

**AN ANALYSIS OF SECONDARY STUDENTS' NEEDS, WANTS,
AND PROBLEMS TOWARD JAPANESE LANGUAGE COURSE
OF NAWAMINTHARACHINUTHID HORWANG
NONTABURI SCHOOL**

PARICHART THONGRUANGSUKSAI

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Thesis
entitled

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AN ANALYSIS OF SECONDARY STUDENTS' NEEDS, WANTS, AND PROBLEMS
TOWARD JAPANESE LANGUAGE COURSE OF NAWAMINTHARACHINUTHID
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ABSTRACT

This study aimed to investigate needs, wants, and problems of grade 10 to 12 students in the Arts-Japanese program at Nawamintharachinuthid Horwang Nonthaburi school. Needs analysis theory was employed and the mixed methods of quantitative and qualitative research were used in the study. The participants were 106 students, three teachers, and five alumni. The research instruments were questionnaires, focus group interviews, and semi-structured interviews. The results show that all three groups of participants (students, teachers, and alumni) reported that listening skill seemed to be the largest problem. Both students and teachers agreed that the largest problem for content was grammar. Listening and reading were the students' highest needs. All three groups of participants wanted the objectives of the Japanese language course to prepare the students to be fluent in the four basic language skills. Speaking was the skill that the students most wanted, whereas the teachers and the alumni thought that all language skills were high-level wants. The students wanted vocabulary to be emphasized, while the teachers felt that content designed to prepare students for the Professional Aptitude Test of Japanese (PAT 7.3) should be emphasized. It was found that the students were interested in Japanese culture. In order to make the course answer all students' needs and wants, the listening, speaking and reading skills, vocabulary, grammar, and content for taking the entrance examination (PAT 7.3) should be emphasized. In addition, it is recommended that games or Japanese cultural items that the students are interested in (anime, songs, movies, food, and fashion) should be provided in class and used as teaching material during class in order to increase students' interest and make the class more interesting.

KEY WORDS: NEEDS/PROBLEMS/WANTS//JAPANESE LANGUAGE LEARNING

199 pages

การศึกษาปัญหา ความต้องการ และความจำเป็นในการเรียนภาษาญี่ปุ่นของนักเรียนชั้นมัธยมศึกษาตอนปลายสายศิลป์-ญี่ปุ่น โรงเรียนนวมินทราชินูทิศ หอวัง นนทบุรี

AN ANALYSIS OF SECONDARY STUDENTS' NEEDS, WANTS, AND PROBLEMS TOWARD
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คณะกรรมการที่ปรึกษาวิทยานิพนธ์: สุมิตรา สุวรรณ์เดชา Ph.D., ทรงศรี สรณสถาพร, Ph.D.,
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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัญหา ความต้องการ และความจำเป็นในการเรียนภาษาญี่ปุ่นของนักเรียนชั้นมัธยมศึกษาตอนปลาย สายศิลป์-ญี่ปุ่น โรงเรียนนวมินทราชินูทิศ หอวัง นนทบุรี โดยใช้ทฤษฎีการวิเคราะห์ความต้องการจำเป็น รวมทั้งวิธีการศึกษาทั้งในเชิงปริมาณและเชิงคุณภาพ กลุ่มตัวอย่างคือนักเรียนชั้นมัธยมศึกษาตอนปลาย สายศิลป์-ญี่ปุ่นจำนวน 106 คน อาจารย์สอนภาษาญี่ปุ่น จำนวน 3 คน และศิษย์เก่าที่กำลังศึกษาวิชาภาษาญี่ปุ่นในระดับมหาวิทยาลัย จำนวน 5 คน เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถาม การสัมภาษณ์กลุ่ม และการสัมภาษณ์เชิงโครงสร้าง ผลการวิจัยพบว่า กลุ่มตัวอย่างทั้ง 3 กลุ่มมีความเห็นว่าทักษะการฟังมีปัญหามากที่สุด นักเรียนและอาจารย์มีความเห็นว่าเนื้อหาด้านไวยากรณ์มีปัญหามากที่สุด นักเรียนมีความต้องการจำเป็นในทักษะการฟังและทักษะการอ่านมากที่สุด กลุ่มตัวอย่างทั้ง 3 กลุ่มต้องการให้การเรียนการสอนภาษาญี่ปุ่นมีวัตถุประสงค์เพื่อให้สามารถฟัง พูด อ่าน เขียนภาษาญี่ปุ่นในระดับขั้นพื้นฐานได้ นักเรียนต้องการให้นั้นทักษะการฟังมากที่สุดในขณะที่อาจารย์และศิษย์เก่าต้องการให้นั้นทุกทักษะ นักเรียนต้องการให้นั้นเนื้อหาด้านคำศัพท์ในขณะที่อาจารย์เห็นว่านักเรียนต้องการให้นั้นเนื้อหาภาษาญี่ปุ่นสำหรับการสอบเข้ามหาวิทยาลัย และนักเรียนมีความสนใจในวัฒนธรรมญี่ปุ่น การศึกษาครั้งนี้พบว่าควรเน้นทักษะการฟัง การพูด และการอ่าน เนื้อหาด้านคำศัพท์ ไวยากรณ์ และเนื้อหาภาษาญี่ปุ่นสำหรับการสอบเข้ามหาวิทยาลัย เพื่อให้คอร์สวิชาภาษาญี่ปุ่นตอบสนองต่อความต้องการและความต้องการจำเป็นของนักเรียน รวมทั้งการนำเกมส์ และสื่อที่เกี่ยวข้องกับวัฒนธรรมญี่ปุ่นมาปรับใช้เพื่อเพิ่มความสนใจของนักเรียนที่มีต่อการเรียนการสอนภาษาญี่ปุ่น

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CHAPTER I

INTRODUCTION

1.1 Background and rationale of the study

Studying Japanese is popular in many countries. A survey on Japanese language education abroad (Japan Foundation, 2009) reveals that since 1979, the number of students, teachers, and institutions engaged in the study of Japanese have been increasing. As of 2009, Japanese language education was carried out in 133 countries with 3,651,232 of students, 14,925 institutions, and 49,803 teachers. The survey in 2009 also shows that the number of students, institutions, and teachers increased by 22.5 percent, 9.4 percent and 12.4 percent respectively when compared with the year 2006. Furthermore, it reveals that the total number of Japanese language students in East Asia and Southeast Asia amounted to nearly three million, making up 81.9 percent of the total. The following figures (Figures 1.1, 1.2, and 1.3) show the trends for the number of Japanese language students, teachers, and institutions.

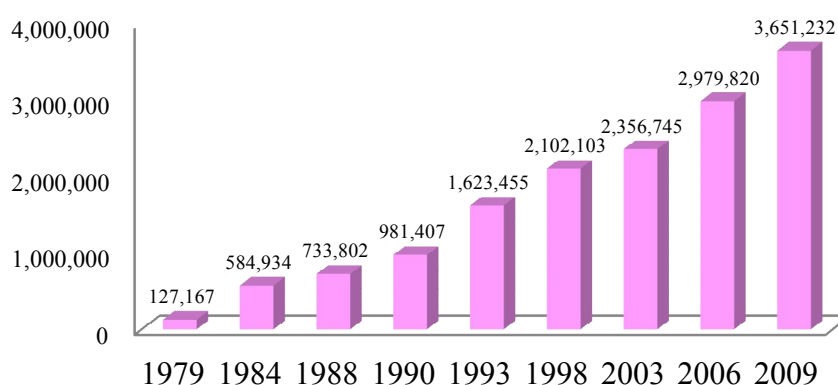


Figure 1.1 Number of students

Taken from Japan Foundation (2009:2)

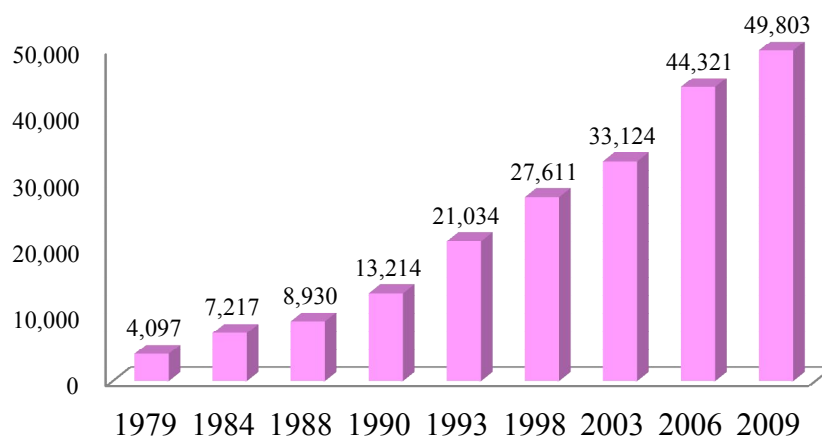


Figure 1.2 Number of teachers
Taken from Japan Foundation (2009:2)

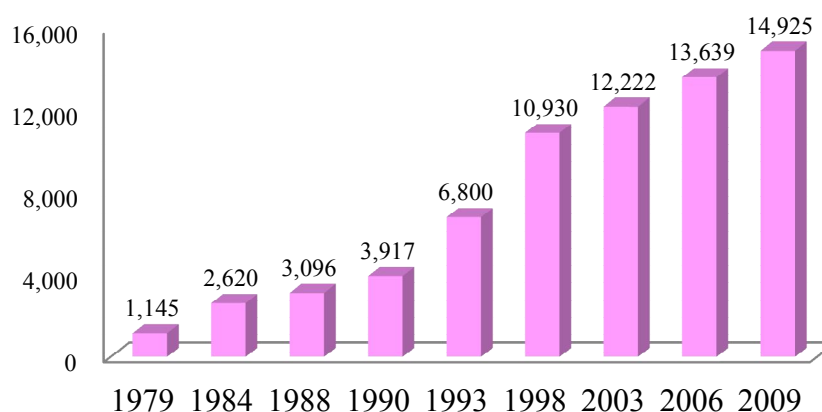


Figure 1.3 Number of Institutions
Taken from Japan Foundation (2009:2)

The survey on Japanese language education abroad (2003) shows the number of Thai students was 39,789 while, in the year 2006 and the year 2009, the figures increased to 71,083 and 78,802 respectively (Japan Foundation, 2003; 2006; 2009). The number of Thai students in the year 2009 ranked seventh after Korea, China, Indonesia, Australia, Taiwan, and U.S.A. (Japan Foundation, 2009). This reflects the popularity of Japanese language study in Thailand and the world. Figure 1.4 shows the number of Thai students studying Japanese in the years 2003, 2006, and 2009.

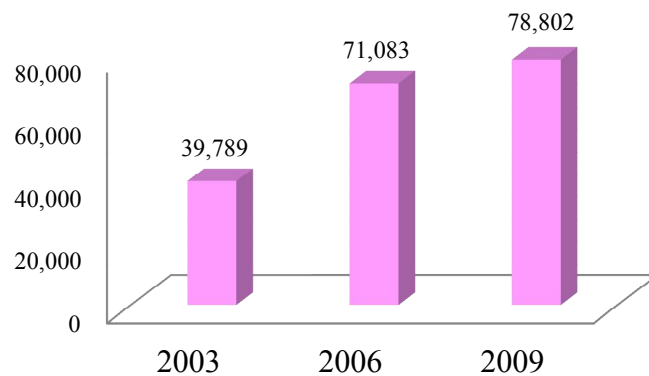


Figure 1.4 Number of Thai students

Japanese is one of the most popular foreign languages in Thailand (Kaewkitsadang, 2008). Nowadays, Japanese is widely taught not only in Bangkok but also in other provinces of Thailand at both the secondary level and the university level. The Japan Foundation reveals that Japanese is taught in 258 secondary schools, 99 universities, and 30 non-academic institutions in Thailand (Japan Foundation, 2009).

Thailand and Japan have had a long-term relationship lasting many years. This has led to foreign aid, business, and cultural exchanges. First, Japan supports Thailand. For example, the Official Development Assistance (ODA) offers grant assistance for Grassroots Human Security Projects, technical assistance, and yen loans, assistance for flood disaster in Thailand, and assistance for academic collaboration (Embassy of Japan in Thailand, 2011). Second, the Board of Investment of Thailand (2011) reported that Japan was in the first rank in 2010 with the most capital investment in Thailand, investment which increased by 35 percent over 2009. Finally, Thais have become more familiar with Japanese culture because they have been introduced to this culture through food, fashion, and entertainment (movies, drama, anime, music, and games), which are now popular among Thais (Sattayanurak, 2005; Naranong, 2009). To conclude, Japan is a big foreign aid donor to, an important investor in, and a culture influence on Thailand.

More importantly, since the Association of Southeast Asian Nations' economic integration (ASEAN) will enter into effect in 2015, ASEAN community has relations not only with ASEAN countries but also with other countries such as the People's Republic of China, the Republic of Korea, and Japan. This grouping is

known as ASEAN Plus Three (APT); the cooperation of this body covers the areas of food and energy security, financial cooperation, trade facilitation, disaster management, people-to-people contacts, narrowing the development gap, rural development and poverty alleviation, human trafficking, labor movement, communicable diseases, environment and sustainable development, and transnational crime, and counter-terrorism (the Association of Southeast Asian Nations, 2012). This reflects the important role of Japan in ASEAN countries including Thailand.

Japanese has been taught at Borpitpimuk school in Thailand since 1934 (Chirasombutti, 2007). It has been taught at Thammasat University and Chulalongkorn University since 1965 and 1966 respectively (Chirasombutti, 2007; Sitasuwan, 2008). Since 1987, Japanese has been available as a major in other universities and has spread to other sectors of Thai society including secondary schools. It also has been taught for specific purposes in business and tourism (Chirasombutti, 2007). Furthermore, Japanese has been on the entrance examination since 1998 (Sitasuwan, 2008). In addition, the basic education core curriculum of Thailand (2008) includes Japanese as a foreign language. The curriculum states that:

“The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English, while for other foreign languages, e.g., French, German, Chinese, Japanese, Arabic, Pali and languages of neighbouring countries, it is left to the discretion of educational institutions to prepare courses and provide learning management as appropriate.” (Ministry of Education’ 2008:252)

Furthermore, Chirasombutti (2007) found that Japanese language study was deep-rooted in Thailand because Thammasat University and Chulalongkorn University, two prestigious universities in Thailand, established Japanese language teaching at the master’s degree level. In 2007, Chulalongkorn University established the Master of Arts Program in Japanese as a Foreign Language; while at the basic education level, learners can study Japanese beginning in grade seven. Since Japan is influential in Thailand in a wide range of areas, Japanese has been gaining importance; for this reason it has been included in the curriculum of many Thai schools. It is essential for teachers to ensure that the course content meets students’ needs and that they be given strong basic knowledge of Japanese, which will help students to further

their studies and in their future careers. To achieve such a goal, it is necessary to conduct a needs analysis to find students' needs, wants, and problems in Japanese before designing a course.

Hutchinson and Waters (1987) states that any course should be based on an analysis of learners' needs. Dudley-Evans and St. John (1998) add that needs analysis is not only useful for language teaching, Language for Specific Purposes, and English for Specific Purposes but is the cornerstone of English for Specific Purposes and is necessary to produce a focused course. It is also the central element in basic planning for general language courses (Richards, 1990:2) In addition, the process of curriculum development in language teaching consists of needs analysis, goal setting, syllabus design, methodology, and testing and evaluation (Richards, 1990). Needs analysis can be used for many different purposes in language teaching which are as follows (Richards, 2001):

1. To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student.
2. To help determine if an existing course adequately addresses the needs of potential students.
3. To determine which students from a group are most in need of training in particular language skills.
4. To identify a change of direction that people in a reference group feel is important.
5. To identify a gap between what students are able to do and what they need to be able to do.
6. To collect information about a particular problem learners are experiencing.

Graves (2000) also discusses the role of needs analysis in course development, saying that it can help learners to reflect on their learning, to identify their needs, and to gain awareness and control of their own learning. Moreover, it can set up learning as a dialogue between teacher and learners and among learners.

Because of the expanding influence of Japan on the economics and culture of many countries, Japanese language teaching has been the subject of higher demand both in Thailand and other countries. Thailand is one country that includes Japanese

language courses in its educational system. In curriculum or syllabus design, conducting a needs analysis on the needs and wants of learners is important, and it should be done as a preliminary step as its results will be useful in constructing an effective Japanese language course. Conducting a needs analysis can help reveal data about the learners which can be used to identify their needs and wants in their present and future situations. It is also important to find if the course provides practical knowledge for students in order that it can serve as a guideline for developing Japanese courses as a major in the future.

1.2 Statement of the problems

Many studies and theses have been conducted about Japanese language teaching; these can be classified as follows: research at the university level focusing on error analysis (Na ranong, 2003, 2006), attitudes towards Japanese language study (Silapachai, 1995), language learning strategies (Na Nakornpanom, 2005), beliefs about language learning (Phonlabuttra, 2008), Japanese language learning behavior (Krutmuang, 2001), teaching methods (Charoenpit & Onawatt, 1989), teaching culture (Gomaratut, 2005), problems in Japanese language education (Aungtrakul, 2009), and developments in Japanese language education (Rakarin, 2002). At the secondary level, research has been conducted on Japanese language teaching materials (Rangsombon, 2006; Suknoi, 2007; Chakrabandhu, 2009), comprehension in Japanese language learning (Karnnim, 2006), and a survey of the needs of Japanese language students (Methapisit et al., 2003).

Since there has been only one study that focused on a survey of the needs of Japanese language students in order to help educators to understand the needs of learners and provide results that are useful for curriculum planning at the university level, it is useful to conduct a needs analysis for Japanese in secondary schools because the results of the survey on Japanese language education abroad (2009) reveals that Japanese language study in Thailand has been the subject of higher demand not only in universities but also in secondary schools. More importantly, “needs analysis makes sure the course meets the learners’ needs” and “to neglect them

is to run the risk of producing a course that does not meet the needs of its users” (Nation & Macalister, 2010:32).

Nawamintharachinuthid Horwang Nonthaburi school has offered Japanese since 1995. The course has been taught for six periods per week (1 period = 50 minutes) from grade 10 to 12 in the Arts-Japanese program. There are three Thai teachers teaching Japanese. The researcher had an informal interview with the teachers and found that there were three main problems concerning Japanese language teaching: students’ skills, content, and time. Firstly, the students had problems in listening, speaking, and reading. They cannot remember vocabulary perfectly and the difficulty of writing Kanji characters bores them. Secondly, some students cannot keep up with the content because they have to study new content while they still do not clearly understand old content. The accumulation of what students do not understand causes them to lose interest or neglect their study of Japanese. Moreover, it has been found that the course syllabus does not provide a sufficient basis for taking the Professional Aptitude Test of Japanese (PAT 7.3) in order to enter the university. Thirdly, the time for studying Japanese is not sufficient. In addition, some students do not want to study in the Arts-Japanese program but have to study in this program because their cumulative grades from grade 9 are not high enough for them to enter their preferred program in grade 10. Finally, the school has never conducted a student needs.

Needs analysis is a necessary part in constructing a curriculum (Brown, 1995). It is a current approach in language curriculum development (Richards, 1984) and should be carried out as the first step in order that a course outline, materials and other resources can be set before a course begins (Dudley-Evans & St. John, 1998). Jordan (1997) also points out that a needs analysis should be the initial stage for designing syllabuses, courses, materials, and selecting teaching and learning methods. It serves three purposes in the development of language curriculum as follows (Richards, 1990):

1. It provides a method for getting wider input into the content, design and implementation of a language program through the association of learners, teachers, administrators and employers in the process of planning.

2. It identifies the needs for general or specific language which can be employed in developing goals, objectives and content for a language program.

3. It gives information for reviewing and evaluating an existing program.

As needs analysis is a basic process when establishing a general language course (Richards, 1990), it is very important to conduct one before any course because what needs analysis mainly focuses on is the goals and content of a course. Moreover, needs analysis examines what the learners already know and what they need to know. It also ensures that the course will contain relevant and useful things to learn (Nation & Macalister, 2010). Therefore, the process of needs analysis can lead to an effective language course and satisfy the needs of the learners. The aims of this study are to analyze students' needs, wants and problems in Japanese language learning. The results will be used to solve problems and develop a course in order to meet the students' needs.

1.3 Purposes of the study and research questions

The purposes of this study are to investigate students' needs, wants and problems in Japanese in grades 10 to 12. The students are enrolled in the Japanese language course in the Arts-Japanese program at Nawamintharachinuthid Horwang Nonthaburi school. The study also attempts to investigate the views of students and teachers on students' needs, problems, and wants in Japanese.

The following are the research questions for this study:

1.3.1 To what extent do students have problems in studying Japanese?

1.3.2 To what extent do students need Japanese in their studies?

1.3.3 What purpose, content and methodology do students want in their Japanese language course?

1.4 Significance of the study

1.4.1 The findings will provide information on students' needs, problems and wants in Japanese.

1.4.2 The results can make teachers aware of students' needs, problems, and wants in Japanese.

1.4.3 The findings can be used as a guideline for developing an effective Japanese language course that meets the needs of students.

1.4.4 The findings can provide some suggestions for teachers before they design the Japanese course.

1.5 Conceptual framework for the study

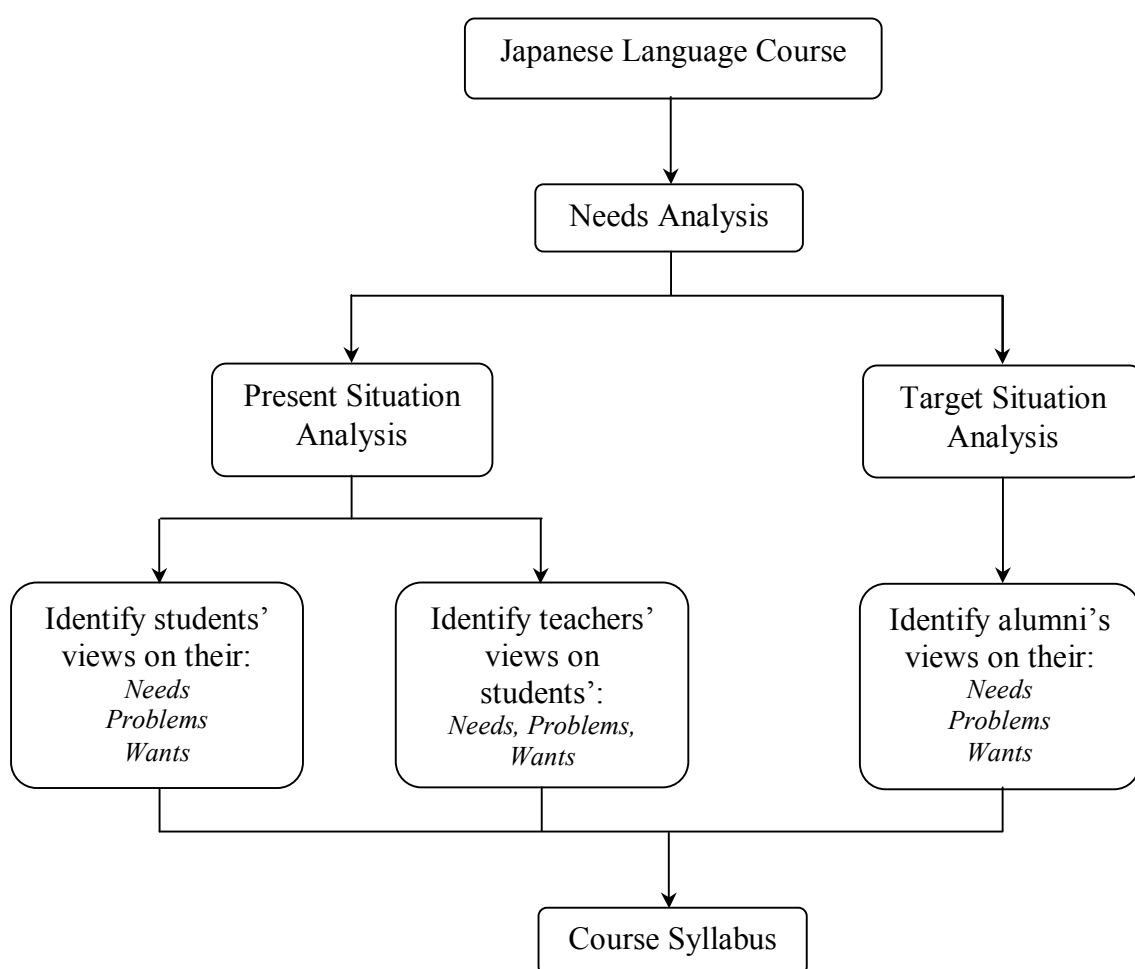


Figure 1.5 Conceptual framework model for the study

The conceptual framework for this research employed two concepts of the needs analysis approach, which are “Present Situation Analysis” and “Target Situation

Analysis”. The researcher investigated the students’ target situation and learning needs by using both approaches. This double focus can identify students’ needs, wants, and problems and this information can be used as a guideline for the improvement of the Japanese language course. The “Target Situation Analysis” identifies learning goals (necessities, lacks and wants) from alumni. The “Present Situation Analysis” investigates students’ strengths and weaknesses in language, skills, and learning experience (Dudley-Evans & St. John, 1998) from students’ and teachers’ views. The information was collected by means of questionnaires, focus group interviews and semi-structured interviews. Then, the information from students in grades 10, 11 and 12 was analyzed in order to determine their viewpoint. The final result can be utilized in adapting the Japanese language course to meet the students’ needs.

1.6 Limitations of the study

1.6.1 This study focused on grades 10, 11, and 12 students in the Japanese language course in the Arts-Japanese program at Nawamintharachinuthid Horwang Nonthaburi school during the 2011 academic year.

1.6.2 The analysis of this study is based on the respondents’ opinions which were collected by means of questionnaires, focus group interviews, and semi-structured interviews.

1.7 Definitions of terms

Needs Analysis refers to the procedure of the identification of general and specific language needs which can be addressed in developing goals, objectives, and content in a language program. The data obtained focus on the learners, teacher, goals and expectations and instructional resources (Richards & Rogers, 1986).

Needs refers to what the students of Nawamintharachinuthid Horwang Nonthaburi have to know in order to succeed in their Japanese course in the Arts-Japanese program.

