. The results were in agreement with a report that shows Authentic material usage for promoting abilities of reading and writing skills of grade 9 students Warongpakorn, R *et al.*, (2016). In addition to study of Warongpakorn, R *et al.* (2016), students using Authentic materials extend their ability of reading skill after employing these materials. In other words, after they apply Authentic materials in course, the increased capacity of reading is 22.83%. The overall picture is at good level, and the overall picture of reading and writing talent is at good level. These results are in agreement with study of Wamta, N. (2011), which studied about using collaborative reading strategies with Authentic materials in order to enhance English reading comprehension and in order to motivate professional certificate students. Based on results of Wamta, N.'s study (2011), students, who occupy collaborative reading strategies with



Authentic materials, have higher reading knowledge and more stimulation in English reading, compared to before the experiments.

2. From the student satisfaction of Third Year Japanese Major Students to Authentic material usage in Japanese listening 2 course, the results suggest that students satisfied Japanese listening practice using Authentic materials in learning management. The overall picture of the student satisfaction was at the highest level, and the mean was 4.56. Possibly, students were interested to Japanese listening study using Authentic materials in learning management because these materials are the media in everyday life, such as Japanese music, Japanese advertising, Japanese movies, and Japanese cartoons. Students are joyful with listening study when using Authentic materials. In addition, students can actually use language in terms of phrases and natural idiom, in agreement with study of Khot-Hanam, T and Boriboon, P. (2016). Their results cite movie clip usage for progressing English listening and speaking skills of students, so students have a good learning, increasing ability of listening, and improving capacity of speaking. Moreover Authentic material usage helps students in order to learn the rhythms, tones, accents of native speakers. Similarly, study of Pongsupon, S. (2008) support that students can recognize sounds, tell the meaning of the word, and follow the instruction after instructors use music for teaching.

Conclusions and suggestions

The aims of this study were 1) to compare listening ability of Third Year Japanese Major Students before and after Authentic material usage in learning management in Japanese listening 2 course in the second semester, Academic year 2018 and 2) to observe the student satisfaction of Third Year Japanese Major Students to Authentic materials in learning management in Japanese listening 2 course. The data was analyzed for comparing Japanese listening capability before and after Authentic material usage. The results show that students increased their Japanese listening skill with 14.84%; in addition, students satisfied Japanese listening practices using Authentic materials in learning management. The overall picture of the student satisfaction was at the highest level ($\mu=4.56$).

Based on results in this study, we believe that students should practice listening skill with Authentic materials for enhancing Japanese listening accomplishment. Instructors also should focus on language format and natural idiom used in Japanese society.

Suggestions for further research

1. Researchers should compare efficiency of listening practices using Authentic materials and other types of practices, which affect to listening skill development of students.

2. Researchers should compare other Authentic material types in order to improve or be suitable for developing other language skills, such as reading, speaking, and writing.

References

- Department of Academic Affair. Ministry of Education. (2002). **The Basic Education Core Curriculum Year 2001. Foreign Language Manual**. Bangkok: Ministry of Education
- Department of Academic Affair. Ministry of Education. (2008). **The Basic Education Core Curriculum Year 2008**. Bangkok: Ministry of Education



- Wattthajarukiat, T., Chatupote, M. and Sooksrimuang, P. (2014). Listening Difficulties and Strategy use by university Students. **Srinakharinwirot Research and Development (Journal of Humanities and Social Sciences)**, 6 (11)
- Saeng-Urai, T. (2012). The Assessment of Listening and Speaking capability of Graduates who work in Japanese company. **Japan Foundation Journal**. 9 Sep 2012.
- Khot-Hanam, T and Boriboon, P. (2016). The Development of English Learning Activities by Using Movie Clips to Enhance Listening and Speaking Abilities for Mathayom Suksa 5 Students. **Journal of Curriculum and Instruction**. 8(23).
- Kannika, M. and Chansaeng, A. (2017). Developing of English Listening Skills for Mathayomsuksa 3 Students by Using Television Programs. **Journal of Roi Et Rajabhat University**. 11(2).
- Hinthao, Y. (2007). **The Use of Video to Enhance English Listening Ability of First-Year Higher Certificate Vocational Students at Lopburi Technical College**. Master Thesis. Bangkok: Srinakharinwirot University.
- Warongpakorn, R., Intoon, S. and Intaya, Y. (2016). Using Authentic Materials to Develop Reading and Writing Abilities of Mathayom Suksa3 Students. **Journal of Graduate Research**. 7(1).
- Pongwichai, S. (2008). **Statistical Data Analysis using Computer**. Bangkok: Chulalongkorn University.
- Pongsupon, S. (2008). Effects of Using Song to Develop Preschool Children's Listening Skills. **Kasetsart Educational Review**. 24(2)
- Wamta, N. (2011). **Use of collaborative strategic reading and authentic materials to promote English reading comprehension and motivation among higher vocational certificated students**. Master Thesis. Chiangmai University
- Parupalli Srinivas Rao. (2019). The Effective Use of Authentic Materials in the English Language Classrooms. **International Journal of Arts, Science and Humanities**, 7(1).