Wants refers to what the students of Nawamintharachinuthid Horwang Nonthaburi want to learn in the Arts-Japanese program.

Problems refer to the difficulties the students of Nawamintharachinuthid Horwang Nonthaburi have in learning Japanese in the Arts-Japanese program.

Japanese language course refers to the course that is taught in grades 10, 11, and 12 at Nawamintharachinuthid Horwang Nonthaburi school.

Students refers to grade 10 to 12 students in the Arts-Japanese program at Nawamintharachinuthid Horwang Nonthaburi school.

Teachers refers to teachers at Nawamintharachinuthid Horwang Nonthaburi school who teach Japanese in the Arts-Japanese program.

Alumni refers to graduates of Nawamintharachinuthid Horwang Nonthaburi who are studying Japanese at the university level.

1.8 Conclusion

This chapter has introduced needs analysis as an essential procedure in Japanese language course design at Nawamintharachinuthid Horwang Nonthaburi school. It has shown that the analysis of students' needs, wants, and problems can lead to the development of an effective course and can meet the language needs of students. This chapter has presented the background, the significance, the purposes, a statement of the problem, the limitations, and a definitions of terms. The following chapter will be a literature review of related research.

CHAPTER II

LITERATURE REVIEW

The objectives of this study were to examine students' needs and problems in the study and use of Japanese, and their wants regarding the Japanese course (purpose, content, teaching methodology, materials, time, and teacher). This chapter presents a review of the literature concerning Japanese language curriculum in the Arts-Japanese program, needs analysis, and some previous related research. The review of related literature is divided as follows:

- 2.1 Japanese language curriculum in the Arts-Japanese program
 - 2.1.1 Strands and learning standards for the Japanese course
 - 2.1.2 The organization of the Japanese course
 - 2.1.3 The objectives of the Japanese course
- 2.2 Needs analysis
 - 2.2.1 Definition of needs analysis
 - 2.2.2 Types of needs analysis
 - 2.2.3 Approaches to needs analysis
- 2.3 Related research
 - 2.4.1 Related research/studies conducted in Thailand
 - 2.4.2 Related research/studies conducted in other countries

2.1 Japanese language curriculum in the Arts-Japanese program

This section provides information related to the Japanese language course at Nawamintharachinuthid Horwang Nonthaburi school and is divided into:

- 2.1.1 Strands and learning standards in the Japanese course
- 2.1.2 The organization of the Japanese course
- 2.1.3 The objectives of the Japanese course

2.1.1 Strands and learning standards in the Japanese course

The strands and learning standards in the Japanese course in the Arts-Japanese program at Nawamintharachinuthid Horwang Nonthaburi school are based on the strands and learning standards for foreign languages from the basic education core curriculum of Thailand (2008) which is divided as follows:

Strand 1: Language for communication

Standard F1.1: Understanding and capacity for interpreting what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

Standard F1.2: Possessing language communication skills for effective exchange of data and information; efficient expression of feelings and opinions.

Standard F1.3: Ability to present data and information, concepts and views on various matters by speaking and writing.

Strand 2: Language and culture

Standard F 2.1: Appreciating relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places.

Standard F 2.2: Appreciating similarities and differences between language and culture of native speakers and Thai speakers, and capacity for correct and appropriate use of language.

Strand 3: Language and relationship with other learning areas

Standard F 3.1: Using foreign languages to link knowledge with other learning areas and as foundation for further development, to seek knowledge and widen one's world view.

Strand 4: Language and relationship with community and the world

Standard F 4.1: Ability to use foreign languages in various situations in school, community and society.

Standard F 4.2: Using foreign languages as basic tools for further education, livelihood and exchange of learning with the world community (Ministry of Education, 2008:21-22).

2.1.2 The organization of the Japanese course

The Japanese course in the Arts-Japanese language program at Nawamintharachinuthid Horwang Nonthaburi school consists of six subjects which are Japanese 1, Japanese 2, Japanese 3, Japanese 4, Japanese 5, and Japanese 6. Japanese 1 and 2 are taught in grade 10, Japanese 3 and 4 are taught in grade 11, and Japanese 5 and 6 are taught in grade 12. Each subject receives three credits. The students study Japanese for 120 hours per semester (20 weeks). The details are given in the following table:

Table 2.1: The organization of the Japanese course

Level	Subject	Code	Credits	Time (hours)	Weeks
Grade 10	Japanese 1	Jpn31201	3	120	20
	Japanese 2	Jpn31202	3	120	20
Grade 11	Japanese 3	Jpn32201	3	120	20
	Japanese 4	Jpn32202	3	120	20
Grade 12	Japanese 5	Jpn33201	3	120	20
	Japanese 6	Jpn33202	3	120	20

2.1.3 The objectives of the Japanese course

The objectives of the Japanese course at each level are given in Table 2.2 as follows:

Table 2.2: The objectives of the Japanese course

Level	Subject	Objectives
Grade 10	Japanese 1, Japanese 2	<ol style="list-style-type: none"> 1. Students should know all types of Japanese alphabets. 2. Students should have basic Japanese communication skills and should be able to communicate in basic Japanese. In terms of speaking, students should be able to apply basic Japanese to different situations, such as making a request, expressing opinions, as well as asking and answering questions. As for reading, the students should be able to read words, sentences, and short passages. 3. Students should understand the differences between Thai and Japanese culture. 4. Students should participate in cultural activities properly in order to enhance awareness of importance of Japanese among the students, which should in turn encourage them to improve their language proficiency through various channels. 5. Students should be able to communicate in different situations properly and be able to adapt or relate the knowledge gained from this course to other subjects.
Grade 11	Japanese 3, Japanese 4	<ol style="list-style-type: none"> 1. Students should have intermediate Japanese language skills and should be able to use more advanced Japanese to handle daily conversations in more varied situations, such as an exchange of ideas, self-expression, an offer of assistance, explanation, and discussion of various issues.

Level	Subject	Objectives
Grade 11	Japanese 3, Japanese 4	<ol style="list-style-type: none"> Students should be able to read a variety of more complex passages, to interpret various passages and transfer their ideas by using their own words. Students should be able to understand cultural and linguistic differences in Thailand and Japan. Students should participate in cultural activities in accordance with their interests in order to raise their awareness of the importance of Japanese and should be able to utilize their knowledge to improve themselves and their society. Students should carry out their learning through different media both at school and outside the classroom. Students should be able to make the content of the course beneficial or relevant to other subjects.
Grade 12	Japanese 5, Japanese 6	<ol style="list-style-type: none"> Students should have advanced Japanese skills and should be able to use more complex skills to communicate in daily conversations. They also should be able to create conversations in Japanese, describe, analyze, summarize and discuss given texts. Students should be able to read a variety of more complex passages. Students should be able to see differences between Thai and Japanese culture. Students should participate in cultural activities in accordance with their interests, using Japanese effectively, so that they can contribute to social development in the future.

2.2 Needs analysis

This section provides information related to needs analysis and is divided into:

- 2.2.1 Definition of needs analysis
- 2.2.2 Types of needs analysis
- 2.2.3 Approaches to needs analysis

2.2.1 Definition of needs analysis

Needs analysis is becoming increasingly more important in the world of globalization and shrinking resources (Long, 2005). As second and foreign language teaching has become a major international enterprise (Richards, 1985), one of its central characteristics is the careful investigation of learner needs as a prerequisite for effective course design (Long, 2005). Although needs analysis is “largely a trivial and useless activity, it is increasingly seen as the logical starting point in language program development” (Richards, 1984:5). Normally, teachers have informally conducted needs analysis for years in order to assess what students need in terms of what language points need to be learned (Brown, 1995). Needs analysis was introduced in India in the 1920s. The focus and scope of needs analysis have changed; early needs analysis was mainly for English for Occupational Purposes (EOP). Then, it focused on English for Academic Purposes (EAP) and more recently includes general language learning (West, 1994). The term of “needs” is an umbrella term which has many distinct meanings in practice (Hutchinson & Waters, 1987). Many types of “needs” have been proposed: necessities, demands, wants, likes, lacks, deficiencies, goals, aims, purposes, and objectives (Jordan, 1997). Other terms have also been used to describe needs: subjective, perceived and felt, target situation/goal-oriented and learning, process-oriented and product-oriented (Dudley-Evans & St John, 1998). Needs analysis has been defined by many scholars in many different ways and it can be concluded that:

Needs analysis is the procedure of investigation and identification of a learners’ or a group of learners’ current and future specific language needs (Brumfit & Roberts, 1983; Richards & Rodgers, 1986; Brindley, 1989), including their expectation of language use and present level of language competency (Richards,

1985). In addition, it investigates target language needs in terms of what particular aspects of the target language need to be learned (Brumfit & Roberts, 1983). The information can be gathered from various sources, which are from learners, teachers, learners' present level of language proficiency, goals and expectations of teachers and learners, instructional resources and societal expectations (Richards, 1985; Richards & Rodgers, 1986). The results of needs analysis can be used as the basis for curriculum development, developing goals and objectives, materials, teaching activities, content, testing, selecting suitable syllabi and appropriate teaching methods, determining course content, determining course length, grouping learners, establishing intensity and duration (Brumfit & Roberts, 1983; Richards & Rodgers, 1986; Nunan, 1988b; Brown, 1995).

In conclusion, needs analysis is an important procedure which should be considered as the first step when designing any language course. Making use of the results of a needs analysis ensures that a course will be relevant and satisfying to the learners (Nation & Macalister, 2010), and that such a course will fulfill learners' needs and help to develop the curriculum.

2.2.2 Types of needs analysis

Needs have been classified into various types by many practitioners. Each term represents "a different philosophy or education value, and merits careful thought" (Dudley-Evans & St John, 1998:123). Types of needs are described as academic needs and job needs (Mackay, 1978), target-centered and learner-centered (Bloor, 1984), target needs and learning needs (Hutchinson & Waters, 1987) objective needs and subjective needs (Nunan, 1988a, 1988b, 1999; Brindley, 1989), product-oriented and process-oriented (Brindley, 1989), and felt needs and perceived needs (Berwick, 1989).

Mackay (1978) states that academic needs relate to the requirements in using English for further academic study, such as medical students requiring English for the purpose of understanding lectures or reading textbooks in English. Job needs relate to the requirements for using English in a particular job such as technicians requiring English for working on a project in which English is used.

Bloor (1984) suggests that target-centered indicates the attempts to specify learners' needs in language skills or linguistic knowledge in order to perform adequately in target language situations. Learner-centered is the analysis of what the learners can do at the beginning of the course and what problems they have. In addition, it analyzes what skills the learners have that help them to learn well.

Many scholars have described subjective needs (Brindley, 1989; Nunan, 1988a, 1988b, 1999), felt needs (Berwick, 1989), and process-oriented needs (Brindley, 1989), which are often known as wants or desires; these needs are derived from the learners themselves and are concerned with the specification of teaching methodology. The cognitive and affective needs of the learner provide information which reflects learners' perceptions, goals, priorities, confidence, attitudes and expectations. Objective needs (Nunan, 1988a, 1988b, 1999; Brindley, 1989), perceived needs (Berwick, 1989) refer to needs that do not require learners' views and attitudes but only factual information about learners such as personal data, language proficiency, language use in the target situation, their current language proficiency, and language difficulties. In addition, product-oriented needs (Berwick, 1989) are educational gaps in learners' experience. The analysis of objective needs results in specification of content, and selecting or planning a suitable syllabus.

In conclusion, Dudley-Evans and St. John (1988) conclude that objective and perceived needs are derived by outsiders from facts, from what is known and can be verified. Subjective and felt needs are derived from insiders and correspond to cognitive and affective factors. This means that "to be able to follow instructions accurately" is an objective/perceived need and "to feel confident" is a subjective or felt need. Product-oriented needs derive from the goal or target situation and process-oriented needs derive from the learning situation.

According to Hutchinson and Waters (1987), target needs refer to what the learner needs to do in the target situation. They say that target needs include necessities, lacks and wants. Necessities are what the learner has to know in order to function effectively in the target situation. The learner needs to know the linguistic features which are used in target situation. However, it is not enough to identify only necessities. It is important to know what the learner already knows in order that the course designer can determine which necessities the learner lacks. Lacks refers to the

gap between the existing proficiency of the learners and the target proficiency. Wants deals with learners' perceptions of needs or what the learners want or feel they need. The learners' perceived wants should not be ignored though learners' views are different from those of other parties such as course designers, sponsors and teachers. Learning needs refers to what the learner needs to do in order to learn. This need focuses on how the learner learns language items from the beginning to the end in order to perform effectively in the target situation. The learners' motivation, skills, knowledge and strategies are used in the process of learning.

Nation and Macalister (2010) define necessities, lacks, and wants by explaining that:

Necessities refers to what is necessary in the learners' use of language. For example, do the learners have to write answers to exam questions?

Lacks refers to what the learners lack. For example, are there aspects of writing that were not practiced in their previous learning?

Wants refers to what the learners wish to learn.

They also suggest another way to describe needs: classifying the information received into present knowledge and required knowledge, and objective and subjective needs, in which lacks fit into present knowledge, necessities fit into required knowledge, and wants fit into subjective needs. In addition, they suggest that "information about objective needs can be gathered by questionnaires, personal interviews, data collection (for example, gathering exam papers or textbooks and analyzing them), observation (for example, following a learner through a typical day), informal consultation with teachers and learners, and tests. Subjective needs are discovered through learner self-assessment using lists and scales, questionnaires, and interviews" (Nation & Macalister, 2010:25).

2.2.3 Approaches to needs analysis

Many practitioners have categorized needs analysis into various approaches each of which has a different purpose. Following is an overview of approaches to needs analysis including target-situation analysis, present-situation analysis, strategy analysis, deficiency analysis, means analysis, and language audits.

2.2.3.1 Target-situation analysis

The term “target-situation analysis” was first used by Chambers (1980). West (1994:8) says that it is “the most common form of needs analysis is devoted to establishing the learners’ language requirements in the occupational or academic situation they are being prepared for”. Robinson (1991) states that target situation analysis is a needs analysis that focuses on students’ needs at the end of the course. The best-known framework for target-situation analysis was proposed by Munby whose approach and model “have been very influential: either developments have stemmed from his work, or as a result of reactions to it” (Jordan, 1997:23-24).

Munby (1982) presented a model that is related to communicative syllabus design. Munby’s model is made up of seven elements which are: participants, communicative needs processor, profile of needs, meaning processor, language skills selector, linguistic encoder, and communicative competence specification. The element which is the core of his model (Jordan, 1997), which has been referred to by various practitioners (Songhori, 2008) is called the Communication Needs Processor (CNP); this processor “take(s) account of the variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other.” (Munby, 1982:32).

Munby (1982) explains that the model uses two sets of parameters, *a priori* and *a posteriori*. The *a priori* includes purposive domain, setting, interaction, and instrumentality. The *a posteriori* includes dialect, target level, communicative event, and communicative key. Information provided by the learners’ answers to the first set of parameters are recorded and these answers provide relevant and necessary input to put the second set of parameters into operation. Then, the final result from these parameters will be used as the profile of the communication needs of the learners. According to Songhori (2008), the outcome of processing the data processing by using Munby’s model is what Hutchinson and Waters (1987:55) define as “what the learner has to know in order to function effectively in the target situation”. In addition, Hutchinson and Waters (1987:59-60) report that the analysis of the target situation needs “is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the

learning process” (Hutchinson & Waters, 1987:59). They also present a target situational analysis framework which includes a list of questions to which the course designer needs to find the answers to analyze target needs:

- 1) Why is the language needed?
- 2) How will the language be used?
- 3) What will the content areas be?
- 4) Who will the learner use the language with?
- 5) Where will the language be used? And
- 6) When will the language be used?

Although Munby’s model is very well-known, it has been criticized by analysts. West (1994) classifies its shortcomings under four headings: complexity, learner -centeredness, constraints, and language. *Complexity* means that the model is inflexible, complex, and time-consuming. *Learner-centeredness* refers to the fact that the model is not learner-centered (Nunan, 1988b), that the starting point of this model may be the learner but the model collects data “about” the learner rather than “from” the learner and it “fails to provide the sort of subjective information which is at the heart of the learner-centred procedures for curriculum design” (Nunan, 1988b:24). Munby contends that *constraints* should be considered after the needs analysis procedure but many analysts feel that these practical constraints should be considered at the start of the needs analysis process. Munby fails to provide a procedure for converting the learner profile into a *language* syllabus,

Dudley-Evans and St. John (1988) suggest that Target Situation Analysis includes objectives and perceived and product-oriented needs. In addition, the analysis of target situation needs is concerned with language use and it can tell us what people do with language (Hutchinson and Waters, 1987).

2.2.3.2 Present-situation analysis

This approach, which Hutchinson and Waters (1987) call Learning Situation Analysis, was proposed by Richterich and Chancerel (Jordan, 1997). Robinson (1991:8) says that this approach to need analysis “seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses”. Dudley-Evans and St. John (1998:124) comment that “Present Situation Analysis estimates strengths and weaknesses in language skills and

learning experiences”. Richterich and Chancerel (1980) state that this approach places the learner in the central position. Moreover, they believe that language needs analysis is the most favorable way of finding a compromise and deciding on the contributions of the various stakeholders; this type of needs analysis provides a forum for discussions negotiation between learners and teaching establishments and user-institutions. The identifying of needs that focus on the learner in a systemic approach “consist(s) of constructing a learning project and finding the compromise by means of which he could institutionally and socially fulfil it” (Richterich & Chancerel, 1980:6). This type of needs analysis is concerned with collecting, processing and using information which allow the learner to find his or role in the institution and in society. The basic sources of information that is collected from the learners, the teaching establishment, and the user-institution can be collected at different levels, in different fields, at various degrees of precision and at different times.

McDonough (1984:14) says that Present Situation Analysis involves “fundamental variables”. The variables involved in course construction were categorized by Peter Strevens (1979, quoted in McDonough, 1984): *variables which are community-controlled* including cultural restrictions, organizational and physical limits and possibilities, teacher training standards, sociolinguistic attitudes and expectations, and educational framework, *variables which are teacher-controlled* including syllabus design, methodology, and materials evaluation and production, *learner variables* including reasons for learning, attitudes, expectations, age, proficiency, and educational level. In practice, practitioners want information from both TSA and PSA. Thus, the best analysis is obtained from a combination of these two approaches (Jordan, 1997).

2.2.3.3 Strategy analysis

Strategy analysis mainly focuses on learning strategies (West, 1994) and does not involve only methods of teaching, but also methods of learning. That means to determine the preferred learning styles and strategies of students (Jordan, 1997). The areas involved in strategy analysis are the preferences for group size, amount of homework, learning in/out of class, learning styles, correction preferences, use of audiovisual sources, and method of assessment (West, 1994).

In addition, Jordan (1997) points out that Allwright was a pioneer in this area of analysis. The process starts from perceptions of learners' needs in their own terms. Allwright makes a distinction between needs, wants and lacks: "needs" are the skills which a learner sees as being relevant to him/herself, "wants" are those needs that the learner puts first in priority under the constraint of time, "lacks" refers to the difference between the learner's present competence and the desired competence.

2.2.3.4 Deficiency analysis

This approach focuses on the learners' present needs/wants and the requirements of the target situation (Allwright, 1982, quoted in West, 1994). West (1994) points out that this approach starts from the target situation. Then, the curriculum is constructed around the gap between the present abilities of the learners and the needs of the situation in which they will find themselves at the end of the training program. He also suggests that this approach includes two central components: (a) an inventory of potential target needs expressed in terms of activities and (b) a scale that is used to establish the priority that should be given to each activity.

2.2.3.5 Means analysis

Jordan (1997) feels that the most important point in the development of needs analysis is to adapt a language course to the local situation or to accommodate what the constraints are, for example, cultural attitudes, resources, materials, equipment and methods. The purpose of means analysis is to avoid teaching methods which are culturally inappropriate in the local situation (Jordan, 1997). Furthermore, means analysis looks at "the environment in which a course will be run" and it is an "acknowledgement that what works well in one situation may not work in another" (Dudley-Evans & St. John, 1998:124-125). It involves a study of the local situation, including such factors as teachers, teaching methods, students and facilities, in order to see how the course can be implemented. According to West (1994), other scholars argue that course designers should consider how a syllabus can be implemented in the local situation instead of thinking about constraints. Holliday (1984, quoted in West, 1994) lists four principal steps in means analysis: observing lessons, taking random notes on all significant features; using the notes to construct a

report on the lesson to form the basis of discussion with the teacher; reviewing all the original notes and drawing out significant features common to all observations; and constructing a communicative device, such as a chart or diagram, that expresses the findings.

2.2.3.6 Language audits

Language audits are large-scale surveys carried out by a country, a company or an organization. This approach is different from other approaches in its scale. While needs analysis determines different needs of learners in groups or as individuals, language audits determine the language training requirements of a company, country or professional sector and it can be seen as a strategy or policy document. It describes what language ought to be learned, for what reason, by how many people, to what level, in what type of institution, by what methods and at what cost. It also provides data about the current state of language needs in the sector. A language audit is conducted so that a policy or strategy can be developed and be carried out over an extended period of time (West, 1994).

2.3 Related research/studies

The following are some related studies conducted both in Thailand and other countries.

2.3.1 Related research/studies conducted in Thailand

Many studies have been conducted on needs analysis with different scopes and focuses. A study carried by Methapisit and others (2003) focused on a Japanese course. They did a survey of the needs of Japanese language students in secondary schools in Thailand. This survey was conducted in order to help educators to understand the needs of learners and the results were useful for curriculum planning at the university level. The instrument used was questionnaires containing questions about different aspects of students' needs for Japanese: (1) reasons for learning Japanese, (2) interest in Japan, (3) the difficulties in learning Japanese, (4) their need to continue studying Japanese at the higher education level, (5) their reason to

continue/ not to continue studying Japanese, (6) the subjects they wanted to take and (7) their aims after graduation.

The results showed that students learned Japanese because they liked it and they were interested in Japanese culture. The most difficult aspect in learning Japanese was “Kanji” characters since the make-up of each character is very complicated, since there is confusion in the order in which strokes should be made when writing, and since one character can be read in various ways. Grammar was ranked as the second area of difficulty. Fully 80% of students wanted to continue studying Japanese at the higher education level. The reasons were that they liked Japanese and wanted to develop their language skills. Moreover, they wanted to communicate with Japanese people and use with the language in their future careers. On the other hand, students who do not want to continue studying Japanese reported that Japanese was too difficult and it was not relevant to the subject they wished to study. The two subjects that students most wanted to take were Japanese for tourism and Japanese for translation and interpretation. After graduation, they wanted to run their own businesses, to work in international organizations and private companies and to be translators/interpreters.

Other research studies related to needs analysis can be divided into studies conducted in secondary schools (Samawathdana, 2009) and in universities (Wanasiree, 1985; Chirapan, 1987; Uraisakul, 1988; Khamnungsook, 1989; Koetpo-kha, 1994; Khemateerakul, 1996; Singto, 1997; Sai-ngam, 2010). These studies focused on the English used in the academic field except for a study on Korean used for business purposes (Sai-ngam, 2010). The purposes of these studies were to investigate students’ needs, problems, and wants in their language learning in an academic context; two of these studies also proposed an ESP course or course syllabus (Koetpo-kha, 1994; Singto, 1997).

The methodology used in all of these studies was quantitative, using questionnaires (Wanasiree, 1985; Chirapan, 1987; Khamnungsook, 1989; Koetpo-kha, 1994; Khemateerakul, 1996; Naruenatwatana, 2001;) except for one study which used both quantitative and qualitative methods: questionnaires, focus group/structured-/semi-structured interviews (Uraisakul, 1988; Singto, 1997; Samawathdana, 2009; Sai-Ngam, 2010). These needs analysis studies obtained information mainly from

students and teachers (Chirapan, 1987; Uraisakul, 1988; Khamnungsook, 1989; Koetpo-kha, 1994; Khemateerakul, 1996; Singto, 1997; Naruenatwatana, 2001) except for one study which obtained information only from students (Wanasiree, 1985). On the other hand, Samawathdana (2009) and Sai-Ngam (2010) collected data not only from students and teachers but also from employees (Sai-Ngam, 2010), administrators, alumni, and parents (Samawathdana, 2009).

The findings of a research study focusing on secondary students reveal that the students have problems with speaking and writing. They need to improve all four communicative skills and they want to be able to use English mainly for academic purposes (Samawathdana, 2009). In addition, the findings of research studies focusing on university students reveal that the course should emphasize a mixture of academic and general language use (Wanasiree, 1985; Chirapan, 1987; Uraisakul, 1988; Khamnungsook, 1989; Naruenatwatana, 2001;). Two other studies reported that the course needed to emphasize the academic and occupational areas (Koetpo-kha, 1994, Singto, 1997). In addition, reading was the skill most needed by the students (Wanasiree, 1985; Uraisakul, 1988; Naruenatwatana, 2001; Singto, 1997) and translating skills are also required (Koetpo-kha, 1994). The problems skills are speaking (Wanasiree, 1985; Uraisakul, 1988; Chirapan, 1987; Koetpo-kha, 1994), listening (Wanasiree, 1985; Koetpo-kha, 1994; Khemateerakul, 1996; Sai-Ngam, 2010), writing (Chirapan, 1987; Koetpo-kha, 1994), and translating (Koetpo-kha, 1994). The micro skills of reading textbooks and manuals and speaking with native-speaking English lecturers were viewed as difficulties (Singto, 1997).

From a review of those studies, it can be concluded that students had problems with all four language skills. Secondary students need all language skills but university students need reading the most. Secondary students want to use English for academic purposes; on the other hand, university students need the course to emphasize the use of language for general, academic and occupational purposes.

2.3.2 Related research/studies conducted in other countries

Edwards (2000) conducted a business English course for German officials at the German Central Bank. The course aims and objectives were determined by a personal interview and by needs analysis. The needs analysis consisted of general

questions about the students' past learning and future objectives. The important aim of the course was to improve student's spoken English used in business meetings, negotiations and presentations. The course also aimed to improve report-writing skills, the ability to read short articles related to banking, and the ability to understand to native speakers in meetings. The course was designed with a multi-layered syllabus which consisted of functions, topics, and vocabulary. Furthermore, the course was supplemented by various existing authentic materials and relevant topic-based activities. In order to meet students' required language objectives, the researcher provided various kinds of activities for the students. For example, deductive presentation of material, communicative information-gap and opinion-gap exercises, short articles dealing with economics or banking, cloze tests for vocabulary or guessing the meaning of new vocabulary based on the context. The course was evaluated by test results, discussions, interviews and informal means. This course satisfied the bank's own language department and it was extended indefinitely.

Khan (2007) surveyed the learning needs of students in Pakistani state boarding schools (PSBS). The aim of the study was to assess the learning needs of secondary level students and to find if these needs can be met by using Communicative Language Teaching as a language teaching method. The participants in this study were students and teachers from six PSBS institutions. The instruments used were questionnaires and informal telephonic conversations. The findings indicated that the learning needs and learning styles of students supported the adoption of Communicative Language Teaching. Most students studied English in order to succeed in their future professional life. The areas of present and future language use were in academic purposes and their future job. Most of them wanted to improve their speaking. They wanted a classroom with lots of learning activities, pair work or group work, games and projects. Their learning style preference was solving problems and getting information for themselves. Teachers had a favorable attitude to the communicative approach.

Woznial (2010) carried out a study to analyze the language needs of French mountain guides at the French National Skiing and Mountaineering School.

The purpose of this needs analysis study was to indicate what the language needs of French mountain guides were and what type of “English” should be taught. The participants in this study were three expert mountain guide and 56 novice mountain guides. The instruments for collecting data were unstructured interviews, a questionnaire and non-participant observation of the final exam. The results showed that French mountain guides used English extensively in their profession. Most of them used English in a French context and this had implications as to which type of English should be taught when designing the language training scheme. Thirty-nine novice guides had no experience in attending English for Specific Purposes courses but almost all of them felt that mountain guides should have proficiency in mountaineering English. Speaking was more frequently used than writing. The vast majority of respondents agreed that mountain guides had to be able to interact in basic English and in good English.

Two of the above needs analyses about the occupational use of English have been conducted (Edwards, 2000; Wozniak, 2010). Another needs analysis was conducted with the secondary students about their use of English for academic purposes (Khan, 2007). The studies reveal the different needs of the respondents regarding English language use. The senior German bankers need listening, speaking, and writing (Edwards, 2000); the French mountain guides’ English language use in a French context indicates what type of English should be taught to the guides in order to meet their needs (Wozniak, 2010); and the secondary students’ needs to improve their speaking and their preference for learning activities in classroom were revealed in another study (Khan, 2007).

2.4 Conclusion

Need analysis is an important feature in English for Specific Purposes courses (ESP), English for Academic Purposes (EAP), and adult education courses (Graves, 2000). This chapter presented a review of the literature which is related to needs analysis. It discussed the meaning, types, and approaches to needs analysis. Other related research was also reviewed. Chapter Three will present the research methodology used in this study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology used in the study. The purpose of this study was to investigate the needs, wants, and problems of the students taking a Japanese course. This chapter consists of the research design, population and participants, research instruments, reliability and validity, data collection procedures, and data analysis.

3.1 Research design

The research methodology used in this study made use of quantitative and qualitative techniques. The quantitative data was collected by using questionnaires to find factual information and opinions from students, teachers and alumni. Detailed data were collected by employing qualitative methods: informal interviews with teachers and students, focus group interviews with students, and semi-structured interviews with teachers and alumni. The research design can be illustrated as follows:

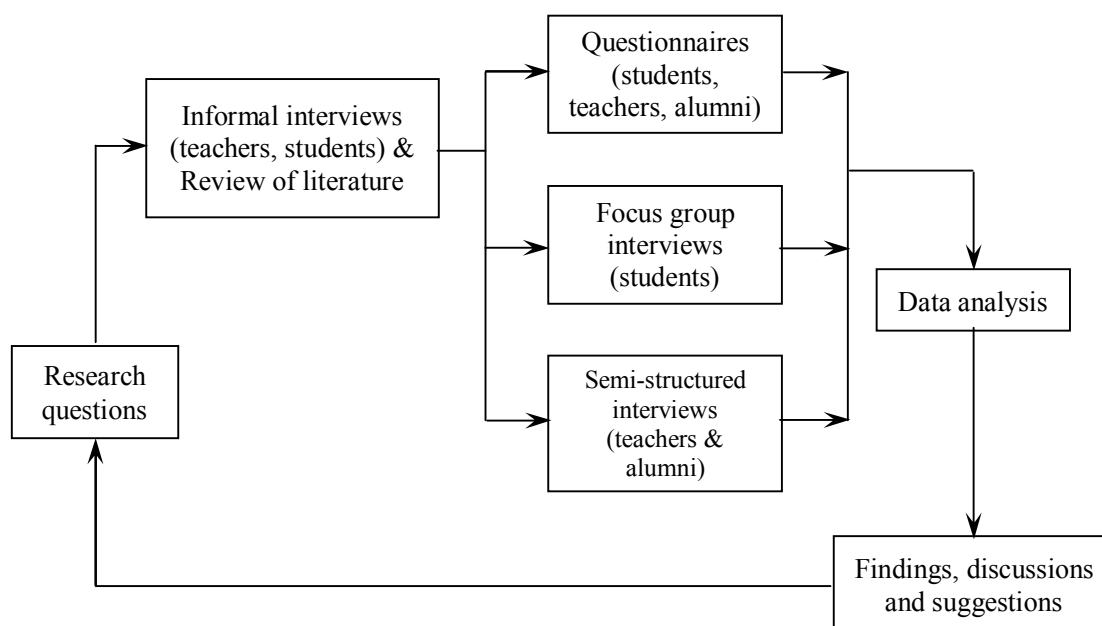


Figure 3.1 Research design

3.2 Population and participants

The population in this study consisted of three groups: students, teachers, and alumni. Details of the population follow:

1. All students in grades 10-12 who were enrolled in the Arts-Japanese program in the academic year 2011 at Nawamintharachinuthid Horwang Nonthaburi school.
2. All teachers who taught in the Arts-Japanese program in the academic year 2011 at Nawamintharachinuthid Horwang Nonthaburi school.
3. Alumni who had graduated from the Arts-Japanese program at Nawamintharachinuthid Horwang Nonthaburi school and were studying Japanese at university.

All Students and teachers were included in this study. The researcher used alumni that could be contacted and who were available for this study.

1) Students

The total number of the subjects was 126 students. This included 44 grade 10 students, 41 grade 11 students, and 41 grade 12 students. All

students were asked to fill out questionnaires. In order to get in-depth information, two students from each level in grades 10-12 (total: six students) were selected to participate in focus group interviews.

The criteria for selecting subjects for focus group interviews were as follow:

- Students who were enrolled in the academic year 2011.
- Students whose aims were to study in the Arts-Japanese program.
- Students who did not want to but had to study in the Arts-Japanese program.
- Students who were willing to participate and who were available for the interviews.

2) Teachers

The total number of subjects was three Thai teachers. They were asked to fill out questionnaires. All teachers were selected for semi-structured interviews in order to get in-depth information.

3) Alumni

The participants were five students from different universities in Bangkok and Chonburi. All students were first-year students. Two students were in the Faculty of Humanities and Social Science of Burapha University. Two students were in the Faculty of Humanities of Srinakharinwirot University and Kasetsart University. The last one was studying at the Thai-Nichi Institute of Technology. Four alumni were majoring in Japanese while the one at the Thai-Nichi Institute of Technology was enrolled in the Faculty of Business Administration (Japanese). The alumni were asked to fill out questionnaires and they were asked to attend the semi-structured interviews conducted by the researcher.

The criteria for selecting subjects for the semi-structured interviews were as follow:

- Alumni who had graduated from the Arts-Japanese program at Nawamintharachinuthid Horwang Nonthaburi school.
- Alumni who were studying Japanese in the university.
- Alumni who were willing to participate and who were available for the interviews.

3.3 Research instruments

There are two formal methods for gathering information when doing a needs analysis; by questionnaires and by structured interviews (Mackay & Mountford, 1978). The methodology of this study included quantitative and qualitative methods. The instruments employed in this study are questionnaires, focus group interviews, and semi-structured interviews.

3.3.1 Quantitative instruments

McMillan and Schumacher (2001) mentions that qualitative research presents statistical results represented with numbers and is concerned with choosing subjects, data collection techniques (questionnaires, observations, or interviews), and procedures for collecting information and procedures for implementing treatments. Quantitative methods use some type of instrument or device to get numerical indices that correspond to characteristics of the subjects. Furthermore, the results of a study will be accurate, weak, or biased depending on the quality of the measurement. The quantitative instruments in this study were questionnaires which were distributed to students, teachers, and alumni. Parts 2, 3, 4, and 5 of the questionnaires for students, teachers, and alumni were similar.

3.3.3.1 Questionnaires

Questionnaires are one of the most common instruments used and have the benefit of enabling a researcher to collect information about the affective dimension of teaching and learning, for example, beliefs, attitudes, motivation, and preferences (Richards, 1994, 2001). The advantages of questionnaires are that they are easy to prepare and can be used with a large number of participants (Richards, 2001)

and can collect a large amount of information on students' needs (Brown, 1995). In addition, McMillan and Schumacher (2001) add that questionnaires can ensure anonymity and they are economical. In this study, three questionnaires were used, one each with students, teachers and alumni.

1) Questionnaire for students

This questionnaire consisted of five main parts, which are as follow:

- (1) Sociodemographic information about the students.
- (2) The students' opinions about their needs and problems in regards to learning Japanese in the Arts-Japanese program and their future needs in Japanese.
- (3) The students' opinions about their needs and problems related to Japanese culture.
- (4) The students' opinions about their wants concerning the Japanese course in the Arts-Japanese program.
- (5) The students' interest in Japanese.

In Parts 2, 3, 4, and 5, the questionnaires asked students to rate their needs and problems by using a five-point Likert scale: 5 = high, 4 = somewhat high, 3 = average, 2 = somewhat low, 1 = low. The questionnaires for students were written in Thai in order to minimize any misunderstanding, misinterpretation or ambiguity. Details regarding the questionnaires follow:

Part 1: Sociodemographic information about the students

This part contained ten questions concerning students' background: gender, age, level of study, their attitude towards Japanese, their satisfactions with the Japanese course in the Arts-Japanese program, their reason for studying Japanese, their aims for studying in the Arts-Japanese program, their aims for studying Japanese at the university level, their reasons for taking extra Japanese courses and what faculties the students plan to enter at the university.

Part 2: The students' opinions about their needs and problems in regards to learning Japanese in the Arts-Japanese program

This part consisted of six questions to gather information about students' needs and problems in studying Japanese.

2.1) This item asked the students about their needs and problems regarding the four language skills—listening, speaking, reading, and writing—when learning Japanese.

2.2) This item asked the students about their needs and problems in listening in both the academic and general language areas. Details regarding the two areas of language use follow:

Academic area

- Understanding (teachers and CDs)
(conversations, understand academic words, sentences, and short passages and essays in the coursebook)
- Listening to reports/doing activities in class
- Others (to be specified)

Daily life area (general)

- Listening to daily life conversations
- Listening to songs/music videos
- Listening to dramas/anime/movies/advertisements
- Listening to news
- Others (to be specified)

2.3) This item asked the students about their needs and problems in speaking in both the academic and general language areas. The details are as follow:

Academic area

- Giving reports/presentations/ and performing activities in class
- Others (to be specified)

Daily life area (general)

- Daily life conversations
- Chatting/Skype
- Others (to be specified)

2.4) This item asked the students about their needs and problems in reading in both the academic and general language areas, which are:

Academic area

- Hiragana characters
- Katakana characters
- Kanji characters
- Vocabulary
- Sentences/conversation/short passages/essays in the coursebook
- Questions and activities involving the test
- Others (to be specified)

Daily life area (general)

- Magazines/newspapers
- Tales/short stories/novels/comics
- Advertisements
- Letters
- E-mail
- Websites/blogs
- Others (to be specified)

2.5) This item asked the students about their needs and problems in writing skills in both the academic and general language areas, which are:

Academic area

- Hiragana characters
- Katakana characters
- Kanji characters
- Vocabulary
- Essays
- Others (to be specified)

Daily life area (general)

- Ordinary letters
- E-mail
- Websites/blogs
- Chatting/Skype

- Others (to be specified)

2.6) This item asked students about their needs and problems about Japanese vocabulary, pronunciation, accent, grammar, culture, and others (to be specified).

Part 3: The students' opinions about their needs and problems concerning Japanese culture

This part contained eight questions in order to get information about students' needs and problems regarding their knowledge of Japanese culture.

3.1) This item asked students about their needs and problems in understanding Japanese culture and traditions/customs.

3.2) This item asked students about their needs and problems in bowing properly when paying respect to people.

3.3) This item asked students about their needs and problems in greeting, including daily greetings, introducing oneself/people, using names and titles, and exchanging name cards.

3.4) This item asked students about their needs and problems in manners in giving gifts, including type of gift, how to wrap gifts, how to give/receive gifts, giving/receiving New Year's gifts, giving/receiving mid-year gifts and year-end gifts, giving/receiving wedding gifts, giving items at funeral ceremonies, giving gifts on visiting patients.

3.5) This item asked students about their needs and problems in writing/replying appropriately to letters and postcards and how to write address on envelope.

3.6) This item asked students about their needs and problems with table manners, including how to use chopsticks and what is prohibited behavior at the table.

3.7) This item asked students about their needs and problems in calling on people and how to behave in public places, information about formal/informal ceremonies, and traditional festivals. The details are provided below:

Calling on people

- Visiting a Japanese home
- Visiting and greeting neighbors when moving to a new home
- Visiting patients

- Business visits

How to behave in public places

- Buses/trains
- Movie theaters
- Lifts/escalators
- Toilets/*onsen/sento*

Formal ceremonies

- Graduation ceremonies
- Wedding ceremonies
- Funeral ceremonies
- Tea ceremonies

Informal ceremonies

- Birth ceremonies
- Coming of age ceremonies (*Seijin no Hi*)
- 60-year cycle ceremonies (*Kanreki*)
- Welcoming parties
- Farewell parties
- Party to launch a new product
- Party for the inauguration of a company

Traditional festivals

- New Year's festival (*Oshogatsu*)
- Bean-throwing festival (*Setsubun*)
- Doll festival (*Hina Matsuri*)
- Cherry blossom festival (*Hana Mi*)
- Children's day festival (*Kodomo no Hi*)
- Star festival (*Tanabata*)
- *Bon* festival
- Moon-viewing festival (*Tsukimi*)
- Children's shrine-visiting day festival (*Shichi-Go-San*)

3.8) This item asked students about their needs and problems with etiquette, including manners when talking on the phone, making appointments, queuing, and waste disposal.

Part 4: The students' opinions about their wants concerning the Japanese course in the Arts-Japanese program

This part contained six questions in order to get information about students' wants regarding the Japanese course in terms of language skills, content, methodology, time, and teachers.

4.1) This item asked students to rate their wants regarding the stated objectives of the Japanese course: preparing students to study in university, preparing students for their future careers, preparing students to be fluent at a basic level in the four language skills, understanding Japanese culture, and others (to be specified).

4.2) This item asked students to rate their wants for the language skills taught in the course: listening, speaking, reading, and writing.

4.3) This item asked students to rate their wants regarding the content of the Japanese course, including Kanji characters, vocabulary, pronunciation/accent, grammar, Japanese society/history/culture, preparation for the Professional Aptitude Test of Japanese (PAT 7.3), and others (to be specified).

4.4) This item asked students to rate their wants regarding teaching methods, including teacher-centered, student-centered, techniques for remembering, activities during class, and others (to be specified).

4.5) This item asked students to rate their wants regarding teachers, including Thai teachers, Japanese teachers, teachers who majored in Japanese, teachers who know Japanese culture well, Thai teachers to teach grammar, Japanese teachers to teach conversation and pronunciation, Thai teachers and Japanese teachers teaching together, and others (to be specified).

4.6) This item asked students to rate their wants regarding the appropriateness of the length of time devoted to the course.

Part 5: The students' interest in Japanese culture

This part contained three questions aimed at finding students' interest in Japanese culture.

5.1) This item asked students about their interest in Japanese society consisting of way of life, economics/politics, history, and others (to be specified).

5.2) This item asked students about their interest in Japanese culture consisting of religion, flowers, food/beverages/sweets, Japanese dolls, mascots,

fashion/costume play (*Cosplay*), movies, drama, traditional Japanese performances (*Noh/Kabuki/Bunraku*), anime, songs/music videos, literature, tales/novels/short stories/comics, traditional sports, and others (to be specified).

5.3) This item asked students about their interest in Japanese customs, consisting of traditional festivals, games, and cultural activities. The details are provided below:

Traditional festivals

- New year festival (*Oshogatsu*)
- Bean-throwing festival (*Setsubun*)
- Doll festival (*Hina Matsuri*)
- Cherry blossom festival (*Hana Mi*)
- Children's day festival (*Kodomo no Hi*)
- Star festival (*Tanabata*)
- *Bon* festival
- Moon-viewing festival (*Tsukimi*)
- Children's shrine-visiting day festival (*Shichi-Go-San*)

Games

- Japanese badminton (*Hanetsuki*)
- Top-spinning
- Traditional kite-flying
- Rock-paper-scissors (*Jan-Ken-Pon*)

Cultural activities

- Tea ceremony
- Wedding ceremony
- Flower arrangement (*Ikebana*)
- Origami
- Match-making, arranged marriages (*Omiai*)

2) Questionnaire for teachers

The questionnaire included five main parts; the content of parts 2 - 5 are similar to the content of the student and alumni questionnaires. In parts 2 - 5, teachers were asked to rate students' needs and problems by using a five-point Likert

scale: 5 = high, 4 = somewhat high, 3 = average, 2 = somewhat low, 1 = low. The questionnaire for teachers was written in Thai in order to minimize any misunderstanding, misinterpretation or ambiguity. The three parts of the questionnaire are described below:

Part 1: Sociodemographic information about the teachers

This part contained eight questions concerning the background of teachers: gender, age, academic background, background in Japanese, and teaching experience.

Part 2: The teachers' opinions about students' needs and problems in regards to Japanese learning skills in the Arts-Japanese program

This part contained six questions in order to get opinions from the teachers about students' needs and problems in Japanese language study. The items were similar to part 2 of the student and alumni questionnaires.

Part 3: The teachers' opinions about students' needs and problems concerning Japanese culture

This part contained eight questions in order to get information about teachers' opinions on the needs and problems of students concerning their knowledge of Japanese culture. The items were similar to part 3 of the student and alumni questionnaires.

Part 4: The teachers' opinions about students' wants concerning the Japanese course in the Arts-Japanese program

This part consisted of six questions in order to get information regarding teachers' opinions about students' wants regarding the Japanese course in terms of language skills, content, methodology, time, and teachers. The items were similar to part 4 of the students and alumni questionnaires.

Part 5: The teachers' opinions regarding students' interest in Japanese

This part contained three questions intended to find teachers' opinion regarding students' interest in Japanese. The items were similar to part 5 of the student and alumni questionnaires.

3) Questionnaire for alumni

The questionnaire included five main parts; the content of parts 2 - 5 are as same as the content of the student and teacher questionnaires. All parts

except parts 1 and 5 requested that the alumni rate their past and present needs, problems, and wants by using a five-point Likert scale: 5 = high, 4 = somewhat high, 3 = average, 2 = somewhat low, 1 = low. The questionnaire for alumni was written in Thai in order to minimize any misunderstanding, misinterpretation or ambiguity. The five parts of questionnaire are provided below:

Part 1: Sociodemographic information about the alumni

This part contained five questions concerning the background of the alumni: gender, age, name of the university they are currently attending, reason for majoring in Japanese, and alumni's intended future career.

Part 2: The alumni's opinions about their needs and problems in regards to learning Japanese in the Arts-Japanese program

This part contained six questions in order to collect information about alumni's past/present problems and needs in learning Japanese. The items were similar to part 2 of the student and teacher questionnaires.

Part 3: The alumni's opinions about their needs and problems concerning Japanese culture

This part contained eight questions in order to get information about alumni's past/present problems and needs concerning to their knowledge in Japanese culture. The items were similar to part 3 of the students' and teachers' questionnaires.

Part 4: The alumni's opinions about their wants concerning Japanese language course in the Arts-Japanese program

This part contained six questions intended to gather information about alumni's past/present wants regarding the Japanese course in terms of language skills, content, methodology, time, and teachers. The items were similar to part 4 of the student and teacher questionnaires.

Part 5: The alumni's interests in Japanese

This part contained three questions in order to get information about alumni's interest in Japanese. The items were similar to part 5 of the student and teacher questionnaires.

4) Construction and development of the questionnaires

The procedure for constructing the questionnaires was as follows:

- (1) The literature related to needs analysis was reviewed.
- (2) In order to obtain preliminary data, teachers and students from Nawamintharachinuthid Horwang Nonthaburi school were interviewed about problems, needs, and wants in learning Japanese in the Arts-Japanese program and their wants for the current Japanese course.
- (3) Based on the information from the literature and the interviews, draft questionnaires were designed for students, teachers, and alumni.
- (4) The draft questionnaire were modified and revised based on the suggestions of three experts in the field before being piloted.
- (5) The draft questionnaires were piloted with 30 grade ten, eleven, and twelve students (ten students from each level) and with three Japanese language teachers at Sri Ayudhya school.
- (6) After conducting the pilot study, the researcher asked the students and teachers about ambiguous words and sentences.
- (7) The questionnaires were analyzed for reliability.
- (8) The draft questionnaires were revised.
- (9) The final questionnaires were given to students, teachers and alumni.

3.3.2 Qualitative instruments

Ary et al. (2006: 449) say that qualitative research attempts to get “testable and confirmable theories that explain phenomena by showing how they are derived from theoretical assumptions.” Qualitative research involves presenting data as a narration. It describes and analyzes people’s individual and collective social actions, beliefs, thoughts, and perceptions. The procedure for collecting data is face-to-face, by interacting with selected persons in their settings (McMillan & Schumacher, 2001). The qualitative instruments employed in this study are focus group interviews and semi-structured interviews. The focus group interview focused on gathering in-depth

information from students while the semi-structured interview focused on gathering in-depth information from teachers and alumni.

3.3.2.1 Focus group interview

A focus group interviews typically centers on a particular issue and provides a different perspective; the respondents have the freedom to answer briefly or at length in their own words (Ary et al., 2006). Altschuld (2010) states that focus groups or individual interviews are preferred in needs assessment. They yield in-depth information about needs when used with surveys or epidemiological studies. Furthermore, they are a good route for needs assessment and give a rich picture of a needed area when combined with a quantitative method. Gillham (2005) says that a focus group interview is constructed in two ways; the specific identification of the topics for discussion, and the composition of the group that has a specific interest in or experience with the topic. It can be the first stage of data collection. The number of participants is six to ten people.

This study used a focus group interview in order to gather in-depth information from selected student participants. The questions for the interview were constructed based on the review of the literature about needs analysis. The interview was recorded and transcribed for analysis.

1) Construction and development of the focus group interview

The procedure for constructing the focus group interview was as follows:

- (1) The questions for the interview were constructed based on the review of the literature regarding needs analysis.
- (2) The questions were drafted for the students.
- (3) The draft questions were modified and revised based on the suggestions of three experts in the field.
- (4) The draft questions for the focus group interview were revised.
- (5) The final questions were used in the interview with the students.

3.3.2.2 Semi-structured interviews

The semi-structure interview has been favored by many researchers due to its flexibility (Nunan, 1992). It is the most important method when doing research due to its flexibility. The flexible structure leads to the quality of the data that the researcher gains (Gillham, 2005). This research employed a semi-structured interview with teachers and alumni in order to get in-depth information. The interview for the alumni asked about the sociodemographic information about the subjects, their study of Japanese since secondary school and their Japanese language use and study at the university level. The interview for the teachers asked about in-depth data about their opinion toward students' problems and needs in Japanese. The interviews were recorded and transcribed for analysis.

(2) Construction and development of the semi-structured interview

The procedure for constructing the semi-structure interview was as follows:

Alumni

(1) Alumni who graduated from the Arts-Japanese program at Nawamintharachinuthid Horwang Nonthaburi school and are studying Japanese at the university level were interviewed in order to get information about their previous and present study. The questions for the interview were constructed based on the review of the literature about needs analysis.

(2) A draft for the semi-structured interview for alumni was designed based on the interviews and information from the literature review.

(3) The draft for the semi-structured interview was modified and revised based on the recommendations of three experts in the field.

(4) The draft for the semi-structured interview was revised.

(5) The final questions used to interview the alumni.

Teachers

(1) Japanese language teachers at Nawamintharachinuthid Horwang Nonthaburi school were interviewed in order to get information about the students and the Japanese course.

(2) A draft for the semi-structured interview for teachers was designed based on the interviews and information from the review of the literature.

(3) The draft for the semi-structured interview was modified and revised based on the recommendations of three experts in the field.

(4) The draft for semi-structured interview was revised.

3.4 Reliability and validity

Ary et al. (2006) state that the researchers must be concerned about the validity and reliability of the scores obtained from instruments used in a study because the interpretation of information acquired from instruments with no validity or reliability leads to unreliable results or conclusions.

3.4.1 Reliability of the quantitative data

Reliability refers to the consistency of measurement (McMillan & Schumacher, 2001). It is the degree of accuracy in the measurements made by a research instrument. An instrument which is reliable should be consistent, stable, predictable, and accurate (Kumar 2005). Moreover, the instrument is reliable when it shows the same or similar results when used on different occasions (Richards et al., 1985; McMillan & Schumacher, 2001; Nunan, 1992). In this study, the reliability of the questionnaires was calculated by using Cronbach's alpha coefficient. The reliability for the student questionnaire was 0.98.

3.4.2 Validity of the quantitative data

Validity refers to "the ability of an instrument to measure what it is designed to measure" (Kumar, 2005: 153). In addition, McMillan and Schumacher (2001) say that:

Validity is the extent to which inferences made on the basis of numerical scores are appropriate, meaningful, and useful. Validity is a judgment of the appropriateness of a measure for specific inferences or decisions that result from the scores generated.

Validity is divided into three types, which are content validity, criterion-related validity and construct validity (Baker, 1988). There are two approaches to obtain the validity of a research instrument: logic and statistical evidence. The logical method implies “justification of each question in relation to the objectives of the study, whereas the statistical procedures provide hard evidence by way of calculating the coefficient of correlations between the questions and the outcome variables” (Kumar, 2005: 154). The instruments in this study were designed based on content validity because content validity judges which statements or questions on a questionnaire represent the issue they are supposed to measure (Kumar, 2005).

3.4.3 Reliability of the qualitative data

Ary et al. (2006) state that the rigor of quantitative research is associated with validity and reliability; so is qualitative research. They summarize the standards of rigor used in quantitative and qualitative research and the issues of rigor are addressed in the following table:

Table 3.1 Standards of rigor for research (from Ary et al., 2006:504)

Quantitative	Qualitative	Issue Addressed
Internal validity	Credibility	Truth value
External validity	Transferability	Generalizability
Reliability	Dependability or trustworthiness	Consistency
Objectivity	Confirmability	Neutrality

Reliability in qualitative research normally refers to dependability. In order to enhance reliability, a qualitative researcher wants to demonstrate that the methods used are reproducible and consistent, that the approach procedures used were suitable with the context and can be documented, and that external evidence can be used to test

conclusions. One of the strategies used to obtain reliability of the study is triangulation. Triangulation refers to “the use of multiple sources of data, multiple observers, and/or multiple methods” (Ary et al., 2006:505). Data triangulation assures that the data gathered with one procedure or instrument confirms data collected using a different procedure or instrument (Ary et al., 2006:). McMillan and Schumacher (2001:428) say that multiple methods are “the use of multiple strategies to collect and corroborate the data obtained from any single strategy and /or ways to confirm data within a single strategy of data collection”.

3.4.4 Validity of the qualitative data

McMillan and Schumacher (2001) say that validity in qualitative design assures that the interpretation of and ideas of participants and the researcher have mutual/similar meanings and that they agree on the description or composition of events, especially the meanings of the events. They suggests ten strategies to enhance the validity: prolonged field work, multimethod strategies, verbatim transcript of participant language, low-inference descriptors, multiple researchers, mechanically recorded data, participant researchers, checking of data with participants, participant review, and negative cases. Descriptions of these strategies follow:

Table 3.2 Strategies to enhance design validity: Data collection strategies to increase agreement on the description or composition of phenomena between researcher and participants (Adapted from Mcmillan & Schumacher, 2001:408)

Strategy	Description
Prolonged and persistent field work	Interim data analysis and corroboration to ensure the match between findings and participant reality
Multimethod strategies	Triangulation in data collection and data analysis
Participant language; verbatim accounts	Literal statements from participants and quotations from documents
Low-inference descriptors	Recording of precise, almost literal, and detailed descriptions of people and situations
Multiple researchers	Agreement on descriptive data collected by a research team
Mechanically recorded data	Use of tape recorders, photographs, and videotapes
Participant researchers	Use of participant recorded perceptions in diaries or anecdotal records for corroboration
Checking of data with participants	Informal check with participants for accuracy during data collection; frequently done in participant observation studies
Participant review	Review by each participant of researcher's synthesis of all interviews for accuracy of representation; frequently done in interview studies
Negative cases or discrepant data	Active search for, recording of, analysis of, and report on negative cases or discrepant data that are an exception to patterns or that modify patterns found in the data

In this study, data triangulation or multiple methods were used to collect data. Information obtained from different sources and by different strategies can confirmed the interpretation of the results.

3.5 Data collection procedures

The instruments in this study were quantitative and qualitative. The quantitative instruments consisted of three questionnaires (one set for students, another one for teachers, and the last for alumni). Qualitative instruments consisted of focus group interviews and semi-structured interviews. The focus group interview was

employed with students while the semi-structured interview was employed with teachers and alumni. Following are the steps in data collection.

3.5.1 Quantitative data collection procedures

This study employed questionnaires as a quantitative research instrument. The steps in data collection are explained below:

3.5.1.1 Questionnaires

Firstly, the researcher contacted teachers who teach Japanese in the Arts-Japanese program at Nawamintharachinuthid Horwang Nonthaburi school by telephone and asked for permission to collect data from students and teachers and explained the objectives of the study. Secondly, the researcher sent a letter of consent to the target school. After receiving permission to collect data, the researcher started to gather information from grade 10-12 students and teachers. Thirdly, the researcher arranged with teachers a suitable date and time to distribute the questionnaires to the students and teachers. Before distributing the questionnaires to the respondents, the researcher explained to them that their answers would have no effect on their teaching or studying.

3.5.2 Qualitative data collection procedures

This study employed focus group interviews and semi-structured interview for qualitative research. Following is the procedure on how the data were collected.

3.5.2.1 Focus group interviews

The focus group interview was conducted with grade 10, 11 and 12 students in order to obtain detailed data about the students' needs, wants, and problems. The interview was conducted immediately after finishing collecting data from the questionnaires. The researcher selected two students from each level to participate in this interview. The student questionnaires were separated into two groups based on their answers to Part One Item Six, which is "*students' aims for studying in the Arts-Japanese program*". Then three students from each group (grades 10, 11, and 12) were selected by simple random sampling. The researcher used an audio recorder to record the interview, then the audio recordings were transcribed and classified the same day. The data were analyzed at the same time. If any further

information was needed, the researcher could immediately re-interview the respondents.

3.5.2.2 Semi-structured interviews

The researcher conducted these interviews with teachers in order to elicit their views on students' needs, wants, and problems. These interviews were also conducted with alumni to obtain in-depth information about their past and present needs, wants, and problems in studying Japanese both in Nawamintharachinuthid Horwang Nonthaburi school and at the university level. The interviews for teachers and alumni were set immediately after they finished filling out their questionnaires. The researcher conducted the interview by using an audio recorder and then the interviews were transcribed for analysis. The researcher contacted the alumni by phone, introduced herself and described the objectives of the study. Then, the researcher asked for their agreement to participate in the interview. After that, the date and time for the interview were set based on their availability. Before the interview began, the researcher informed the participants that their opinions would have no effect on their studies. Finally, the interview was recorded by an audio recorder and transcribed for analysis and classified on the same day. The data were analyzed at the same time. If any further information was needed, the researcher could immediately re-interview the respondents.

3.6 Data analysis

3.6.1 Quantitative data analysis

The data obtained from the questionnaires was analyzed using the statistical software package (SPSS). Following are the statistical devices used in this study:

1) Percentage and frequency distribution

These methods were used in the analysis of answers regarding the participants' background information obtained from the questionnaires.

2) Arithmetic mean and standard deviation

These methods were used to calculate the mean and standard deviation for student's and teachers' responses regarding needs, problems and wants in learning Japanese and their opinions about the Japanese course. The criteria used for scoring the five-point Likert scale were as follows:

Scale	Problems, Needs, and Wants	Mean Range
5	High (H)	4.21-5.00
4	Somewhat high (SH)	3.41-4.20
3	Average (A)	2.61-3.40
2	Somewhat low (SL)	1.81-2.60
1	Low (L)	1.00-1.80

3.6.2 Qualitative data analysis

The recordings from both the focus group interview and the semi-structured interview were transcribed. The transcripts were analyzed based on the objectives of the study. Then the analyzed information was combined with the analyzed quantitative information in order to make recommendations for the Japanese language course syllabus.

3.7 Conclusion

This chapter has described the instruments employed in this study, both quantitative and qualitative. It has described the population and participants, research instruments, data collection procedures and data analysis. The next chapter discusses the findings regarding both quantitative and qualitative data in order to respond to the research questions.

CHAPTER IV

FINDINGS

This chapter presents the results of the study according to the following research questions:

Question one: To what extent do students have problems in studying Japanese?

Question two: To what extent do students need Japanese in their studies?

Question three: What purpose, content and methodology do students want in their Japanese language course?

The findings of this study consist of four main parts as follows:

4.1 Findings from the quantitative procedures

The findings for this part report on data obtained from the questionnaire concerning the background of the respondents, their views on needs, wants, and problems towards the Japanese language course, as well as the students' interest in Japanese culture. This part consists of four parts as follows:

4.1.1 Background information

4.1.1.1 Background information regarding the students

4.1.1.2 Background information regarding the teachers

4.1.1.3 Background information regarding the alumni

4.1.2 Problems and needs

4.1.2.1 Problems with and needs in studying Japanese

4.1.2.2 Problems with and needs in Japanese culture

4.1.3 Wants for the Japanese language course

4.1.4 Interests in Japanese culture

4.2 Findings from the qualitative procedures

The findings from this part reveal data from focus group interview and semi-structured interview. The details are as follows:

4.2.1 Focus group interview

This interview gives in-depth information about the students' views on their needs, wants, and problems in studying Japanese. The results are divided into four parts as follows:

4.2.1.1 Description of the students' background

4.2.1.2 Students' language problems

4.2.1.3 Students' Japanese problems with culture

4.2.1.4 Students' language needs

4.2.1.5 Students' wants

4.2.2 Semi-structured interviews

The findings from this part show in-depth details of the teachers' views on students' needs, wants, and problems in studying Japanese. In addition, it also shows the alumni's views on their past problems, past wants, present problems, and needs in studying Japanese both at secondary school and university. This part includes two main parts as follows:

4.2.2.1 Findings from the teachers

4.2.2.1.1 Description of the teachers' background

4.2.2.1.2 Teachers' views on students' language problems

4.2.2.1.3 Teachers' views on students' language needs

4.2.2.2 Findings from the alumni

4.3.2.2.1 Description of the alumni's background

4.3.2.2.2 Alumni's past problems

4.3.2.2.3 Alumni's past wants

4.3.2.2.4 Alumni's present problems

4.3.2.2.5 Alumni's needs

4.3 Conclusion.

4.1 Findings from the qualitative procedures

The questionnaires were distributed to the three groups of participants, namely, students, teachers, and alumni. The details are as follow:

Students

In total 106 of the 126 students (84%) completed and returned the questionnaires. Twenty students did not attend the Japanese course on the day the researchers distributed the questionnaires.

Teachers

Three questionnaires were distributed to the teachers and they were all completed and returned.

Alumni

Five questionnaires were distributed to the alumni and they were all completed and returned.

The results from the questionnaire are presented in four parts including the background information regarding the three groups of participants, problems and needs, wants, and participants' interest in Japanese culture. All results are described in the following sections:

4.1.1 Background information

This part contains background information regarding the students, teachers, and alumni.

4.1.1.1 Background information regarding the students

There were fewer male (37.7%) than female students (62.3%). These students are enrolled in grade 10 (41.5%), grade 11 (32.1%), and grade 12 (26.4%). Most of them (96.2%) like Japanese because they are interested in Japanese culture (anime, music, and singers), they wanted to speak a third language, to study at the university level, and to learn Japanese for use in their future careers. On the other hand, some (3.8%) do not like Japanese because it is very difficult. Most of them (85.8%) like the way Japanese is taught in the Arts-Japanese program because the teachers have fun teaching and teach well. Some (14.2 %) reported that they do not like this program because the content is difficult. Reasons for enrolling in the Arts-Japanese program were that they were interested in Japanese culture (67.9%), they

liked Japanese (52.8%), they wanted to use it in their future careers (46.2%), their marks matched with the Arts-Japanese program, (25.5%), and they wanted to use Japanese at the university level (20.8%). Most students (86.8%) had wanted to enroll in this program, while some (13.2%) did not want to enroll in it because it was very difficult. One student wanted to study French, and one wanted to change program. (See details in Appendix B)

4.1.1.2 Background information regarding the teachers

There were two female teachers (66.7%) and one male teacher (33.3%). Two of them were 26 years old and the other was 33. All of them had a bachelor's degree. One teacher had majored in English in the Faculty of Humanities; another had majored in Japanese in the Faculty of Arts and the third had majored in Japanese education in the Faculty of Education. Two of them (66.7%) indicated that they have been teaching Japanese for two years, while the other one (33.3%) has been teaching Japanese for ten months. One teacher (66.7%) had taught English before teaching Japanese. One teacher worked in a public company before teaching Japanese in Nawamintharachinuthid Horwang Nonthaburi school. (See details in Appendix B)

4.1.1.3 Background information regarding the alumni

There were three female alumni (60%) and two male alumni (40%). Three participants were 19 and the other two were 18. Two of them were enrolled at Burapha University while the other three alumni were enrolled at the Thai-Nichi Institute of Technology, Kasetsart University and Srinakharinwirot University. All of them reported that they had liked the Arts-Japanese program at Nawamintharachinuthid Horwang Nonthaburi school. The alumni gave the following reasons for majoring in Japanese: they liked Japanese (80%), they wanted to use it in their future careers (60%), they were interested in Japanese culture (40%), and they wanted to be able to communicate in Japanese (20%). (See details in Appendix B)

4.1.2 Problems and needs

This part of the questionnaire was designed to find the answers to research questions one and two:

Question one: To what extent do students have problems in studying Japanese?

Question two: To what extent do students need Japanese in their studies?

The results for each skill are presented in Tables 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6.

4.1.2.1 Problems with and needs in studying Japanese

1) Language skills

Table 4.1: Students' problems with and needs for language skills as perceived by students, teachers, and alumni

1. Language skills	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
1.1 Listening	3.41	0.993	SH	4.33	1.155	H	3.80	1.304	SH	3.60	1.342	SH
1.2 Speaking	3.18	0.974	A	3.67	1.528	SH	3.20	1.483	A	2.40	1.140	SL
1.3 Reading	3.06	1.068	A	3.67	1.528	SH	2.00	1.000	SL	1.80	0.447	L
1.4 Writing	2.97	1.073	A	3.67	1.528	SH	2.60	1.140	SL	1.80	0.447	L
Needs												
1.1 Listening	3.92	1.156	SH	4.67	0.577	H	-	-	-	5.00	0.000	H
1.2 Speaking	3.85	1.119	SH	4.67	0.577	H	-	-	-	5.00	0.000	H
1.3 Reading	3.92	1.131	SH	4.67	0.577	H	-	-	-	4.40	0.894	H
1.4 Writing	3.81	1.172	SH	4.67	0.577	H	-	-	-	4.40	1.342	H

Problems

Table 4.1 shows that the students have an average to somewhat high level of problems in all language skills. The mean scores were from 2.97 to 3.41. The most problematic skill was listening ($M = 3.41$), followed by speaking and reading. The least problematic was writing ($M = 2.97$).

The teachers indicated that the students' problems for all skills were from average to high. The most problematic was listening ($M = 4.33$). The least problematic were speaking, reading and writing, for which the mean scores were 3.67.

However, the alumni reported that their past problems in language skills ranged from somewhat low to somewhat high. The listening skill was the most problematic ($M = 3.80$), followed by speaking and writing. Reading was the least problematic ($M = 2.00$). Their present problems in language skills ranged from low to average. The listening skill was still the most problematic ($M = 3.60$), while reading and writing were the least problematic ($M = 1.80$).

Needs

Analysis of the students' responses to the questionnaire revealed that all language skills were needed at the average level. The mean scores were from 3.81 to 3.92. The most needed skills were listening and reading ($M = 3.92$). Writing was the least needed ($M = 3.81$).

The teachers stated students needed all language skills at a high level ($M = 4.67$). The alumni's reported that all skills were needed at a high level. Mean scores were from 4.40 to 5.00. The most needed skills were listening and speaking ($M = 5.00$). The least needed skills were reading and writing ($M = 4.40$).

2) Listening skills

Table 4.2: Students' problems with and needs for listening skills as perceived by students, teachers, and alumni

2. Listening skills	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
Academic area												
2.1 Conversations, sentences, etc. from teachers	2.93	1.035	A	2.67	0.577	A	3.20	1.304	A	2.60	0.894	SH
2.2 Conversations, sentences, etc. from CDs	3.22	1.104	A	3.67	0.577	SH	3.00	1.414	A	3.00	1.225	SL
2.3 Reports/ activities in class	2.98	0.926	A	2.67	0.577	A	2.80	1.643	A	2.20	0.837	L
2.4 Others	0.04	0.389	-	0.00	0.000	-	0.00	0.000	-	0.00	0.000	L

Table 4.2: Students' problems with and needs for listening skills as perceived by students, teachers, and alumni (cont.)

2. Listening skills	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
<i>Daily life area</i>												
2.5 Daily life conversations	3.05	1.018	A	3.00	0.000	A	3.40	1.342	A	2.20	1.095	SL
2.6 Songs/music videos	2.86	1.142	A	3.33	0.577	A	3.80	1.643	SH	2.60	1.517	SL
2.7 Dramas/anime/movies/advertisements	3.15	1.145	A	3.33	0.577	A	4.60	0.548	H	3.00	1.581	A
2.8 News	3.11	1.229	A	3.67	0.577	SH	4.80	0.447	H	4.00	0.707	SH
2.9 Others	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-
Needs												
<i>Academic area</i>												
2.1 Conversations, sentences, etc. from teachers	3.52	1.181	SH	4.00	1.000	SH	-	-	-	4.20	1.304	SH
2.2 Conversations, sentences, etc. from CDs	3.60	1.193	SH	4.33	0.577	H	-	-	-	4.20	1.095	SH
2.3 Reports/activities in class	3.51	1.197	SH	4.33	0.577	H	-	-	-	4.00	1.732	SH
2.4 Others	0.05	0.486	-	0.00	0.000	-	-	-	-	0.00	0.000	-
<i>Daily life area</i>												
2.5 Daily life conversations	3.61	1.269	SH	4.67	0.577	H	-	-	-	4.20	1.304	SH
2.6 Songs/music videos	3.45	1.288	SH	4.67	0.577	H	-	-	-	3.80	1.789	SH
2.7 Dramas/anime/movies/advertisements	3.64	1.318	SH	4.67	0.577	H	-	-	-	4.40	1.732	H
2.8 News	3.53	1.325	SH	4.67	0.577	H	-	-	-	4.80	0.447	H
2.9 Others	0.00	0.000	-	0.00	0.000	H	-	-	-	0.00	0.000	-

Problems**Academic area**

In the academic area, the students reported their largest listening problem in response to **Item 2.2 Listening to conversations, vocabulary sentences, short passages and essays from the coursebook CD**, at an average level ($M = 3.22$), followed by **Item 2.3 Listening to reports/activities from students speaking Japanese in class** ($M = 2.98$). **Item 2.1 Listening to conversations,**

vocabulary, sentences, short passages and essays from the coursebook read by the teachers is their least problem ($M = 2.93$). In **Item 2.4 Others**, one student indicated a problem in communicating with the Japanese teacher.

The teachers reported **Item 2.2** as students largest problem, at somewhat high level ($M = 3.67$). Both **Item 2.1** and **Item 2.3** were perceived as students' least problematic, at an average level ($M = 2.67$).

The alumni said that their past problems in this skill were at an average level (mean scores were in the range 2.80 to 3.20). **Item 2.1** was their largest problem ($M = 3.20$), followed by **Item 2.2** ($M = 3.00$). The least problematic was **Item 2.3** ($M = 2.80$). However, the alumni revealed that at present **Item 2.2** was their largest problem, at an average level ($M = 3.00$), followed by **Item 2.1** ($M = 2.60$), which was at a somewhat low level. **Item 2.3** was the least problematic ($M = 2.20$).

Daily life area

In the listening in daily life area, students rated **Item 2.5 Listening to daily life conversations**, **Item 2.6 Listening to songs/music videos**, **Item 2.7 Listening to drama/anime/movies/advertisements**, and **Item 2.8 Listening to news** as problems at the average level (mean scores were between 2.86 and 3.15). **Item 2.7** was rated as their largest problem ($M = 3.15$), followed by **Item 2.8** and **Item 2.5** ($M = 3.11, 3.05$). **Item 2.6** was the least problematic ($M = 2.86$).

The teachers perceived **Item 2.8** as the students' largest problem ($M = 3.67$) at a somewhat high level. **Item 2.6** and **Item 2.7** had the same mean score of 3.33, at an average level. **Item 2.5** was perceived as the students' least problematic ($M = 3.00$).

The alumni also reported that their past problem ranged from an average to a high level. **Item 2.8** was the largest problem ($M = 4.80$), followed by **Item 2.7** and **Item 3.8** ($M = 4.60, 3.80$). **Item 2.5** was their least problem ($M = 3.40$). In addition, their largest present problems was still **Item 2.8** ($M = 4.00$), which was at a somewhat high level, followed by **Item 2.7** ($M = 3.00$) and **Item 2.6** ($M = 2.60$). **Item 2.5** was the least problematic.

Needs

Academic area

The students rated **Item 2.1**, **Item 2.2**, and **Item 2.3** at a somewhat high level of need (mean scores were in the range of 3.51 to 3.60). The highest need for listening skills was reported in response to **Item 2.2. Listening to conversations, vocabulary, sentences, short passages and essays from the coursebook CD** ($M = 3.60$), followed by **Item 2.1 Listening to conversations, vocabulary, sentences, short passages and essays read from the coursebook by teachers** ($M = 3.52$). **Item 2.3 Listening to reports/activities from students speaking Japanese in class** was their lowest need ($M = 3.51$). In response to **Item 2.4 Others**, one student indicated a need to communicate with the Japanese teacher.

Teachers reported that students had a high to somewhat high level of need for all listening skills. (mean scores were between 4.00 and 4.33). **Item 2.2** and **Item 2.3** were perceived as students' largest needs. The lowest need was for **Item 2.1** ($M = 4.00$).

The alumni said that they had somewhat high needs for listening skills (mean scores was between 4.00 and 4.20). Their highest needs were for **Item 2.1** and **Item 2.2** ($M = 4.20$). Their lowest need was for **Item 2.3** ($M = 4.00$).

Daily life area

The students reported a somewhat high level of need for all listening skills (mean scores were from 3.45 to 3.64). **Item 2.7 Listening to drama/anime/movies/advertisements** was their highest need ($M = 3.64$), followed by **Item 2.5 Listening to daily life conversations** and **Item 2.8 Listening to news** ($M = 3.61, 3.53$ respectively). Their lowest need was for **Item 2.6 Listening to songs/music videos** ($M = 3.45$).

In response to **Item 2.5**, **Item 2.6**, **Item 2.7**, and **Item 2.8**, the teachers reported that the students had a high need for all listening skills ($M = 4.67$).

The alumni reported listening needs ranging from a somewhat high to high level (mean scores were in the range of 3.80 to 4.80). **Item 2.8** was their highest need ($M = 4.80$), followed by **Item 2.6** and **Item 2.5** ($M = 4.40$ and 4.20). The lowest needs was for **Item 2.6** ($M = 3.80$).

3) Speaking skills

Table 4.3: Students' problems with and needs for speaking skills as perceived by students, teachers, and alumni

3. Speaking skills	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
Academic area												
3.1 Reports/presentations/activities in class	3.10	0.955	A	3.67	0.577	SH	2.80	1.643	A	2.40	0.894	SL
3.2 Others	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-
Daily life area												
3.3 Daily life conversations.	3.03	0.990	A	3.67	0.577	SH	2.80	1.643	A	2.20	0.837	SL
3.4 Chatting/Skype	2.84	1.070	A	3.67	0.577	SH	3.20	1.789	A	2.20	0.447	SL
3.5 Others	0.00	0.000	-	0.00	0.000	-	1.00	2.236	L	0.60	1.342	-
Needs												
Academic area												
3.1 Reports/presentations/activities in class	3.48	1.318	SH	4.33	0.577	H	-	-	-	3.40	2.191	A
3.2 Others	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-
Daily life area												
3.3 Daily life conversations.	3.56	1.303	SH	4.33	0.577	H	-	-	-	3.80	1.789	SH
3.4 Chatting/Skype	3.32	1.277	A	4.33	0.577	H	-	-	-	3.80	1.304	SH
3.5 Others	0.00	0.000	-	0.00	0.000	-	-	-	-	1.00	2.236	L

Problems

Academic area

In response to **Item 3.1 Speaking during reports/presentations/activities in class**, the students reported that this was a problem at an average level ($M = 3.10$). The teachers reported students' problem with **Item 3.1** were at a somewhat high level ($M = 3.67$). However, the alumni said that their past and present problems with **Item 3.1** were at an average level and a somewhat low level respectively (mean scores were 2.80 and 2.40).

Daily life area

The students revealed that the level of problems of **Item 3.3 Speaking in daily life conversations** and **Item 3.4 Chatting/Skype** were at an average level. **Item 3.3** was their largest problem ($M = 3.03$) and **Item 3.4** was the least problematic ($M = 2.84$).

The teachers said that the students had a somewhat high problem with both **Item 3.3** and **Item 3.4** ($M = 3.67$). On the other hand, the alumni reported an average level for past problems with both **Item 3.3** and **Item 3.4**. The largest past problem was **Item 3.4** ($M = 3.20$), followed by **Item 3.3** ($M = 2.80$). The alumni reported a somewhat low level for present problems with **Item 3.3** and **Item 3.4** ($M = 2.20$). For **Item 3.5**, one alumnus indicated his past and present problems were when communicating with Japanese.

Needs

Academic area

The students reported a somewhat high need for **Item 3.1 Speaking during reports/presentations/activities in class** ($M = 3.48$), while the teachers felt that **Item 3.1** was a high need for students ($M = 4.33$). The alumni reported that their need for **Item 3.1** was at an average level ($M = 3.40$).

Daily life area

The students perceived **Item 3.3 Speaking in daily life conversations** as their highest need, reporting a somewhat high level of difficulty. ($M = 3.56$). **Item 3.4 Chatting/Skype** was perceived by the students as being the lowest need, at an average level ($M = 3.32$).

The teachers reported that the students had a high need for all speaking skills in response to **Item 3.3** and **Item 3.4** ($M = 4.33$).

The alumni reported that their need for both **Item 3.3** and **Item 3.4** was at a somewhat high level ($M = 3.80$). For **Item 3.5 Others**, one alumnus indicated a low level of need for practice communicating with Japanese ($M = 1.00$).

4) Reading skills

Table 4.4: Students' problems with and needs for reading skills as perceived by students, teachers, and alumni

4. Reading skills	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
Academic area												
4.1 Hiragana	2.33	1.385	A	1.67	0.577	L	1.80	1.095	L	1.00	0.000	L
4.2 Katakana	2.87	1.196	A	2.67	1.155	A	2.60	1.673	SL	1.40	0.894	L
4.3 Kanji	3.58	1.256	SH	4.33	1.155	H	3.40	1.817	A	3.20	1.483	A
4.4 Vocabulary	3.02	0.956	A	2.33	0.577	SL	2.00	1.000	SL	1.60	1.342	L
4.5 Sentences/ conversations/ short passages/ essays in the coursebook	3.13	1.079	A	2.67	0.577	A	2.20	1.643	SL	1.80	0.837	L
4.6 Questions and ordering sentences on tests	3.04	1.137	A	2.67	0.577	A	3.40	2.191	A	2.80	1.304	A
4.7 Others	0.04	0.389	-	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-
Daily life area												
4.8 Magazines/ newspapers	3.05	1.198	A	4.33	0.577	H	4.00	1.732	SH	3.80	1.789	SH
4.9 Tales/short stories/novels/ comics	3.21	1.144	A	4.00	1.000	SH	3.80	1.643	SH	2.60	1.517	SL
4.10 Advertisements	3.08	1.105	A	4.33	0.577	H	4.20	1.789	SH	3.60	1.517	SH
4.11 Ordinary letters	3.07	1.054	A	3.67	0.577	SH	4.00	1.732	SH	3.40	1.517	A
4.12 E-mails	3.12	1.057	A	3.67	0.577	SH	4.00	1.732	SH	3.40	1.517	A
4.13 Websites/ Blogs	3.17	1.159	A	3.67	0.577	SH	4.40	1.342	SH	3.80	1.095	SH
4.14 Others	0.00	0.000	L	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-
Needs												
Academic area												
4.1 Hiragana	3.59	1.560	SH	4.67	0.577	H	-	-	-	3.40	2.191	A
4.2 Katakana	3.71	1.366	SH	4.67	0.577	H	-	-	-	3.40	2.191	A
4.3 Kanji	3.74	1.469	SH	4.67	0.577	H	-	-	-	4.20	1.789	SH
4.4 Vocabulary	3.64	1.332	SH	4.67	0.577	H	-	-	-	4.20	1.789	SH
4.5 Sentences/ conversations/ short passages/ essays in the coursebook	3.63	1.375	SH	4.67	0.577	H	-	-	-	4.00	1.732	SH
4.6 Questions and ordering sentences on tests	3.66	1.351	SH	4.67	0.577	H	-	-	-	4.00	1.732	SH
4.7 Others	0.01	0.097	-	0.00	0.000		-	-	-	0.00	0.000	-

Table 4.4: Students' problems with and needs for reading skills as perceived by students, teachers, and alumni (cont.)

4. Reading skills	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Needs												
Daily life area												
4.8 Magazines/newspapers	3.52	1.267	SH	5.00	0.000	H	-	-	-	4.60	0.894	H
4.9 Tales/short stories/novels/comics	3.58	1.294	SH	5.00	0.000	H	-	-	-	3.60	1.673	SH
4.10 Advertisements	3.47	1.281	SH	5.00	0.000	H	-	-	-	4.60	0.894	H
4.11 Ordinary letters	3.42	1.287	SH	5.00	0.000	H	-	-	-	4.20	1.095	SH
4.12 E-mails	3.46	1.296	SH	5.00	0.000	H	-	-	-	4.60	0.894	H
4.13 Websites/blogs	3.48	1.382	SH	5.00	0.000	H	-	-	-	3.80	1.643	SH
4.14 Others	0.00	0.000	-	0.00	0.000	-	-	-	-	0.00	0.000	-

Problems**Academic area**

The students reported that their problems with reading skills ranged from an average level to a somewhat high level (mean scores were in the range of 2.33 to 3.58). Their largest problem was **Item 4.3 Reading Kanji characters** ($M = 3.58$), followed by **Item 4.5 Reading sentences/conversations/short passages/essays in the coursebook**, **Item 4.6 Reading questions and ordering sentences on tests**, **Item 4.4 Reading vocabulary**, and **Item 4.2 Reading Katakana characters**. **Item 4.1 Reading Hiragana characters** were the least problematic ($M = 2.33$).

The teachers reported that the students had low to high levels of problems for the reading skills (mean scores were in the range of 1.67 to 4.33). They felt that students had the largest problem with **Item 4.3** ($M = 4.33$), followed by **Item 4.2**, **Item 4.5**, and **Item 4.6** which were at an average level. **Item 4.1** was the least problematic ($M = 1.67$).

The alumni reported that they had a low to average level for past problems with mean scores between 1.80 and 3.40. **Item 4.3** and **Item 4.6** were their largest problems ($M = 3.40$), while, **Item 4.1** was the least problematic

($M = 1.80$). They had a low to average level for present problems, with mean scores in the range of 1.00 to 3.20. **Item 4.3** was their largest problem ($M = 3.20$). The least problematic was **Item 4.1** ($M = 1.00$).

Daily life area

The students reported an average level of problems for all reading skills (mean scores were in the range of 3.05 to 3.21). **Item 4.9 Reading tales/short stories/novels/comics** was the largest problem ($M = 3.21$), followed by **Item 4.13 Reading websites/blogs**, **Item 4.12 Reading e-mails**, **Item 4.10 Reading advertisements**, and **Item 4.11 Reading ordinary letters**. **Item 4.8 Reading magazines/newspapers** was the least problematic ($M = 3.05$).

The teachers reported that the students had a somewhat high to high level of problems (mean scores were in the range of 3.67 to 4.33). They had the largest problems with **Item 4.8** and **Item 4.10** ($M = 4.33$), followed by **Item 4.9**. The other three items, which were **Item 4.11**, **Item 4.12**, and **Item 4.13**, were least problematic for the student ($M = 3.67$).

The alumni reported that they had a somewhat high level for past problems, with mean scores between 3.80 and 4.40. Their largest problem was for **Item 4.13** ($M = 4.40$), followed by **Item 4.10**, **Item 4.8**, **Item 4.11**, and **Item 4.12**. **Item 4.9** was the least problematic ($M = 3.80$). They had a somewhat low to somewhat high level for present problems, with mean scores in the range of 2.60 to 3.80. **Item 4.8** and **Item 4.13** were their largest problems ($M = 3.80$), followed by **Item 4.10**, **Item 4.11** and **Item 4.12**. **Item 4.9** was the least problematic ($M = 2.60$).

Needs

Academic area

The students reported a somewhat high need for all reading skills (mean scores were in the range of 3.74 to 3.59). The most needed was **Item 4.3 Reading Kanji characters** ($M = 3.74$), followed by **Item 4.2 Reading Katakana characters**, **Item 4.4 Reading vocabulary**, **Item 4.5 Reading sentences/conversations/short passages/essays in the coursebook**, and **Item 4.6 Reading questions and ordering sentences on tests**. The lowest need was for **Item 4.1 Reading Hiragana characters** ($M = 2.59$).

The teachers reported that the students had a large need for all reading skills ($M = 4.67$).

The alumni reported that they had an average to somewhat high need, with mean scores between 3.40 and 4.20. The most needed were **Item 4.3** and **Item 4.4** ($M = 4.20$), followed by **Item 4.5** and **Item 4.6**. Their lowest needs were for **Item 4.1** and **Item 4.2** ($M = 3.40$).

Daily life area

The students reported a somewhat high need for all reading skills (mean scores were in the range of 3.58 to 3.42). The most needed was **Item 4.9** ($M = 3.58$), followed by **Item 4.8**, **Item 4.13**, **Item 4.10**, and **Item 4.12**. The lowest need was for **Item 4.11** ($M = 3.42$).

The teachers felt that the students had large needs for all reading skills ($M = 5.00$).

The alumni reported that they had a somewhat high to high need (mean scores were between 4.60 and 3.60). Their highest needs were for **Item 4.8**, **Item 4.10**, **Item 4.12** ($M = 4.60$), followed by **Item 4.11** and **Item 4.13**. **Item 4.9** was their lowest need ($M = 3.60$).

5) Writing skills

Table 4.5: Students' problems with and needs for writing skills as perceived by students, teachers, and alumni

5. Writing skills	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
<i>Academic area</i>												
5.1 Hiragana	2.08	1.114	SL	2.00	1.000	SL	1.40	0.548	L	1.00	0.000	L
5.2 Katakana	2.58	1.104	SL	2.67	0.577	A	2.20	1.095	SL	1.20	0.447	L
5.3 Kanji	3.40	1.255	A	4.33	1.155	H	3.20	1.789	A	2.80	1.789	A
5.4 Vocabulary	2.95	1.008	A	3.00	0.000	A	1.80	0.837	L	1.60	1.342	L
5.5 Essays	3.58	1.242	SH	3.67	0.577	SH	3.40	1.817	A	2.80	0.837	A
5.6 Others	0.03	0.291	L	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-

Table 4.5: Students' problems with and needs for writing skills as perceived by students, teachers, and alumni (cont.)

5. Writing skills	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
<i>Daily life area</i>												
5.7 Ordinary letters	3.13	1.096	A	3.67	0.577	SH	4.00	1.732	A	3.00	1.414	A
5.8 E-mails	3.21	1.144	A	4.00	0.000	SH	4.00	1.732	A	2.60	1.140	SL
5.9 Websites/ blogs	3.28	1.177	A	3.00	1.732	A	4.60	0.894	H	4.00	0.707	SH
5.10 Chatting/ Skype	3.19	1.164	A	3.00	1.732	A	3.60	1.342	SH	2.80	0.837	A
5.11 Others	0.00	0.000	L	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-
Needs												
<i>Academic area</i>												
5.1 Hiragana	3.46	1.409	SH	5.00	0.000	H	-	-	-	4.20	1.789	SH
5.2 Katakana	3.58	1.352	SH	5.00	0.000	H	-	-	-	4.20	1.789	SH
5.3 Kanji	3.72	1.372	SH	5.00	0.000	H	-	-	-	5.00	0.000	H
5.4 Vocabulary	3.63	1.297	SH	5.00	0.000	H	-	-	-	5.00	0.000	H
5.5 Essays	3.67	1.350	SH	5.00	0.000	H	-	-	-	4.20	1.304	SH
5.6 Others	0.03	0.291	L	0.00	0.000	H	-	-	-	0.00	0.000	-
<i>Daily life area</i>												
5.7 Ordinary letters	3.46	1.353	SH	4.67	0.577	H	-	-	-	4.60	0.894	H
5.8 E-mails	3.47	1.340	SH	4.67	0.577	H	-	-	-	4.60	0.894	H
5.9 Websites/ blogs	3.42	1.338	SH	3.67	2.309	SH	-	-	-	3.80	1.789	SH
5.10 Chatting/ Skype	3.42	1.345	SH	4.33	1.155	H	-	-	-	3.40	1.817	A
5.11 Others	0.00	0.000	-	0.00	0.000	-	-	-	-	0.00	0.000	-

Problems**Academic area**

The students reported that their problems in writing skills ranged from an average level to a somewhat high level (mean scores were in the range of 2.08 to 3.58). Their largest problem was **Item 5.5 Writing essays** ($M = 3.58$), followed by **Item 5.3 Writing Kanji characters**, **Item 5.4 Writing vocabulary**, and **Item 5.2 Writing Katakana characters**. **Item 5.1 Writing Hiragana characters** was the least problematic ($M = 2.08$). In response to **Item 5.6 Others**, one student

indicated that he became confused when writing sentences that consisted of both Hiragana characters and Katakana characters.

The teachers said that the students had an average to high level of problems for the writing skills (mean scores were in the range of 2.00 to 4.33). They perceived **Item 5.3** as the students' largest problem ($M = 4.33$), followed by **Item 5.5**, **Item 5.4** and **Item 5.2**. **Item 5.1** was perceived as the least problematic for the students ($M = 2.00$).

The alumni reported that they had a low to average level for past problems, with mean scores between 1.40 and 3.40. They perceived **Item 5.5** as their largest problem ($M = 4.33$), followed by **Item 5.3**, **Item 5.2** and **Item 5.4**. They perceived **Item 5.1** as the least problematic ($M = 1.40$). With regard to their present problems, they reported that their problems ranged from a low to average level (mean scores were from 1.00 to 2.80). **Item 5.3** and **Item 5.5** were the most problematic ($M = 2.80$), followed by **Item 5.4** and **Item 5.2**. The least problematic was **Item 5.1** ($M = 1.00$).

Daily life area

The students reported that their problems in writing were at an average level (mean scores were in the range of 3.13 to 3.28). The most problematic was **Item 5.9 Writing websites/blogs** ($M = 3.28$), followed by **Item 5.8 Writing e-mails**, and **Item 5.10 Writing websites/blogs**. The least problematic was **Item 5.7 Writing ordinary letters** ($M = 3.13$).

The teachers felt that the students had an average to somewhat high level of problems (mean scores were in the range of 3.00 to 4.00). They perceived **Item 5.8** as the students' largest problem ($M = 4.00$), followed by **Item 5.7**. **Item 5.9** and **Item 5.10** were least problematic for the students ($M = 3.00$).

The alumni reported that they had an average to somewhat high level for past problems, with mean scores between 3.60 and 4.60, **Item 5.9** was their largest problem ($M = 4.60$), followed by **Item 5.7** and **Item 5.8**. **Item 5.10** was perceived as the least problematic ($M = 3.60$). The alumni perceived their present problems as being at a somewhat low to somewhat high level (mean scores were 2.60 to 4.00). **Item 5.9** was still their largest problem ($M = 4.00$), followed by **Item 5.7** and **Item 5.10**. **Item 5.8** was perceived as the least problematic ($M = 2.60$).

Needs

Academic area

The students reported a somewhat high need for all writing skills (mean scores were in the range of 3.46 to 3.72). Their highest need was for **Item 5.3 Writing Kanji characters** ($M = 3.72$), followed by **Item 5.5 Writing essays**, **Item 5.4 Writing vocabulary**, and **Item 5.2 Writing Katakana characters**. **Item 5.1 Writing Hiragana characters** was their lowest need ($M = 3.46$). In **Item 5.6 Others**, one student indicated that he became confused when writing sentences that consist of both Hiragana characters and Katakana characters.

The teachers perceived students' needs for all writing skills as a high ($M = 5.00$).

The alumni reported a somewhat high to high need, with mean scores from 4.20 to 5.00. **Item 5.3** and **Item 5.4** were their highest needs ($M = 5.00$). **Item 5.1**, **Item 5.2** and **Item 5.5** were their lowest needs ($M = 4.20$).

Daily life area

The students had a somewhat high problem with all items in this area (mean scores were in the range of 3.42 to 3.47). The most problematic was **Item 5.8 Writing e-mails** ($M = 3.47$), followed by **Item 5.7 Writing ordinary letters**. **Item 5.9 Writing websites/blogs** and **Item 5.10 Writing websites/blogs** were the least problematic ($M = 3.42$).

The teachers felt that the students had a somewhat high to high level of problems (mean scores were in the range of 3.67-4.67). They perceived **Item 5.7** and **Item 5.8** as the students' largest problem ($M = 4.67$), followed by **Item 5.10**. **Item 5.9** was least problematic for the students ($M = 3.67$).

The alumni reported that they had an average to high level of needs, with mean scores between 3.40 and 4.60. **Item 5.7** and **Item 5.8** were their highest needs ($M = 4.60$), followed by **Item 5.9**. **Item 5.10** was perceived as their lowest need ($M = 3.40$).

6) Content

Table 4.6: Students' problems with and needs for content as perceived by students, teachers, and alumni

6. Content	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
6.1 Vocabulary	3.11	0.898	A	3.67	1.155	SH	3.60	1.673	SH	3.40	1.817	A
6.2 Pronunciation	3.00	0.986	A	3.67	0.577	SH	4.20	1.095	SH	3.80	1.643	A
6.3 Accent	3.23	1.089	A	3.67	0.577	SH	3.80	1.304	SH	3.20	1.643	A
6.4 Grammar	3.39	1.056	A	4.00	1.000	SH	4.00	1.732	SH	3.00	1.789	A
6.5 Culture	3.08	1.021	A	2.00	1.000	SL	3.40	1.517	A	3.00	1.000	A
6.6 Others	0.00	0.000	-	0.00	0.000	-	1.00	2.235	L	1.00	2.236	-
Needs												
6.1 Vocabulary	3.74	1.282	SH	5.00	0.000	H	-	-	-	5.00	0.000	H
6.2 Pronunciation	3.67	1.322	SH	5.00	0.000	H	-	-	-	4.60	0.548	H
6.3 Accent	3.64	1.361	SH	4.33	1.155	H	-	-	-	4.80	0.447	H
6.4 Grammar	3.69	1.334	SH	5.00	0.000	H	-	-	-	4.80	0.447	H
6.5 Culture	3.67	1.293	SH	5.00	0.000	H	-	-	-	4.80	0.447	H
6.6 Others	0.00	0.000	-	0.00	0.000	-	-	-	-	1.00	2.236	L

Problems

With regard to the content, the students had an average problem with every items (mean scores were between 3.00 and 3.39). **Item 6.4 Grammar** was their largest problem ($M = 3.39$), followed by **Item 6.3 Accent**, **Item 6.1 Vocabulary**, and **Item 6.5 Culture**. **Item 6.2 Pronunciation** was the least problematic ($M = 3.00$).

The teachers felt that the students had a somewhat high problem with **Item 6.1**, **Item 6.2**, **Item 6.3**, and **Item 6.4**. **Item 6.4** was perceived as the students' largest problem ($M = 4.00$), followed by **Item 6.1**, **Item 6.2**, and **Item 6.3**. The least problematic was **Item 6.5** ($M = 2.00$).

The alumni reported past problems from an average to somewhat high level (mean scores were 3.40 to 4.20). **Item 6.2** was the most problematic ($M = 4.20$), followed by **Item 6.4**, **Item 6.3** and **Item 6.1**. **Item 6.5** was the least problematic ($M = 3.40$). In regard to their present problems with content, they

reported an average level of problems for all items (mean scores were 3.00 to 3.80). **Item 6.2** was still the most problematic ($M = 3.80$), followed by **Item 6.1** and **Item 6.3**. **Item 6.4** and **Item 6.5** were the least problematic ($M = 3.00$). In response to **Item 6.6 Others**, one student indicated her past and present problems were that she had no opportunity to practice the language with native speakers.

Needs

The students indicated that all items were needed at the somewhat high level (mean scores were in the range of 3.64 to 3.74). The highest need was for **Item 6.1 Vocabulary** ($M = 3.74$), followed by **Item 6.4 Grammar** ($M = 3.69$), **Item 6.2 Pronunciation** and **Item 6.5 Culture** ($M = 3.67$). **Item 6.3 Accent** was the lowest need ($M = 3.64$).

Teachers felt that students had a high level of need for all items (mean scores were between 4.33 and 5.00). **Item 6.1**, **Item 6.2**, **Item 6.4** and **Item 6.5** were perceived as students' highest needs ($M = 5.00$). **Item 6.3** was students' lowest need ($M = 4.33$).

The alumni, like the teachers, felt that they had a high level of need for all items (mean scores were between 4.60 and 5.00). Their highest needs were for **Item 6.1** ($M = 5.00$), followed by **Item 6.3**, **Item 6.4** and **Item 6.5**. Their lowest need was for **Item 6.2** ($M = 4.60$). In response to **Item 6.6 Others**, one student indicated her past and present problems were that she had no opportunity to practice the language with native speakers.

4.1.2.2 Problems with and needs for Japanese culture

The results are presented in Tables 4.7 to Table 4.18.

1) Understanding

Table 4.7: Students' problems with and needs for understanding Japanese culture as perceived by students, teachers, and alumni

1. Under-standing	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
1.1 Culture	3.08	1.075	A	3.67	1.155	SH	3.40	1.517	A	3.20	1.095	A
1.2 Traditions/ Customs	3.02	1.130	A	3.67	1.155	SH	3.40	1.517	A	3.20	1.095	A
Needs												
1.1 Culture	3.77	1.221	SH	4.67	0.577	H	-	-	-	4.80	0.447	H
1.2 Traditions/ Customs	3.84	1.204	SH	4.67	0.577	H	-	-	-	5.00	0.000	H

Problems

It can be seen that students had an average level of problem with **Item 1.1 Culture** and **Item 1.2 Traditions/customs** (mean scores were between 3.02 and 3.08). The most problematic was **Item 1.1** ($M = 3.08$). However, the teachers reported that students had a somewhat high level of problem with every item ($M = 3.67$). The alumni, like the students, reported that they had an average level for both past and present problems. The mean score for past problems was 3.40 while the mean score for present problems was 3.20.

Needs

The students' reported that they had a somewhat high need for all items (mean scores were between 3.77 and 3.84). **Item 1.2** was the most needed ($M = 3.84$). However, the teachers felt that students had a high need for all items ($M = 4.67$). The alumni, like the teachers, reported that they had a high need for all items (mean scores were between 4.80 and 5.00). Their highest need was for **Item 1.2** ($M = 5.00$).

2) How to pay respect

Table 4.8: Students' problems with and needs for how to pay respect as perceived by students, teachers, and alumni

2. How to pay respect	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
2.1How to bow properly	2.80	1.245	A	3.00	1.732	A	2.60	2.191	SL	2.20	1.643	SL
Needs												
2.1How to bow properly	3.69	1.334	SH	4.33	0.577	H	-	-	-	5.00	0.000	H

Problems

The students reported that they had an average problem with **Item 2.1 How to bow properly**, with a mean score of 2.80. The teachers, like the students, reported that students had an average problem with **Item 2.1** ($M = 2.60$), while the alumni reported that they had somewhat low past and present problems with **Item 2.1**. The mean score for the past problem was 2.60 while the mean score for the present problem was 2.20.

Needs

The students perceived their need for **Item 2.1** as being at a somewhat high level ($M = 3.69$). Both teachers and alumni reported a high level of need ($M = 4.33$ and 5.00 respectively).

3) Greetings

Table 4.9: Students' problems with and needs for greetings as perceived by students, teachers, and alumni

3. Greetings	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
3.1 Daily greetings	2.79	1.127	A	1.67	0.577	L	1.80	1.095	L	1.60	0.548	L
3.2 Introducing oneself/people	2.75	1.250	A	1.67	0.577	L	2.00	1.000	SL	1.80	0.837	L
3.3 Using names and titles	2.75	1.210	A	2.00	1.000	SL	2.00	1.000	SL	1.80	0.837	L
3.4 Exchanging name cards	2.80	1.158	A	2.00	1.000	SL	2.00	2.000	SL	3.00	2.000	A
Needs												
3.1 Daily greetings	3.84	1.243	SH	4.33	0.577	H	-	-	-	4.40	1.342	H
3.2 Introducing oneself/people	3.79	1.270	SH	4.67	0.577	H	-	-	-	5.00	0.000	H
3.3 Using names and titles	3.75	1.256	SH	3.67	1.528	SH	-	-	-	5.00	0.000	H
3.4 Exchanging name cards	3.62	1.320	SH	4.33	0.577	H	-	-	-	4.60	0.894	H

Problems

The students reported that they had an average level of problems with all items (mean scores were in the range of 2.75 to 2.80). Their largest problem was **Item 3.4 Exchanging name cards** ($M = 2.80$). The least problematic were **Item 3.2 Introducing oneself/people** and **Item 3.3 Using names and titles** ($M = 2.75$).

The teachers felt that students' problems ranged from low to somewhat low (mean scores were 1.67 to 2.00). **Item 3.3 Using names and titles** and **Item 3.4 Exchanging name cards** were perceived as students' largest problems ($M = 2.00$). The least problematic were **Item 3.1 Daily greetings** and **Item 3.2 Introducing oneself/people** ($M = 1.67$).

The alumni reported that their past problems were at the low to somewhat low level (mean scores were in the range of 1.80 to 2.00). The most problematic were **Item 3.3** and **Item 3.4** ($M = 2.00$). The least problematic were **Item**

3.1 and **Item 3.2** ($M = 1.67$). They reported that present problems ranged from low to medium (mean scores were 1.60 to 3.00). The most problematic was **Item 3.4** ($M = 3.00$). The least problematic was **Item 3.1** ($M = 1.60$).

Needs

The students perceived their needs as being at a somewhat high level (mean scores were between 3.62 and 3.75). **Item 3.1** was ranked as the most needed ($M = 3.84$), followed by Item 3.2 and **Item 3.3**. Their lowest need was for **Item 3.4** ($M = 3.62$).

The teachers reported that students had somewhat high to high needs (mean scores were between 3.67 and 4.67). Students' highest need was for **Item 3.2** ($M = 4.67$), followed by **Item 3.1** and **Item 3.4**. The lowest need was for **Item 3.3** ($M = 3.3$).

The alumni reported a high need for all items (mean scores were between 4.40 and 5.00). Their highest-ranked needs were for **Item 3.2** and **Item 3.3** ($M = 5.00$), followed by **Item 3.4**. Their lowest need was for **Item 3.1** ($M = 4.40$).

4) Etiquette for giving gifts

Table 4.10: Students' problems with and needs for etiquette in giving gifts as perceived by students, teachers, and alumni

4. Giving gifts	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
4.1 Types of gift	2.93	1.035	A	3.00	0.000	A	2.80	1.304	A	2.60	1.342	A
4.2 How to wrap gifts	2.96	1.146	A	3.00	0.000	A	3.00	1.414	A	2.60	1.342	A
4.3 How to give/receive gifts	3.08	1.048	A	3.00	0.000	A	3.00	1.581	A	2.20	1.643	SL
4.4 Giving/receiving New Year's gifts	2.97	1.091	A	3.00	0.000	A	3.20	1.789	A	2.80	2.049	A
4.5 Giving/receiving mid-year gifts and year-end gifts	3.03	1.046	A	3.00	0.000	A	3.40	1.949	SH	3.40	2.191	A

Table 4.10: Students' problems with and needs for etiquette in giving gifts as perceived by students, teachers, and alumni (cont.)

4. Giving gifts	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
4.6 Giving/receiving wedding gifts	3.08	1.169	A	3.00	0.000	A	3.60	1.949	SH	2.66	2.191	A
4.7 Giving items at funeral ceremonies	3.10	1.154	A	3.00	0.000	A	3.60	1.949	SH	2.66	2.191	A
4.8 Giving gifts on visiting patients	2.92	1.066	A	3.00	0.000	A	2.80	1.304	A	2.66	1.517	A
Needs												
4.1 Types of gift	3.55	1.273	SH	3.33	1.528	A	-	-	-	4.00	1.732	SH
4.2 How to wrap gifts	3.48	1.289	SH	3.33	1.528	A	-	-	-	4.20	1.304	SH
4.3 How to give/receive gifts	3.56	1.273	SH	3.33	1.528	A	-	-	-	4.40	0.894	H
4.4 Giving/receiving New Year's gifts	3.49	1.274	SH	3.33	1.528	A	-	-	-	4.40	1.342	H
4.5 Giving/receiving mid-year gifts and year-end gifts	3.51	1.296	SH	3.33	1.528	A	-	-	-	4.20	1.789	SH
4.6 Giving/receiving wedding gifts	3.55	1.339	SH	3.33	1.528	A	-	-	-	5.00	0.000	H
4.7 Giving items at funeral ceremonies	3.52	1.318	SH	3.33	1.528	A	-	-	-	5.00	0.000	H
4.8 Giving gifts on visiting patients	3.46	1.332	SH	3.33	1.528	A	-	-	-	4.40	0.894	H

Problems

The students rated all items related to Etiquette in giving gifts as being an average problem (mean scores were between 2.92 and 3.10). Their largest problem was **Item 4.7 Giving items at funeral ceremonies** ($M = 3.10$), followed by **Item 4.3 How to give/receive gifts** and **Item 4.6 Giving/receiving wedding gifts**, **Item 4.5 Giving/receiving mid-year gifts**, **Item 4.4 Giving/receiving New Year's gifts**, **Item 4.2 How to wrap gifts** and **Item 4.1 Type of gifts**. The least problematic was **Item 4.8 Giving gifts on visiting patients** ($M = 2.92$).

The teachers felt that students had an average problem with all items ($M = 3.00$). The alumni reported that etiquette in giving gifts had been a problem at an average to somewhat high level in the past (mean scores were between 2.80 and 3.60). Their largest problems were **Item 4.6, and Item 4.7** ($M = 3.60$), followed by **Item 5.5, Item 4.4, Item 4.2** and **Item 4.3**. The least problematic past problems were **Item 4.1** and **Item 4.8** ($M = 2.80$). Present problems ranged from a somewhat low to an average need (mean scores were 2.20-3.40). The most problematic was **Item 4.5**, followed by **Item 4.4, Item 4.6, Item 4.7, Item 4.8, Item 4.1**, and **Item 4.2**. The least problematic was **Item 4.3** ($M = 2.20$).

Needs

The students perceived their needs as being at a somewhat high level (mean scores were between 3.48 and 3.56). **Item 4.3** was the students' highest need ($M = 3.56$), followed by **Item 4.1, Item 4.6, Item 4.7, Item 4.5, Item 4.4**, and **Item 4.2**. Their lowest need was for **Item 4.8** ($M = 3.46$).

The teachers reported that students had an average need for all items ($M = 3.33$). The alumni reported somewhat high to high needs (mean scores were between 4.00 and 5.00). Their highest needs were for **Item 4.6** and **Item 4.7** ($M = 5.00$), followed by **Item 4.3, Item 4.4, Item 4.8, Item 4.2**, and **Item 4.5**. Their lowest need was for **Item 4.1** ($M = 4.00$).

5) Manners when writing/replying to letters and postcards

Table 4.11: Students' problems with and needs for manners when writing/replying to letters and postcards as perceived by students, teachers, and alumni

5. Writing/ replying to letters and postcards	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
5.1 How to write letters and postcards	3.10	1.121	A	3.00	0.000	A	3.40	1.517	A	3.00	1.225	A
5.2 How to write addresses on envelopes	3.23	1.213	A	3.00	0.000	A	3.60	1.673	SH	3.00	1.225	A

Table 4.11: Students' problems with and needs for manners when writing/replying to letters and postcards as perceived by students, teachers, and alumni (cont.)

5. Writing/ replying to letters and postcards	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Needs												
5.1 How to write letters and postcards	3.58	1.271	SH	4.33	0.577	H	-	-	-	4.60	0.894	H
5.2 How to write addresses on envelopes	3.56	1.310	SH	4.33	0.577	H	-	-	-	4.80	0.447	H

Problems

The students rated all items as average problems (mean scores were 3.10 and 3.23). Their largest problem was **Item 5.2 How to write letters and postcards** ($M = 3.23$). The least problematic area was **Item 5.1 How to write addresses on envelopes** ($M = 3.10$).

The teachers felt that students had an average level of problems for all items ($M = 3.00$). The alumni reported that, in the past, their largest problem in Writing/replying to letters and postcards was for **Item 5.2** ($M = 3.60$). The least problematic area in the past was **Item 5.1** ($M = 3.40$). On the other hand, their present problems were at an average level, with mean scores for both **Item 5.1** and **Item 5.2** of 3.00.

Needs

The students reported a somewhat high need for all items related to Writing/replying to letters and postcards. **Item 5.1** was their highest need ($M = 3.58$) and the least problematic was **Item 5.2** ($M = 3.56$).

The teachers reported that students had a high need for all items ($M = 4.33$). The alumni reported a high need for all items. Their highest need was for **Item 5.2** ($M = 4.80$) and their lowest need was for **Item 5.1** ($M = 4.60$).

6) Table manners

Table 4.12: Students' problems with and needs for table manners as perceived by students, teachers, and alumni

6. Table manners	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
6.1 How to use chopsticks	3.00	1.317	A	2.33	0.577	SL	2.80	1.304	A	2.20	0.837	SL
6.2 Prohibited behavior at the table	3.03	1.238	A	2.67	1.155	A	2.80	1.304	A	2.40	1.517	SL
Needs												
6.1 How to use chopsticks	3.88	1.322	SH	4.00	1.000	SH	-	-	-	4.40	0.894	H
6.2 Prohibited behavior at the table	3.81	1.360	SH	4.00	1.000	SH	-	-	-	4.80	0.447	H

Problems

The students rated all items as an average problem. Their largest problem was with **Item 6.2 Prohibit behavior at the table** ($M = 3.03$). The least problematic was **Item 6.1 How to use chopsticks** ($M = 3.00$).

The teachers felt that students had an average level of problems with **Item 6.2** ($M = 2.67$) and that **Item 6.1** was least problematic for the students ($M = 2.33$).

The alumni reported an average level for past problems for all items, with mean scores of 2.80, while at present their problems have become to a somewhat low problem area, with **Item 6.2** as their largest problem ($M = 2.40$) and **Item 6.1** was the least problematic ($M = 2.20$).

Needs

The students perceived a somewhat high need for all table manners. **Item 6.1** was their highest need ($M = 3.88$) and the lowest need was for **Item 6.2** ($M = 3.81$).

The teachers reported that students had a somewhat high need for all items with a mean score of 4.00. The alumni also reported high needs for all items. Their highest need was for **Item 6.2** ($M = 4.80$) and their lowest need was for **Item 6.1** ($M = 4.40$).

7) Manners and etiquette

7.1 Manners when visiting

Table 4.13: Students' problems with and needs for manners when visiting as perceived by students, teachers, and alumni

7.1 Manners when visiting	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
7.1.1 Visiting a Japanese home	2.96	1.077	A	3.33	0.577	A	2.60	1.342	ML	2.20	1.304	SL
7.1.2 Visiting and greeting neighbors when moving to a new home	2.96	1.059	A	3.33	0.577	A	2.80	1.304	M	2.60	1.517	SL
7.1.3 Visiting patients	2.93	1.080	A	3.33	0.577	A	3.00	1.225	M	2.60	1.517	SL
7.1.4 Business visits	2.97	1.142	A	3.33	0.577	A	4.00	1.732	M H	3.40	2.191	A
Needs												
7.1.1 Visiting a Japanese home	3.52	1.189	SH	3.67	1.528	SH	-	-	-	4.60	0.548	H
7.1.2 Visiting and greeting neighbors when moving to a new home	3.50	1.267	SH	3.67	1.528	SH	-	-	-	4.60	0.548	H
7.1.3 Visiting patients	3.53	1.340	SH	3.67	1.528	SH	-	-	-	4.80	0.447	H
7.1.4 Business visits	3.45	1.353	SH	3.67	1.528	SH	-	-	-	5.00	0.000	H

Problems

The students rated all items as an average problem. Their largest problem was with **Item 7.1.4 Business visiting** ($M = 2.97$), followed by **Item 7.1.1 Visiting a Japanese home** and **Item 7.1.2 Visiting and greeting neighbors**

when moving to a new home ($M = 2.96$). The least problematic was **Item 7.1.3 Visiting patients** ($M = 2.93$).

The teachers, like the students, felt that students had an average level of problems for all items, with a mean score of 3.33. The alumni reported that they had had somewhat low to somewhat high levels of problems in the past (mean scores were in the range of 2.60 to 4.00) **Item 7.1.4** was perceived as their largest problem ($M = 4.00$), followed by **Item 7.1.3** and **Item 7.1.2**. Their least problematic past problem was **Item 7.1.1** ($M = 2.60$). As with their past problems, their present largest problem was **Item 7.1.4**, with a mean score that had decreased to 3.40. **Item 7.1.2** and **Item 7.1.3** were rated as somewhat low problems, with the mean scores that had also decreased, to 2.60. The least problematic was **Item 7.1.1**, with a mean score that had decreased to 2.20.

Needs

The students reported somewhat high needs for all Manners when visiting. **Item 7.1.3** was their highest need ($M = 3.53$), followed by **Item 7.1.1** and **Item 7.1.2**. Their lowest need was for **Item 7.1.4** ($M = 3.45$).

The teachers reported that students had somewhat high needs for all items with a mean score of 3.67. The alumni also reported a high need for all items. Their highest need was for **Item 7.1.4** ($M = 5.00$), followed by **Item 7.1.3** ($M = 4.80$) and their lowest needs were for **Item 7.1.1** and **Item 7.1.2** ($M = 4.60$).

7.2 Manners in public places

Table 4.14: Students' problems with and needs for manners in public places as perceived by students, teachers, and alumni

7.2 Manners in public places	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
7.2.1 Buses/trains	2.97	1.055	A	3.00	0.000	A	2.60	1.342	SL	2.20	1.304	SL
7.2.2 Movie theaters	2.94	1.085	A	3.00	0.000	A	2.80	1.304	A	2.60	1.517	SL
7.2.3 Lifts/escalators	2.98	1.179	A	3.00	0.000	A	3.00	1.225	A	2.60	2.191	SL
7.2.4 Toilets/ <i>onsen/sento</i>	2.89	1.115	A	3.00	0.000	A	4.00	1.732	SH	3.40	2.191	A
Needs												
7.2.1 Buses/trains	3.53	1.304	SH	3.33	1.528	A	-	-	-	4.60	0.894	H
7.2.2 Movie theaters	3.52	1.318	SH	3.33	1.528	A	-	-	-	4.60	0.894	H
7.2.3 Lifts/escalators	3.60	1.336	SH	3.67	1.528	SH	-	-	-	4.60	0.894	H
7.2.4 Toilets/ <i>onsen/sento</i>	3.38	1.369	A	3.67	1.528	SH	-	-	-	4.20	1.095	SH

Problems

The students reported an average level of problems for all items, with mean scores in the range of 2.89 to 2.98. Their largest problem was **Item 7.2.3 Lifts/escalators** ($M = 2.98$), followed by **Item 7.2.1 Buses/trains** and **Item 7.2.2 Movie theaters**. The least problematic was **Item 7.2.4 Toilets/*onsen/sento*** ($M = 2.89$).

The teachers, like the students, felt that students had an average level of problems for all items, with a mean score of 3.00. The alumni reported that they had had an average to somewhat high problem in the past (mean scores were in the range of 4.00 to 2.80) **Item 7.2.4** was perceived as their largest problem ($M = 4.00$), followed by **Item 7.2.2** and **Item 7.2.3**. The least problematic area in the past was **Item 7.2.1** ($M = 2.80$). Present problems ranged from somewhat low to average (mean scores were in the range of 2.20 to 3.00). Their highest need still was **Item 7.2.4** ($M = 3.40$), followed by **Item 7.2.2** and **Item 7.2.3**. The least problematic was **Item 7.2.1** ($M = 2.20$).

Needs

The students perceived that they had an average to somewhat high need, with mean scores in the range of 3.38 to 3.60. **Item 7.2.3** was their highest need ($M = 3.60$), followed by **Item 7.2.1** and **Item 7.2.2**. Their lowest need was for **Item 7.2.4** ($M = 3.38$).

The teachers reported that students had an average to somewhat high need whose mean scores were between 3.33 and 3.67. Students' highest needs were for **Item 7.2.3** and **Item 7.2.4** ($M = 3.67$). Their lowest needs were for **Item 7.2.1** and **Item 7.2.2** ($M = 3.33$).

The alumni reported somewhat high to high needs whose mean scores were between 4.20 and 4.60. Their highest needs were for **Item 7.2.1**, **Item 7.2.2** and **Item 7.2.4** ($M = 4.60$). Their lowest need was for **Item 7.2.4** ($M = 4.20$).

7.3 Manners at formal ceremonies

Table 4.15: Students' problems with and needs for manners at formal ceremonies as perceived by students, teachers, and alumni

7.3 In formal ceremony	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
7.3.1 Graduation ceremonies	3.08	1.084	A	2.67	0.577	A	4.00	1.732	SH	4.20	1.304	SH
7.3.2 Wedding ceremonies	3.07	1.149	A	2.67	0.577	A	3.80	1.789	SH	3.60	1.673	SH
7.3.3 Funeral ceremonies	3.05	1.099	A	2.67	0.577	A	4.00	1.732	SH	4.00	1.732	SH
7.3.4 Tea ceremonies	3.15	1.209	A	2.67	0.577	A	4.00	1.732	SH	3.60	1.517	SH
Needs												
7.3.1 Graduation ceremonies	3.61	1.284	SH	3.67	1.155	A	-	-	-	3.60	1.673	SH
7.3.2 Wedding ceremonies	3.57	1.295	SH	3.33	1.528	A	-	-	-	4.60	0.548	H
7.3.3 Funeral ceremonies	3.39	1.370	A	3.33	1.528	A	-	-	-	4.60	0.548	H
7.3.4 Tea ceremonies	3.36	1.339	A	4.00	1.000	SH	-	-	-	3.40	2.191	H

Problems

The students reported an average problem with all items regarding manners at formal ceremonies, with mean scores in the range of 3.05 to 3.15. Their largest problems was with **Item 7.3.4 Tea ceremonies** ($M = 3.15$), followed by **Item 7.3.1 Graduation ceremonies** and **Item 7.3.2 Wedding ceremonies**. The least problematic was **Item 7.3.3 Funeral ceremonies** ($M = 3.05$).

The teachers perceived that students had an average problem with all items, with mean scores of 2.67. The alumni reported that they had a somewhat high problem in the past with all items (mean scores were in the range of 3.80 to 4.00). **Item 7.3.1**, **Item 7.3.3** and **Item 7.3.4** were rated as their largest problems ($M = 4.00$). The least problematic was **Item 7.2.2** ($M = 3.80$). As with past problems, they had a somewhat high present problem, with mean scores in the range 3.60 to 4.20. **Item 7.3.1** was perceived as their highest need ($M = 4.20$), followed by **Item 7.3.3**. The least problematic were **Item 7.3.2** and **Item 7.3.4** ($M = 3.60$).

Needs

The students felt that they had an average to somewhat high need for manners at formal ceremonies (mean scores were in the range of 3.36 to 3.61). **Item 7.3.1** was their highest need ($M = 3.61$), followed by **Item 7.3.2** and **Item 7.3.3**. Their lowest need was **Item 7.3.4** ($M = 3.36$).

The teachers reported that students had an average to somewhat high need, with mean scores between 3.33 and 4.00. Students' highest needs were for **Item 7.3.4** ($M = 4.00$), followed by **Item 7.3.1**. Their lowest needs were for **Item 7.3.2** and **Item 7.3.3** ($M = 3.33$).

The alumni reported somewhat high to high needs whose mean scores were between 3.40 and 4.60. Their highest needs were for **Item 7.3.2** and **Item 7.3.3** ($M = 4.60$), followed by **Item 7.3.1**. Their lowest need was for **Item 7.3.4** ($M = 3.40$).

7.4 Manners at informal ceremonies

Table 4.16: Students' problems with and needs for manners at informal ceremonies as perceived by students, teachers, and alumni

7.4 Manners at informal ceremonies	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
7.4.1 Birth ceremonies	3.13	1.122	A	3.00	1.000	A	3.40	2.191	A	3.60	1.949	SH
7.4.2 Coming of age ceremonies	3.15	1.128	A	3.00	1.000	A	3.00	1.871	A	3.40	1.517	A
7.4.3 60-year cycle ceremonies	3.16	1.164	A	3.00	1.000	A	3.40	2.191	A	3.40	2.191	A
7.4.4 Welcoming parties	3.08	1.160	A	3.00	1.000	A	3.60	1.949	SH	3.20	1.643	A
7.4.5 Farewell parties	3.03	1.167	A	3.00	1.000	A	3.40	2.191	A	3.80	1.789	SH
7.4.6 Parties to launch a new product	3.08	1.188	A	3.00	1.000	A	3.60	1.949	SH	3.60	1.949	SH
7.4.7 Company inauguration parties	3.15	1.128	A	3.00	1.000	A	3.40	2.191	A	3.80	1.789	SH
Needs												
7.4.1 Birth ceremonies	3.42	1.316	SH	3.67	1.528	SH	-	-	-	3.60	1.673	SH
7.4.2 Coming of age ceremonies	3.30	1.325	A	3.67	1.528	SH	-	-	-	3.40	1.817	A
7.4.3 60-year cycle ceremonies	3.31	1.369	A	3.67	1.528	SH	-	-	-	3.60	1.949	SH
7.4.4 Welcoming parties	3.48	1.274	SH	3.67	1.528	SH	-	-	-	4.00	1.732	SH
7.4.5 Farewell parties	3.58	1.287	SH	3.67	1.528	SH	-	-	-	4.00	1.732	SH
7.4.6 Parties to launch a new product	3.38	1.313	A	3.67	1.528	SH	-	-	-	4.20	1.789	SH
7.4.7 Company inauguration parties	3.40	1.378	A	3.67	1.528	SH	-	-	-	4.20	1.789	SH

Problems

The students reported that they had an average problem with all items regarding manners at informal ceremonies (mean scores were in the range of 3.03 to 3.16). Their largest problem was **Item 7.4.3 60-year cycles ceremonies** ($M = 3.16$), followed by **Item 7.4.2 Coming of age ceremonies** and **Item 7.4.7 Company inauguration parties**, **Item 7.4.1 Birth ceremonies**, **Item 7.4.4**

Welcoming parties, and **Item 7.4.6 Parties to launch a new product**. The least problematic was **Item 7.4.5 Farewell parties** ($M = 3.03$).

The teachers felt that students had an average problem with all items, with mean score of 3.00. The alumni reported that they had an average to somewhat high past problem (mean scores were in the range of 3.00 to 3.60). **Item 7.4.4** and **Item 7.4.6** were rated as their largest problems ($M = 3.60$), followed by **Item 7.4.1**, **Item 7.4.3** and **Item 7.4.5**. The least problematic was **Item 7.4.2** ($M = 3.00$). They felt that these same problems at present posed an average to somewhat high problem, with mean scores in the range of 3.20 to 3.80. Their largest problems were **Item 7.4.5** and **Item 7.4.7** ($M = 3.80$), followed by **Item 3.4.1**, **Item 3.4.6**, **Item 7.4.2**, and **Item 7.4.3** ($M = 3.40$). The least problematic was **Item 7.4.4** ($M = 3.20$).

Needs

The students perceived that they had an average to somewhat high need for manners at informal ceremonies (mean scores were in the range of 3.30 to 3.58). **Item 7.4.5** was their highest need ($M = 3.58$), followed by **Item 7.4.4**, **Item 7.4.1**, **Item 7.4.7**, **Item 7.4.6** and **Item 7.4.3**. Their lowest need was for **Item 7.4.3** ($M = 3.31$).

The teachers reported that students had somewhat high needs, with mean score of 3.67 for all items. The alumni reported that they had an average to somewhat high need, with mean scores between 3.40 and 4.20. Their highest needs were for **Item 7.4.6** and **Item 7.4.7** ($M = 4.20$), followed by **Item 7.4.4**, **Item 7.4.5**, **Item 7.4.1**, and **Item 7.4.3** ($M = 3.60$). Their lowest needs was for **Item 7.4.2** ($M = 3.40$).

7.5 Manners at traditional festivals

Table 4.17: Students' problems with and needs for of manners at traditional festivals as perceived by students, teachers, and alumni

7.5 Manners at traditional festivals	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
7.5.1 New Year's festivals	3.04	1.146	A	2.67	0.577	A	3.20	1.789	A	3.60	1.673	SH
7.5.2 Bean-throwing festivals	2.99	1.215	A	2.67	0.577	A	3.20	2.049	A	3.00	2.000	A
7.5.3 Doll festivals	3.01	1.199	A	2.67	0.577	A	3.80	1.643	SH	3.80	1.643	SH
7.5.4 Cherry blossom festivals	3.01	1.151	A	2.67	0.577	A	4.00	1.732	SH	3.20	1.304	A
7.5.5 Children's day festivals	3.00	1.234	A	2.67	0.577	A	4.00	1.732	SH	3.40	1.817	A
7.5.6 Star festivals	3.03	1.253	A	2.33	0.577	SL	2.60	1.517	SL	1.80	1.095	L
7.5.7 Bon festivals	3.03	1.158	A	2.67	0.577	A	4.00	1.732	SH	3.40	1.517	A
7.5.8 Moon-viewing festivals	3.16	1.188	A	2.67	0.577	A	3.80	1.789	SH	3.80	1.789	SH
7.5.9 Children's shrine-visiting day festivals	3.02	1.203	A	2.67	0.577	A	3.40	2.191	A	3.40	2.191	A
Needs												
7.5.1 New Year's festivals	3.54	1.353	SH	4.00	1.000	SH	-	-	-	3.60	1.949	SH
7.5.2 Bean-throwing festivals	3.35	1.374	A	3.67	1.528	SH	-	-	-	3.00	1.871	A
7.5.3 Doll festivals	3.28	1.372	A	3.67	1.528	SH	-	-	-	3.00	2.000	A
7.5.4 Cherry blossom festivals	3.46	1.303	SH	3.67	1.528	SH	-	-	-	3.00	2.000	A
7.5.5 Children's day festivals	3.39	1.363	A	3.67	1.528	SH	-	-	-	3.00	2.000	A
7.5.6 Star festivals	3.47	1.375	SH	3.67	1.528	SH	-	-	-	3.00	2.000	A
7.5.7 Bon festivals	3.34	1.386	A	3.67	1.528	SH	-	-	-	3.00	2.000	A
7.5.8 Moon-viewing festivals	3.44	1.353	SH	3.67	1.528	SH	-	-	-	3.00	2.000	A
7.5.9 Children's shrine-visiting day festivals	3.34	1.337	A	3.67	1.528	SH	-	-	-	3.80	2.049	A

Problems

The students reported average problems with manners at traditional festivals (mean scores were in the range of 2.99 to 3.16). Their largest problem was **Item 7.5.8 Moon-viewing festivals** ($M = 3.16$), followed by **Item 7.5.1 New Year's festivals**, **Item 7.5.6 Star festivals**, **Item 7.5.7 Bon festivals**, **Item 7.5.9**

Children's shrine-visiting day festivals, Item 7.5.3 Doll festivals, Item 7.5.4 Cherry blossom festivals, and Item 7.5.5 Children's day festivals. Item 7.5.2 Bean-throwing festivals was the least problematic ($M = 2.99$)

The teachers felt that the students had a somewhat low to average problem, with mean scores in the range of 2.33 to 2.67. Most of the items were perceived as large problems for the students ($M = 2.67$), except for **Item 7.5.6**, which was perceived as the least problematic for the students ($M = 2.33$).

The alumni had somewhat low to somewhat high past problems, with mean scores between 2.60 and 4.00. Their largest problems were with **Item 7.5.4, Item 7.5.5** and **Item 7.5.7** ($M = 4.00$), followed by **Item 7.5.3, Item 7.5.8, Item 7.5.9, Item 7.5.1, and Item 7.5.2**. The least problematic was **Item 7.5.6** ($M = 2.60$). They rated present problems as low to somewhat high, with mean scores in the range of 1.80 to 3.80. **Item 7.5.3** and **Item 7.5.8** were their largest problems ($M = 3.80$), followed by **Item 7.5.1, Item 7.5.5, Item 7.5.7, Item 7.5.9, Item 7.5.4, and Item 7.5.2**. The least problematic was **Item 7.5.6** ($M = 1.80$).

Needs

The students reported an average to somewhat high needs with mean scores of 3.28 to 3.54. **Item 7.5.1** was perceived as their highest need ($M = 3.54$), followed by **Item 7.5.6, Item 7.5.4, Item 7.5.8, Item 7.5.5, Item 7.5.2, Item 7.5.7, and Item 7.5.9**. **Item 7.5.3** was the least problematic ($M = 3.28$).

The teachers reported that the students had somewhat high needs for all items, with the highest mean score of 4.00 for **Item 7.5.1**. The other items had the same mean score of 3.67.

The alumni perceived that they had average to somewhat high needs. Their highest need was for **Item 7.5.9** ($M = 3.80$), followed by **Item 7.5.1**. The other items were rated as an average problems ($M = 3.00$).

8) Other manners

Table 4.18: Students' problems with and needs for of other general manners as perceived by students, teachers, and alumni

8. Other manners	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
Problems												
8.1 Talking on the phone	3.03	1.167	A	3.00	0.000	A	2.80	1.483	A	1.80	0.447	L
8.2 Making appointments	3.18	1.128	A	3.00	0.000	A	3.80	1.789	SH	2.80	1.304	A
8.3 Queuing	3.05	1.124	A	3.00	0.000	A	2.40	.0894	SL	2.80	1.095	A
8.4 Waste disposal	3.02	1.242	A	3.00	0.000	A	3.60	1.673	SH	3.00	1.414	A
Needs												
8.1 Talking on the phone	3.63	1.290	SH	4.33	0.577	H	-	-	-	5.00	0.000	H
8.2 Making appointments	3.59	1.293	SH	4.33	0.577	H	-	-	-	5.00	0.000	H
8.3 Queuing	3.61	1.299	SH	4.33	0.577	H	-	-	-	4.60	0.894	H
8.4 Waste disposal	3.58	1.331	SH	4.33	0.577	H	-	-	-	5.00	0.000	H

Problems

The students reported an average problem with all items regarding general manners (mean scores were in the range of 3.02 to 3.18). Their largest problem was **Item 8.2 Making appointments** ($M = 3.18$), followed by **Item 8.3 Queuing** and **Item 8.1 Talking on the phone**. The least problematic was **Item 8.4 Waste disposal** ($M = 3.02$).

The teachers felt that students had an average problem with all items, with mean score of 3.00. The alumni reported that they had average to somewhat high past problems (mean scores were in the range of 2.40 to 3.80). **Item 8.2** was their largest problem ($M = 3.80$), followed by **Item 8.4** and **Item 8.1** ($M = 2.80$). The least problematic was **Item 8.3** ($M = 2.40$). In addition, they had low to an average present problems, with mean scores in the range of 1.80 to 3.00). **Item 8.4** was perceived as their highest need ($M = 3.00$), followed by **Item 8.2** and **Item 8.3**. The least problematic was **Item 8.1** ($M = 1.80$).

Needs

The students felt that they had somewhat high needs, with mean scores from 3.58 to 3.63. **Item 8.1** was their highest need ($M = 3.63$), followed by **Item 8.2** and **Item 8.4** ($M = 3.58$). Their lowest need was for **Item 8.3** ($M = 3.61$).

The teachers reported that students had high needs, with mean scores of 4.33. The alumni reported high needs, with mean scores between 4.60 and 5.00. Their highest needs were for **Item 8.1**, **Item 8.2** and **Item 8.4** ($M = 5.00$). Their lowest need was for **Item 8.3** ($M = 4.60$).

4.1.3 Wants for the Japanese language course

This part of the questionnaire was designed to find the answer to research question three, which is:

Question three: What purpose, content and methodology do students want in their Japanese language course?

The results are presented in Tables 4.19, 4.20, 4.21, 4.22, 4.23, and 4.24.

1) Objective

Table 4.19: Students' wants for the objectives of the Japanese language course as perceived by students, teachers, and alumni

1. Objective	Students			Teachers			Alumni					
Wants	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
1.1 to prepare students for study at the university	3.57	1.155	SH	4.67	0.577	H	5.00	0.000	H	4.20	0.447	SH
1.2 to prepare students for their future careers	3.81	1.212	SH	4.00	1.000	SH	3.80	1.789	SH	5.00	0.000	H
1.3 to develop fluency in the four basic language skills	3.97	1.099	SH	4.67	0.577	H	4.60	0.894	H	5.00	0.000	H

Table 4.19: Students' wants for the objectives of the Japanese language course as perceived by students, teachers, and alumni (cont.)

1. Objective	Students			Teachers			Alumni					
Wants	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
1.4 to develop understanding of Japanese culture	3.90	1.050	SH	4.33	.0577	H	4.40	1.342	H	4.60	0.548	H
1.5 Others	0.00	0.000		-	-	-	1.00	2.236	L	1.00	2.236	L

In regard to the objectives of the course, the students had a somewhat high want for all items (mean scores were between 3.57 and 3.97). Their highest want was for **Item 1.3 To develop fluency in the four basic language skills** ($M = 3.97$). Their second-rated want was for **Item 1.4 To developing understanding of Japanese culture** ($M = 3.90$). The third-rated was **Item 1.2 To prepare students for their future careers** ($M = 3.81$). The lowest want was for **Item 1.1 To prepare students for study at the university** ($M = 3.57$).

The teachers felt that students had somewhat high to high wants, with mean scores from 4.00 to 4.67. They reported that the students had the highest wants for **Item 1.1** and **Item 1.3** ($M = 5.00$), followed by **Item 1.4**. The lowest want was for **Item 1.2** ($M = 4.00$).

The alumni felt that their past wants rated from low to high to high. **Item 1.1** was ranked as their highest want ($M = 5.00$), followed by **Item 1.3**, **Item 1.4**. **Item 1.2** was ranked as their lowest past want (mean score = 3.80). In response to **Item 1.5** one alumnus reported that she wanted to be able to communicate with Japanese ($M = 1.00$). As for their present wants, the alumni also had low, somewhat high, and high wants ($M = 4.20$ to 5.00) They ranked their highest present want as being **Item 1.2** and **Item 1.3** ($M = 5.00$), followed by **Item 1.4**. Their lowest want was for **Item 1.1** ($M = 4.20$). For **Item 1.5**, one alumnus reported, as for past problems, that she wanted to be able to communicate with Japanese ($M = 1.00$).

2) Language skills

Table 4.20: Students' wants for language skills in the Japanese language course as perceived by students, teachers, and alumni

2. Language skills	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
2.1 Listening	3.91	1.134	SH	4.00	1.000	SH	4.60	0.894	H	5.00	0.000	H
2.2 Speaking	3.96	1.170	SH	4.00	1.000	SH	5.00	0.000	H	5.00	0.000	H
2.3 Reading	3.93	1.165	SH	4.00	0.000	SH	5.00	0.000	H	5.00	0.000	H
2.4 Writing	3.92	1.127	SH	4.00	0.000	SH	4.60	0.894	H	5.00	0.000	H

With regard to language skills, the students had somewhat high wants for all items (mean scores were between 3.91 and 3.96). Their highest want was for **Item 2.2 Speaking skills** ($M = 3.96$), followed by **Item 2.3 Reading skills**, **Item 2.4 Writing skills**. Their lowest want was for **Item 2.1 Listening skills** ($M = 3.91$).

The teachers perceived that students had somewhat high wants for all items, with a mean score of 4.00. In addition, the alumni reported their past wants ranked high for all items (mean scores were between 4.60 and 5.00). **Item 2.2** and **Item 2.3** were ranked as their highest wants ($M = 5.00$). **Item 2.1** and **Item 2.4** were ranked as their lowest past wants ($M = 4.60$). However, the alumni ranked their present wants for all items as high, with a mean score of 5.00.

3) Content

Table 4.21: Students' wants for content in the Japanese language course as perceived by students, teachers, and alumni

3. Content	Students			Teachers			Alumni					
Wants	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
3.1 Kanji characters	3.78	1.227	SH	4.33	0.577	H	4.60	0.894	H	4.80	0.447	H
3.2 Vocabulary	4.00	1.121	SH	4.00	0.000	SH	4.80	0.447	H	5.00	0.000	H
3.3Pronunciation/Accent	3.84	1.097	SH	3.67	0.577	SH	5.00	0.000	H	5.00	0.000	H
3.4 Grammar	3.79	1.201	SH	4.33	0.577	H	4.60	0.894	H	5.00	0.000	H
3.5 Society/history/culture	3.81	1.006	SH	3.33	1.155	A	4.20	0.837	SH	4.00	1.000	SH
3.6 Preparation for Professional Aptitude Test of Japanese (PAT 7.3)	3.85	1.225	SH	4.67	0.577	H	4.60	0.894	H	4.20	0.837	SH
3.7 Others	0.03	0.291	-	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-

Regarding the content, the students reported somewhat high wants for all items (mean scores were between 3.78 and 4.00). Their highest want was for **Item 3.2 Vocabulary** ($M = 4.00$), followed by **Item 3.6 Preparation for Professional Aptitude Test of Japanese (PAT 7.3)**, **Item 3.3 Pronunciation/accent**, **Item 3.5 Japanese society/history/culture** and **Item 3.4 Grammar**. Their lowest want was for **Item 3.1 Kanji characters** ($M = 3.79$).

From the teachers' viewpoint, students had average to high wants, mean scores ranging from 3.33 to 4.67. They felt that students had the highest want for **Item 3.6** ($M = 4.67$), followed by **Item 3.1**, **Item 3.4**, **Item 3.2** and **Item 3.3**. Students had the lowest want for **Item 3.5** ($M = 3.33$).

In addition, the alumni reported their past wants ranged from somewhat high to high, with mean scores of 4.20 to 5.00). **Item 3.3** was ranked as their highest want ($M = 5.00$), followed by **Item 3.2**, **Item 3.1**, **Item 3.4** and **Item 3.5**. Their lowest want was for **Item 3.5** ($M = 4.20$). However, the alumni ranked their present wants as somewhat high to high, with mean scores of 4.20 to 5.00. Three items, which were **Item 3.2**, **Item 3.3**, and **Item 3.4**, were ranked as their highest

wants ($M = 5.00$), followed by **Item 3.1**, and **Item 3.6**. Their lowest want was for **Item 3.5** ($M = 4.20$).

4) Teaching methods

Table 4.22: Students' wants regarding teaching methods in the Japanese course perceived by students, teachers, and alumni

4. Teaching methods	Students			Teachers			Alumni					
Wants	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
4.1 Teacher-centered	3.13	1.005	A	3.00	0.000	A	1.60	0.548	L	1.60	0.548	L
4.2 Student-centered	3.48	1.132	SH	4.33	1.155	H	3.80	1.304	SH	4.60	0.894	H
4.3 Techniques for remembering	3.92	1.235	SH	4.33	1.155	H	4.60	0.548	H	5.00	0.000	H
4.4 Activities:												
4.4.1 Songs/role plays/games	3.71	1.112	SH	3.67	0.577	SH	4.20	1.304	SH	4.40	1.342	H
4.4.2 Movies/drama/MV/anime	4.06	1.153	SH	3.33	2.082	A	4.40	1.342	H	4.40	1.342	H
4.4.3 Tales/novels/short stories/Comics	4.34	5.101	H	2.67	1.528	A	4.40	1.342	H	4.40	1.342	H
4.4.4 Letters/e-mails/chat/Skype	3.48	1.197	SH	3.00	1.732	A	4.40	1.342	H	4.40	1.342	H
4.4.5 Interviews with Japanese	3.63	1.206	SH	3.33	2.082	A	4.80	0.447	H	5.00	0.000	H
4.4.6 Visiting Japan Foundation	3.76	1.239	SH	3.00	1.732	A	5.00	0.000	H	5.00	0.000	H
4.4.7 Projects about Japan	3.41	1.201	SH	3.67	0.577	SH	4.60	0.894	H	4.60	0.894	H
4.4.8 Modern materials	3.77	1.221	SH	4.00	4.00	SH	4.60	0.894	H	4.60	0.894	H
4.5 Others	0.17	0.878	-	0.00	0.00	-	0.00	0.000	-	0.00	0.000	-

With regard to the teaching methods, the students reported that they had an average to somewhat high wants, with mean scores from 3.13 to 3.92. Their highest want was for **Item 4.3 Techniques for remembering** (mean score = 3.92), followed by **Item 4.2 Student-centered**. Their lowest want was for **Item 4.1 Teacher-centered** ($M = 3.13$). With regard to the activities they wanted to have, the students had somewhat high to high wants (mean scores were from 3.41 to 4.34). Their most-wanted activity was for **Item 4.4.3 Tales/novels/short stories/comics** ($M = 4.34$), followed by **Item 4.4.2 Movies/drama/MV/anime**, **Item 4.4.8 Modern**

materials, **Item 4.4.6 Visiting Japan Foundation**, **Item 4.4.1 Songs/roleplays/games**, **Item 4.4.5 Interviews with Japanese** and **Item 4.4.4 Letters/e-mails/chat/Skype**. Their lowest want was for **Item 4.4.7 Projects about Japan** ($M = 3.41$). In response to **Item 4.5 Others**, one student wanted the teacher to teach how to speak and how to take part in daily life conversations.

In the teachers' viewpoint, the students had an average and high wants, with mean scores ranging from 3.00 to 4.33. They thought that students had the highest wants for **Item 4.2** and **Item 4.3** ($M = 4.33$). Students had the lowest want for **Item 4.1** ($M = 3.00$). In addition, they gave their viewpoint on activities the students preferred to have in class. Rankings ranged from average to somewhat high (mean scores were from 2.67 to 4.00). The students had the highest want for **Item 4.4.8**, followed by **Item 4.4.1**, **Item 4.4.7**, **Item 4.4.2**, **Item 4.4.5**, **Item 4.4.4** and **Item 4.4.6**. The students' lowest want was for **Item 4.4.3** ($M = 2.67$).

In addition, the alumni ranked their past wants as being low, somewhat high and high, with mean scores of 1.60 to 4.60. **Item 4.3** was ranked as their highest want ($M = 4.60$), followed by **Item 4.2**. Their lowest want was for **Item 4.1** ($M = 1.60$). As for their present wants, they still ranked **Item 4.3** as their highest want ($M = 5.00$), followed by **Item 4.2**. **Item 4.1** was the least-wanted ($M = 1.60$).

Their past wants for activities ranged from somewhat high to high (mean scores were from 4.20 to 5.00). They rated **Item 4.4.6** as their highest want ($M = 5.00$), followed by **Item 4.4.5**, **Item 4.4.7**, **Item 4.4.8**, **Item 4.4.2**, **Item 4.4.3**, and **Item 4.4.4**. Their lowest want was for **Item 4.4.1**. On the other hand, they ranked their high present wants high for all items, with mean scores from 4.40 to 5.00. Their highest wants were for **Item 4.4.5** and **Item 4.4.6**, followed by **Item 4.4.7**, **Item 4.4.8**, **Item 4.4.1**, **Item 4.4.2**, and **Item 4.4.3**. **Item 4.4.4** were perceived as their lowest want ($M = 4.40$).

5) Teachers

Table 4.23: Students' wants for teachers for the Japanese language course as perceived by students, teachers, and alumni

5. Teacher Wants	Students			Teachers			Alumni					
	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
5.1 Thai teacher	3.72	0.993	SH	4.00	1.000	A	4.60	0.894	H	4.00	1.225	SH
5.2 Japanese teacher	3.82	1.094	SH	5.00	0.000	H	5.00	0.000	H	5.00	0.000	H
5.3 Teacher who majored in Japanese	4.03	1.000	SH	5.00	0.000	H	5.00	0.000	H	5.00	0.000	H
5.4 Teacher who knows Japanese culture well	4.03	1.000	SH	4.00	1.732	SH	4.60	0.894	H	4.60	0.894	H
5.5 Thai teacher to teach grammar	3.94	1.022	SH	4.67	0.577	H	4.80	0.447	H	5.00	0.000	H
5.6 Japanese teacher to teach conversation and pronunciation	3.98	1.042	SH	5.00	0.000	H	4.60	0.894	H	4.80	0.447	H
5.7 Thai teacher and Japanese teacher teaching together	4.06	1.120	SH	5.00	0.000	H	3.80	1.643	SH	4.40	1.342	H
5.8 Others	0.00	0.000	-	0.00	0.000	-	0.80	1.789	-	1.00	2.236	L

The students reported somewhat high wants in all items regarding the type of teacher they wanted (mean scores were from 3.72 to 4.06). **Item 5.7 Thai teacher and Japanese teacher teaching together** ($M = 4.06$) was their highest want ($M = 4.06$), followed by **Item 5.3 Teacher who majored in Japanese**, **Item 5.4 Teacher who knows Japanese culture well**, **Item 5.6 Japanese teacher to teach conversation and pronunciation**, **Item 5.5 Thai teacher to teach grammar** ($M = 3.94$), and **Item 5.2 Japanese teacher**. Their lowest want was for **Item 5.1 Thai teacher** ($M = 3.82$).

From the teachers' point of view, the students had average, somewhat high and high wants, with mean scores ranging from 4.00 to 5.00. They felt that students had high wants for **Item 5.2**, **Item 5.3**, **Item 5.6** and **Item 5.7** ($M = 5.00$), followed by **Item 5.5**. They perceived that students had the least want for **Item 5.1** and **Item 5.4** ($M = 4.00$).

The alumni reported their past wants as being average and high, with mean scores of 3.80 to 5.00. **Item 5.2** and **Item 5.3** were ranked as their highest wants ($M = 5.00$), followed by **Item 5.5**, **Item 5.1**, **Item 5.4**, and **Item 5.6**. Their least-wanted was **Item 5.7** ($M = 3.80$). In response to **Item 5.8**, one alumnus said that she wanted the course to provide people who have experience in working with Japanese. The alumni reported low, an average and high present wants, with mean scores from 1.00 to 5.00. Their highest wants were for **Item 5.2**, **Item 5.3** and **Item 5.5** ($M = 5.00$). **Item 5.6** followed, with a mean score of 4.80, followed by **Item 5.4** and **Item 5.7** ($M = 4.60$ and 4.40). Their lowest want was for **Item 5.1** ($M = 4.00$). In response to **Item 5.8**, one alumni said that she wanted the course to provide people who have experience in working with Japanese ($M = 1.00$).

6) Length of time

Table 4.24: Students' wants regarding number of hours and frequency of Japanese classes as perceived by students, teachers, and alumni

6. Length of time	Students			Teachers			Alumni					
Wants	M	SD	L	M	SD	L	Past			Present		
							M	SD	L	M	SD	L
6.1 Increase days/number of hours	3.02	1.257	A	3.67	1.155	SH	3.40	1.517	A	4.20	0.447	SH
6.2 Decrease days/number of hours	2.99	1.313	A	1.67	1.155	SL	2.40	1.140	SL	2.40	1.517	SL
6.3 Daily classes	2.92	1.385	A	3.67	1.155	SH	4.00	0.707	SH	4.40	0.548	H
6.4 Others	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-

The students reported that they had an average want for all items regarding the number of hours provided for Japanese instruction (mean scores were from 2.92 to 3.02). **Item 6.1 Increase days/number of hours** was their highest want ($M = 3.02$), followed by **Item 6.2 Decrease days/number of hours**. The least-want was **Item 6.3 Daily classes** ($M = 2.92$).

The teachers felt that the students had somewhat low to somewhat high wants, with mean scores ranging from 1.67 to 3.67. They reported that

students had the highest wants for **Item 6.1** and **Item 6.3** ($M = 3.67$). They were of the opinion that students had the lowest want for **Item 6.2** ($M = 1.67$).

The alumni reported that Item 6.3 was their highest past want ($M = 4.00$), followed by **Item 6.1**. Their least-wanted item was **6.2** ($M = 2.40$). Regarding their present wants, **Item 6.3** still was their highest want ($M = 4.40$), followed by **Item 6.1**. The least-wanted was **Item 6.2** ($M = 2.40$).

4.1.4 Interests in Japanese culture

This part of the questionnaire was designed to find students' interests in Japanese culture.

The results are presented in Tables 4.25, 4.26, and 4.27

1) Japanese society

Table 4.25: Students' interests in Japanese society as perceived by students, teachers, and alumni

1. Japanese society	Students			Teachers			Alumni		
Wants	M	SD	L	M	SD	L	M	SD	L
1.1 Way of life	3.75	1.147	A	3.33	0.577	A	4.80	0.447	H
1.2 Economics/politics	3.14	1.142	A	3.00	1.000	A	3.20	1.483	A
1.3 History	3.37	1.107	A	3.00	1.000	A	3.80	1.304	SH
1.4 Others	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-

The students reported average to somewhat high degrees of interest in all areas of Japanese society, with mean scores from 3.14 to 3.75. **Item 1.1 Way of life** was rated at the highest level of interest ($M = 3.75$), followed by **Item 1.3 History**. **Item 1.2 Economics/politics** was rated at the lowest level of interest ($M = 3.14$). The teachers felt that the students had an average degree of interest in all items, with mean scores ranging from 3.00 to 3.33. The highest degree of interest was in **Item 1.1** ($M = 3.33$), while **Item 1.2** and **Item 1.3** were rated at the least level of interest ($M = 3.00$). In addition, the alumni reported an average to somewhat high degree of interest, with mean scores from 3.20 to 4.80. As with the students and

teachers, the alumni rated **Item 1.1** at the highest level of interest ($M = 4.80$), followed by **Item 1.3**. The lowest level of interest was in **Item 1.2** ($M = 3.20$).

2) Japanese culture

Table 4.26: Students' interests in Japanese culture as perceived by students, teachers, and alumni

2. Japanese culture	Students			Teachers			Alumni		
Wants	M	SD	L	M	SD	L	M	SD	L
2.1 Religion	3.23	1.026	A	2.33	1.528	SL	3.80	1.304	SH
2.2 Flowers	3.55	1.088	SH	2.67	1.155	A	3.80	1.304	SH
2.3 Food/beverages/sweets	4.17	0.971	SH	3.33	1.155	A	5.00	0.000	H
2.4 Japanese dolls	3.80	0.980	SH	2.67	1.155	A	3.60	1.949	SH
2.5 Mascots	4.02	1.078	SH	4.00	1.000	SH	3.60	1.342	SH
2.6 Fashion/Cosplay	3.92	1.105	SH	4.67	0.577	H	3.60	1.673	SH
2.7 Movies	3.93	1.157	SH	4.67	0.577	H	4.20	1.095	SH
2.8 Drama	3.75	1.170	SH	4.00	1.000	SH	3.80	1.789	SH
2.9 Noh/Kabuki/Bunraku	3.41	1.136	SH	2.33	0.577	SL	4.40	0.894	H
2.10 Anime	3.83	1.191	SH	4.67	0.577	H	3.60	1.673	SH
2.11 Songs/MV	3.90	1.146	SH	4.67	0.577	H	4.00	1.732	SH
2.12 Literature	3.23	1.157	A	2.00	0.000	SL	4.20	1.095	SH
2.13 Tales/novels/short stories/comics	3.75	1.178	SH	4.00	0.000	SH	4.60	0.894	H
2.14 Traditional sports	3.38	1.253	A	3.00	1.000	A	3.60	1.342	SH
2.15 Others	0.00	0.000	-	0.00	0.000	-	0.00	0.000	-

The students reported an average to somewhat high degree of interest for all areas of culture, with mean scores from 3.23 to 4.17. **Item 2.3 Food/beverages/sweets** was rated at their highest level of interest ($M = 4.17$), followed by **Item 2.4 Japanese dolls**, **Item 2.5 Mascots**, **Item 2.6 Fashion/Cosplay**, **Item 2.7 Movies**, **Item 2.8 Drama**, **Item 2.10 Anime**, **Item 2.11 Songs/music videos**, **Item 2.13 Tales/novels/short stories**, **Item 2.2 Flowers**, **Item 2.9 Noh/Kabuki/Bunraku** and **Item 2.14 Traditional sports**. **Item 2.1 Religion** and **Item 2.12 Literature** were rated at their lowest level of interest ($M = 3.38$).

The teachers felt that the students had somewhat low to high levels of interest (mean scores were in the range of 2.33 to 4.67). The highest levels of interest were for **Item 2.6**, **Item 2.7**, **Item 2.10** and **Item 2.11** ($M = 4.67$), followed by **Item 2.5**, **Item 2.8**, **Item 2.13**, **Item 2.2**, **Item 2.3**, **Item 2.4**, and **Item 2.14**. **Item 2.1** and **Item 2.12** were rated at the lowest level of interest (mean scores were 2.33 and 2.00 respectively).

The alumni reported that they had somewhat high to high degrees of interest (mean scores were in the range of 3.80 to 5.00). **Item 2.3** was rated as their highest interest ($M = 5.00$), followed by **Item 2.13** and **Item 2.9**, **Item 2.7**, **Item 2.12**, **Item 2.11**, **Item 2.1**, **Item 2.2**, and **Item 2.8** ($M = 3.80$). Their lowest levels of interest were for **Item 2.4**, **Item 2.5**, **Item 2.6**, **Item 2.10**, and **Item 2.14** ($M = 3.60$).

3) Traditions/customs

Table 4.27: Students' interests in Japanese traditions/customs as perceived by students, teachers, and alumni

3. Traditions/ customs	Students			Teachers			Alumni		
Wants	M	SD	L	M	SD	L	M	SD	L
3.1 Traditional festivals									
3.1.1 New Year's festivals	3.75	1.147	SH	2.33	1.528	SL	4.40	0.894	H
3.1.2 Bean-throwing festivals	3.65	1.130	SH	2.33	1.528	SL	4.20	0.837	SH
3.1.3 Doll festivals	3.53	1.213	SH	2.33	1.528	SL	3.40	1.817	A
3.1.4 Cherry blossom festivals	3.66	1.170	SH	2.67	1.528	A	3.80	1.643	SH
3.1.5 Children's day festivals	3.57	1.171	SH	2.33	1.528	SL	3.60	1.949	SH
3.1.6 Star festivals	3.98	1.104	SH	3.67	1.528	SH	4.60	0.894	H
3.1.7 Bon festivals	3.47	1.156	SH	2.33	1.528	SL	4.60	0.894	H
3.1.8 Moon-viewing festivals	3.74	1.115	SH	2.33	1.528	SL	4.20	1.304	SH
3.1.9 Children's shrine-visiting day festivals	3.39	1.176	SH	2.33	1.528	SL	2.40	1.673	SL

Table 4.27: Students' interests in Japanese traditions/customs as perceived by students, teachers, and alumni (cont.)

4. Traditions/ customs	Students			Teachers			Alumni		
Wants	M	SD	L	M	SD	L	M	SD	L
3.2 Games									
3.2.1 Japanese badminton	3.64	1.140	SH	2.33	1.528	SL	2.75	1.708	A
3.2.2 Top-spinning	3.46	1.106	SH	2.33	1.528	SL	3.20	1.789	A
3.2.3 Traditional kite-flying	3.69	1.090	SH	2.33	1.528	SL	2.60	1.817	SL
3.2.4 Rock-paper-scissors	3.68	1.074	SH	2.33	1.528	SL	2.80	1.789	A
3.3 Cultural activities									
3.3.1 Tea ceremonies	3.74	1.221	SH	3.67	0.577	SH	4.20	0.837	SH
3.3.2 Wedding ceremonies	3.58	1.241	SH	3.33	0.577	A	4.00	0.707	SH
3.3.3 Flower arrangement	3.61	1.269	SH	3.33	0.577	A	3.40	1.673	A
3.3.4 Origami	3.82	1.169	SH	4.00	1.000	SH	3.60	1.673	SH
3.3.5 Match-making	3.67	1.240	SH	2.67	1.155	A	2.80	1.483	A
3.4 Others	0.00	0.000	-	0.00	0.000	-	1.00	2.236	L

Traditional festivals

The students reported somewhat high levels of interest, with mean scores from 3.39 to 3.98. **Item 3.1.6 Star festivals** was rated as their highest interest ($M = 3.98$), followed by **Item 3.1.1 New Year's festivals**, **Item 3.1.2 Bean-throwing festivals**, **Item 3.1.3 Doll festivals**, **Item 3.1.4 Cherry blossom festivals**, **Item 3.1.5 Children's day festivals**, **Item 3.1.7 Bon festivals**, and **Item 3.1.8 Moon-viewing festivals**. Their lowest interest was in **Item 3.1.9 Children's shrine-visiting day festivals**, with a mean score of 3.39.

The teachers felt that the students had somewhat low to somewhat high degrees of interest (mean scores were in the range of 2.33 to 3.67). The highest interest was for **Item 3.1.6** ($M = 3.67$), followed by **Item 3.1.1**, **Item 3.1.2**, **Item 3.1.3**, **Item 3.1.5**, **Item 3.1.7**, **Item 3.1.8** and **Item 3.1.9**. **Item 3.1.4** was rated as students' lowest interest.

The alumni reported that they had somewhat low to high degrees of interest (mean scores were in the range of 2.40 to 4.60). **Item 3.1.6** and

Item 3.1.7 were rated at the highest level of interest ($M = 4.60$), followed by **Item 3.1.1**, **Item 3.1.2**, **Item 3.1.8**, **Item 3.1.5**, and **Item 3.1.3**. Their lowest level of interest was for **Item 3.1.9** ($M = 2.40$).

Games

The students reported a somewhat high degree of interest, with mean scores from 3.46 to 3.69. **Item 3.2.3 Traditional kite-flying** was rated at the highest level of interest ($M = 3.69$), followed by **Item 3.2.4 Rock-paper-scissors**, **Item 3.2.1 Japanese badminton**. **Item 3.2.2 Top-spinning** was rated at the lowest level of interest ($M = 3.46$).

The teachers reported that the students had a somewhat low degree of interest for all items ($M = 2.33$).

The alumni felt that they had a somewhat low to average degree of interest (mean scores were in the range of 2.60 to 3.20). **Item 3.2.2** was rated at the highest level of interest ($M = 3.20$), followed by **Item 3.2.4**, and **Item 3.2.1**. Their lowest level of interest was in **Item 3.2.3** ($M = 2.60$).

Cultural activities

The students revealed a somewhat high degree of interest, with mean scores from 3.58 to 3.82. **Item 3.3.4 Origami** was rated at the highest level of interest ($M = 3.82$), followed by **Item 3.3.1 Tea ceremonies**, **Item 3.3.5 Match-making** and **Item 3.3.3 Flower arrangement**. **Item 3.3.2 Wedding ceremonies** was rated at the lowest level of interest ($M = 3.58$).

The teachers reported that the students had an average to somewhat high degree of interest, with mean scores from 2.67 to 4.00). They felt that the students had the highest interest in **Item 3.3.4** ($M = 4.00$), followed by **Item 3.3.1 Tea ceremonies**, **Item 3.3.2** and **Item 3.3.3**. The lowest level of interest was in **Item 3.3.5** ($M = 2.67$).

The alumni reported that they had an average to somewhat high degree of interest, with mean scores from 2.80 to 4.20. **Item 3.3.1** was rated at the highest level of interest ($M = 4.20$), followed by **Item 3.3.2**, **Item 3.3.4** and **Item 3.3.3**. Their lowest level of interest was in **Item 3.3.5 Match-making** ($M = 2.80$). One alumni reported in response to **Item 3.4 Others** that she was interested in how to cook seasonal foods ($M = 1.00$).

4.2 Findings from the qualitative instruments

This part reports on information obtained from the focus group interview and semi-structured interviews. The details are as follows.

4.2.1 Focus group interview

In this study, a focus group interview was used to obtain in-depth information about the problems, needs, and wants of the students. The findings answer research question one, research question two and research question three as follows:

Question one: To what extent do students have problems in studying Japanese?

Question two: To what extent do students need Japanese in their studies?

Question three: What purpose, content and methodology do students want in their Japanese language course?

4.2.1.1 Description of the students' background

The interview was conducted with a total of six students from grades 10, 11, and 12. Two students from each grade, one of whom wanted to be in the Arts-Japanese program and one of whom did not want to be in this program. There were four female students and two male students. A description of the participants is given in Table 4.28

Table 4.28: Background for the focus group interviewees

Grade	Gender	Aim to study in the Arts-Japanese program	
		Yes	No
<u>Grade 10</u>			
Student (S1)	Female	✓	
Student (S2)	Female		✓
<u>Grade 11</u>			
Student (S3)	Female	✓	
Student (S4)	Male		✓
<u>Grade 12</u>			
Student (S5)	Female	✓	
Student (S6)	Male		✓

4.2.1.2 Students' language problems

All students reported that they had problems with all language skills. With regard to speaking, student one (S1) stated that she cannot speak Japanese properly.

S1: *"I can't speak fluently in long sentences. It is very hard to pronounce some words."*

Student one (S1), student two (S2) and student three (S3), who had problems in listening, remarked that:

S1: *"They talked so fast in the conversations on the CD that I cannot catch every single word. I can understand part of it. Moreover, I am not familiar with their accents."*

S2: *"I don't understand what they were talking about unless the teacher repeats every sentence. The conversation goes at a very high speed."*

S3: *"I also cannot figure out what the conversation is about. They say everything quickly."*

In talking about difficulties in writing, student three (S3) and student five (S5) noted that they cannot write Kanji characters properly, while student five (S5) and student six (S6) cannot write sentences correctly:

S3: *"I have a problem with writing Kanji characters because some consists of many strokes. I also can't recognize some Kanji characters that are similar in shape."*

S5: *"Writing Kanji is very complicated for me. I can't remember Kanji characters. I have to practice writing them over and over again before exams, so that I can remember and can write them."*

I also have problems when writing sentences; I think in Thai and this makes me use incorrect grammar when writing Japanese."

S6: *"I can't write sentences correctly because I don't know the vocabulary."*

Student four (S4) said his problem in reading Kanji characters was that:

S4: *"I cannot read Kanji characters or Hiragana characters, which makes reading difficult."*

In addition, student one (S1), student two (S2), student three (S3) and student four (S4) revealed grammar problems as follows:

S1: *“I don’t understand Japanese grammar, especially how to use particles.”*

S2: *“Using particles is very confusing.”*

S3: *“Using particles is very confusing.”*

S4: *“I don’t understand on how to change verb and adjective forms.”*

4.2.1.3 Students’ Japanese problems with culture

Three students (S1, S3, S5) revealed that they had little knowledge about Japanese culture. They do not know many details about the culture, for example how to give gifts, table manners, ceremonies, and festivals. They added that though this is not a big problem for them at the present time, it will be very important in the future when working with the Japanese or working in Japan. The students said that:

S1: *“I know how to give items or present things to people but I don’t know how many types of presents there are or how to give presents at festivals.*

I know about Tanabata festivals but I have little knowledge about the other festivals.

S3: *“We did not learn much about Japanese culture during class. Though I know some festivals from seeing anime, I do not know many details about them.*

Although I don’t have many problems with it now, I think having knowledge about Japanese culture is important for my work in the future when I’ll be working with the Japanese.

S5: *“The teachers don’t often teach us about Japanese culture. We learn some Japanese culture from the CD in class but I don’t know many details about table manners, how to give a present to people or some Japanese manners. I think lacking Japanese culture knowledge will cause problems if you live in Japan.”*

4.2.1.4 Students' language needs

The highest language needs of the students were for reading (S3, S4, S5). The students reported that:

S3: *"I think reading is very important because if you cannot read, you cannot understand anything and I think it is very important when you take the entrance examination."*

S4: *"Reading is the most needed skill because if you can read, it means you can speak and write."*

S5: *"If I cannot read or understand what the exam asks, I cannot answer the questions well and this causes me to lose points. It is also important for work in the future."*

On the other hand, speaking was also needed as S1, S2, S5 and S6 said:

S1: *"I need speaking because it is the most used skill in our daily life. Whenever you go to Japan, you will be in trouble if you can't speak Japanese."*

S2: *"Speaking is very important because it is used for communication."*

S5: *"In my opinion, I need both reading and speaking. The entrance examination has an interview which is conducted in Japanese, so I think this skill is also needed. It is important for communication too."*

S6: *"I need speaking because I want to be able to communicate in daily life."*

4.2.1.5 Students' wants

The students reported their wants regarding the Japanese language course as follows:

1) Course objectives

Student one (S1), student two (S2), student four (S4), and student six (S6) agreed the main objective of the course should be to enable students to speak Japanese, while student three (S3) and student five (S5) were of the opinion that the objective of the course should be to prepare students to take the entrance examination.

S1: *“I chose this program because I want to be able to speak Japanese, and knowing a third language can give you the opportunity to get a good job.”*

S2: *“The aim of this course should be to enable me to speak Japanese.”*

S4: *“Its aim should be to prepare students to listen, to speak, to read and to write Japanese.”*

S6: *“I need to be able to speak because I want to communicate in daily life.”*

S3: *“Its aim should be to prepare the students to take the entrance examination.”*

S5: *“Since I want to study Japanese in university, I think the aim of the course should be to prepare me to take the entrance examination.”*

2) Language skill practice

It can be seen that the students want speaking (stated by S2 and S6) and reading (stated by S3 and S4) and writing (stated by S2 and S5) the most. On the other hand, only one student (stated by S1) wants listening. Student three (S3) also wants translation.

S1: *“I want to practice listening because I get confused when listening.”*

S2: *“I want to practice speaking and writing Katakana and Kanji characters. Kanji characters have so many strokes. It’s confusing.”*

S3: *“Translating and reading are the skills I want. I want to see movies and be able to understand the dialogue without any problems.”*

S4: *“Reading is the skill I want. I want to be able to read Japanese handwriting. I also want to practice reading newspapers because I want to know about Japan.”*

S5: *“Writing is the skill I want because I haven’t had much practice in this skill.”*

S6: *“Speaking is the skill I want.”*

3) Course content

Five students (S1, S2, S3, S4 and S5) want to learn grammar the most. Student six (S6) commented that the content of the course is good enough. However, student five (S5) added that the course content did not provide enough practice to pass the Professional Aptitude Test of Japanese (PAT 7.3).

S5: *“The course content is not sufficient for passing the PAT 7.3, because this exam is very advanced. It was more difficult than what I learned in class.”*

4) Teaching methods, teaching material and class activities

Student one (S1), student two (S2), student three (S3), student four (S4), and student five (S5) reported their interest in using games, anime, and songs as class activities because they thought that it would make the course more interesting. On the other hand, student six (S6) said that the class does not need to provide for such activities.

S1: *“I want a teacher who has many teaching techniques to make the content interesting for us. I want to learn Japanese through anime, movies or games because it is a lot of fun and this would make the class more interesting. I also like the activity of practicing conversations in pairs.”*

S2: *“I would like the teacher to use more teaching materials, to teach me using interesting activities and teach us with techniques that make us understand the content clearly. Games and anime make the class more interesting.”*

S3: *“I want anime because it contains daily life conversations. The spoken language in anime is different from what we study in class. It also helps me to practice listening and can be used in communication.”*

S4: *“I want to play games during class. It relaxes me and I believe that it helps me remember easily the things that teacher teaches.”*

S5: *“I want anime because I want to know what are they talking about and what expressions they use.”*

S6: *“The teaching material is good enough. I don’t need any other kind of teaching materials or class activities.”*

5) Teachers

Most students (S1, S2, S3, S4, S6) prefer to have a Thai teacher because to communicate with a Thai teacher is easier than with a Japanese teacher. Student five (S5) wants both Thai and Japanese teachers.

S5: *“I want both Thai and Japanese teachers. The Thai teacher can teach us grammar, vocabulary, and Kanji, while the Japanese teacher teaches us pronunciation and how to write Kanji.”*

6) Length of time

All students commented that the present amount of time is appropriate for learning Japanese.

7) Culture

Most students had different interests in Japanese culture, except student six (S6) was not interested in Japanese culture.

S1: *“I am quite interested in Japanese culture, for example, how to give presents.”*

S2: *“I am interested in daily life in Japan, traditions and customs. Studying culture in class would make the class fun.”*

S3: *“I am interested in Japanese festivals.”*

S4: *“I am interested in Japanese festivals and Japanese ghosts.”*

S5: *“I am interested in food and clothing.”*

S6: *“I am not interested in Japanese culture.”*

4.2.2 Semi-structured interviews

The semi-structured interviews employed in this study were designed to get more detailed information from the teachers and the alumni. The results of the semi-structured interviews answered both research questions one and two.

Question one: To what extent do students have problems in studying Japanese?

Question two: To what extent do students need Japanese in their studies?

4.2.2.1 Findings from the teachers

4.2.2.1.1 Description of the teachers' background

These interviews were conducted with three teachers. Two of them had majored in Japanese or teaching Japanese. The other had majored in English and taken a one-year course in Japanese language teaching at the Japan Foundation.

4.2.2.1.2 Teachers' views on students' language problems

The teachers have different viewpoints on students' problems: speaking, writing and listening. They also reported other problems that affect their teaching. The details are as follows:

Students' problems

Teacher one (T1), who is teaching grade 10, stated that the students had problems in speaking, Kanji characters and vocabulary.

T1: *“The students cannot remember vocabulary or Kanji characters. Kanji characters that have many strokes confuse them and they cannot remember these characters well. Moreover, they can't speak properly because they don't remember the vocabulary.”*

Teacher two (T2), who is teaching grade eleven, pointed out that the students had problems with writing, for example, sentences and Kanji characters.

T2: *“The biggest problem that students have is writing. They cannot write correctly because they don't understand grammar. Using three different scripts—Hiragana, Katakana and Kanji—is very important because it is the basis for studying Japanese. Kanji is the most difficult for students in grade eleven; there are many more Kanji characters that they have to remember.”*

Teacher three (T3), who is teaching grade twelve, reported that the students had problems with listening because they cannot keep up with the speed.

T3: *“Listening. The students can speak even though their grammar is not correct. I understand that they try to practice and communicate. The listeners understand what they want to communicate. When they are listening to native speakers of Japanese, they cannot figure out what the native speaker says. I think this is because of the speed, the accent, and because there are many specific phrases used in the sentences.”*

Other problems

T1: *“The school was used as an evacuation center due to the severe flood in Bangkok last year (mid-October to the beginning of December, 2011). So the school started the second semester later than usual. This severely limited the teaching time. I had to teach all the content quickly, in a limited amount of time. Although I had some extra outside short reading passages to teach them, I didn’t have the time to do that. If I had done that, I am afraid that the remaining lessons would not have been taught in time.”*

T2: *“Some students in this class do not pay attention to the Japanese language. They always talk during class, which annoys other students. Most are students who don’t want to be in the Mathematics or Science programs. They chose the Arts-Japanese program because they didn’t recognize the difficulty of Japanese. Especially grade eleven; it tries to teach more than grade ten and grade twelve. I have to teach every grammar point in order for them to be able to follow in grade twelve. The students who can’t keep up or understand the content will be bored and not pay attention to the lesson. Some of those students can’t even read.*

The flood last year also limited the time for teaching. I had to teach seven to eight grammar points quickly in one lesson for the students. I didn’t have the time to have them do every exercise.”

T3: *“Some students don’t concentrate on studying. In grade ten, students study hard because it is just the beginning. They think that studying a third language like Japanese is very cool. Anyway, they don’t know how much there is to learn in the grade eleven and grade twelve Japanese courses. Moreover, vocabulary, Kanji, and the grammar are quite complicated. Those students have not learned Japanese in grade eleven will not pay attention to the lesson anymore. Well, this case also includes the students who do not want to study in this program.”*

With respect to student evaluation, teacher two (T2) added the following:

T2: *“Evaluation can be divided into two parts. The first part is based on exercises in the textbooks and the second part on examinations. The exercise-based evaluation comprises speaking and listening exercises. No points are awarded for this part. For the speaking test, students are paired up and are required to narrate stories from pictures they are given. As for the listening test, the students have to do exercises designed by the Japan Foundation for use with their textbooks. The final examinations are constructed in line with the objectives of the course. The exams consist of vocabulary and Kanji, grammar, reading, and writing sections, which are aimed at testing how effectively students can form Japanese sentences and understand the Japanese alphabet and Japanese-language texts. The exams also adapt some items from the PAT 7.3 examination so as to prepare the students for the national university entrance exam.*

After the assessment, it was found that the students had problems in listening and reading. For listening to conversations on the CD, I have the students listen to some part of each sentence if the sentence is long. Some students cannot read Kanji characters, some can read but do not know their meaning. For the students who cannot pass the test, I have them correct the test by themselves and I check their understanding by asking them to translate vocabulary or explain the grammatical usage.”

It can be concluded that the students had problems in grammar, vocabulary, writing Kanji characters, listening to native speakers, and speaking. In addition, the interview with the teachers about assessment revealed that the students still had difficulties in the skills of reading and listening.

4.2.2.1.3 Teachers’ views on students’ language needs

Teacher three (T3) said that all language skills and grammar are very important and needed by the students. Another (T1) said that grammar is the most important of the students’ needs, while the last one (T2) reported that both writing and grammar are the most needed for the students. The teachers’ views are as follows:

T1: *“Students have less opportunity to practice speaking. I think grammar is the most important for the students because they have to know it for the entrance examination.”*

T2: *“Grammar and writing are needed for students because most of PAT 7.3 emphasized their use. I think speaking is the most needed when studying at the university,”*

T3: *“In my view, listening and speaking are very important for them when studying because these two skills will be used more often than writing or reading in the future. By the way, grammar, writing and reading are very important for students for the PAT 7.3. This exam consists of grammar, vocabulary and reading passages which are quite long. If the students can’t read or understand clearly, they will lose a lot of points.”*

4.2.2.2 Findings from the alumni

In this study, semi-structured interviews were used in order to obtain in-depth information from the alumni. The findings answer research question one, research question two, and research question three.

Question one: To what extent do students have problems in studying Japanese?

Question two: To what extent do students need Japanese in their studies?

Question three: What purpose, content and methodology do students want in their Japanese language course?

4.3.2.2.1 Description of the alumni’s background

The interviews were conducted with five alumni. There were three female alumni and two male alumni. Three of them chose to enroll in the Arts-Japanese program of Nawamintharachinuthid Horwang Nonthaburi school as their first preference. The other two only chose this program because the French program at the school had closed. All of them are studying Japanese at the university. Table 4.59 shows information on the alumni.

Table 4.29: Background information for the alumni

Alumni	Gender	University	Aim to study in the Arts-Japanese program	
			Yes	No
Alumni 1 (A1)	Female	Burapha University	✓	
Alumni 2 (A2)	Female	Burapha University		✓
Alumni 3 (A3)	Male	Kasetsart University		✓
Alumni 4 (A4)	Male	Srinakharinwirot University	✓	
Alumni 5 (A5)	Female	Thai-Nichi Institute of Technology	✓	

4.3.2.2.2 Alumni's past problems

The alumni expressed various opinions about their past problems when they had had been enrolled at Nawamintharachinuthid Horwang Nonthaburi school. Listening was the largest problem, followed by grammar, culture, writing, and speaking. The alumni revealed their problems as follows:

A1: *“I have problems with Japanese culture. I only know about basic culture, for example, greetings and visiting. I don't know much in-depth information on Japanese culture. I also have problems with grammar, especially the use of particles.”*

A2: *“Writing Kanji characters is very difficult for me; I can't memorize the characters”.*

A3: *“I rarely listened to the CD when I was in class and I did not practice by myself at home. As a result, the lack of listening practice caused problems for me when listening to Japanese native speakers.”*

A4: *“Listening is my problem. In secondary school, we didn't have much time to practice this skill using the course CD. Grammar is the main thing that the teacher taught us at that time. Actually, I understand when listening to native speakers but I don't understand when listening to anime that show informal conversations.”*

A5: *“I have difficulty in grammar and speaking. I can use short sentences but not long ones. I don't know what vocabulary and which grammar I should use.”*

4.3.2.2.3 Alumni's past wants

The alumni expressed many viewpoints on their wants for the Japanese language course. The alumni explained their wants as follows:

Alumni one (A1) said that she wanted to be able to engage in basic conversation and the skill she wanted to practice was speaking, especially pronunciation. She also wanted the teacher to teach Japanese culture. Singing and translating songs were the class activities she wanted.

A1: *"I took the Arts-Japanese program because I wanted to be able to communicate with the Japanese.*

I wanted to practice speaking. I wanted to practice pronunciation. We normally met with a Japanese teacher once a week. I wanted the teacher to teach us Japanese culture and to speak Japanese during class in order for me to get familiar with his accent.

The teacher didn't often use activities during class; grammar was the main focus. I wanted him to teach us Japanese songs and translate them into Thai."

Alumni two (A2) said that that the aim of the course should be to prepare students to be able to communicate on a basic level with the Japanese. Alumni two (A2) wanted the teacher to focus on vocabulary. Regarding the teaching material and class activities, she reported that she wanted the teacher to use modern teaching materials. Songs and authentic materials should be used.

A2: *"The objective of this course should be to prepare students to be able to communicate with the Japanese. I don't mean that students should speak fluently, just only basic communication.*

I wanted the teacher to teach us new vocabulary from outside the coursebook. Only knowing the vocabulary in the coursebook is not challenging. New vocabulary would make me more eager to learn.

The coursebook should be changed because I think it is not enough to enable students to pass the PAT 7.3 examination."

I wanted the teacher to use modern teaching materials like computers or the Internet. Outside teaching materials should be used, for example songs, movie trailers, and news.”

Alumni three (A3) commented that he wanted the course to prepare students to be able to communicate in Japanese. The teacher should add more content to grade 12 and anime should be used during class.

A3: *“This course should prepare us to be able to communicate in Japanese. I took Japanese because I wanted to be able to speak Japanese and make Japanese friends.*

The content of grade twelve was not sufficient for me. The teacher should add more vocabulary or grammar which can be used as a basis for study in the university. The content of this course should be equal to N3 (a level of language knowledge and competence in Japanese), but I think it is equal to N4.

I wanted to study Japanese through other teaching materials like anime.”

Alumni four (A4) commented that he wanted the course to focus on Kanji characters, grammar, and culture.

A4: *“This course should provide me with the ability to communicate in daily life. Moreover, it should encourage the students to like Japanese so they will pay more attention to studying Japanese.*

I wanted the teacher to focus more on Kanji, grammar, and culture. The PAT 7.3 test contains Kanji and grammar that we had not learned before. The teacher should teach other Kanji characters and grammatical content in order for us to be able to take the entrance examination.

Only studying in class can’t guarantee that you can use language correctly. Culture is also important. I wanted the teacher to take students sightseeing or to cultural activities such as flower arranging, Japanese cooking, tea ceremonies, and the Japanese village in Ayutthaya.

The teacher should provide us with authentic material like travel magazines and give us practice in translating.”

Alumni five (A5) said that she wanted to practice speaking and listening. Grammar and vocabulary should be focused on. Games should be

provided for students during class activities. The aim of the course should be to teach the students to be fluent in speaking, providing the basics of Japanese communication.

A5: *“I wanted to be able to speak with Japanese.*

I wanted to practice speaking and listening l. I wanted to listen to native speakers’ accents. Familiarity with different accents would help me to communicate easily with native speakers.

Grammar and vocabulary are very important when taking the entrance examination. Actually, the test included grammar and vocabulary that I had never learned in secondary school, so I needed to learn more grammar and new vocabulary.

Sometimes, I was so bored in class that I felt like sleeping. I wanted the teacher to use fun activities and have us do activities like playing games.”

4.3.2.2.4 Alumni’s present problems

All alumni revealed their problems as follows:

Alumni one (A1) reported her problems in listening and using Kanji characters.

A1: *“Because the Japanese have different accents, it is very hard for me to understand what they are talking about. Sometimes, the conversation contains honorific expressions and business vocabulary which I am not familiar with. Moreover, I can’t keep up with the speed. Kanji is also a problem due to the complicated shapes. Some characters have many strokes and some characters are similar. I can’t memorize them all. Moreover, Kanji characters that have several different meanings confuse me.”*

Alumni two (A2) reported her problems in writing, reading and vocabulary.

A2: *“Kanji characters are very complicated. Many characters have so many strokes that I can’t remember how to write properly and that causes me problems when taking a test.*

I am not familiar with vocabulary, those Kanji characters that I never learned in secondary school; and how to read some sounds, for example, shu (しゅ) and (しよ) is very difficult.”

Alumni three (A3) pointed out his problems in listening, vocabulary, and grammar.

A3: *“I have many problems when at the university. I found that the vocabulary can be used in various ways. Though grammar is the same as in secondary school, it is more complicated. Moreover, there is the spoken language which I never learned in secondary school. I get really confused.*

I can't understand when listening to the Japanese speaking because they speak at a very high rate of speed and the conversation contains vocabulary which I haven't learned.”

Alumni four (A4) pointed out his problems in listening.

A4: *“I am not familiar with the accents and the speed of native speakers when listening to a CD.”*

Alumni five (A5) reported her problems in speaking and listening.

A5: *“Actually, I don't have many problems with speaking and listening during class. But I can't speak properly whenever I accidentally meet and talk with the Japanese teacher outside class. When listening to CDs, I don't understand because it goes so fast that I don't know exactly what they are talking about.”*

4.3.2.2.5 Alumni's needs

All alumni reported their needs for all skills when studying Japanese at the university. They reported that though the content that they are studying in the first year is about grammar which they had studied in secondary school, it is more complicated and more difficult than in secondary school. In addition, they are studying Kanji characters and practicing speaking and listening. Two alumni added that they always use reading: alumni four (A4) reported that the coursebook he used is written in Japanese and alumni three (A3) reported that he has to read Japanese articles.

All alumni agreed that knowing the culture of the target language is very important.

4.3 Conclusion

In this chapter, the findings have been given in two main parts, which are findings from quantitative instruments and findings from qualitative instruments. In brief, all three groups of participants (students, teachers, and alumni) rated listening as the largest problem. The students rated listening and reading as their highest needs, while the alumni rated listening and speaking as their highest needs. However, the teachers rated all language skills as the highest needs. The students want the aim of the Japanese course to be to prepare them to be fluent in the basic four language skills and speaking was their highest want for practice in class. However, the teachers and the alumni rated all language skills as the highest want for practice in class. The students wanted to have more activities and authentic materials in class, such as games, songs, anime, and movies. A discussion of the findings will be provided in next chapter.

CHAPTER V

DISCUSSION

This chapter provides a discussion of the findings from the previous chapter pertaining to the three research questions. This chapter can be outlined as follows:

5.1 Discussion of Finding One: To what extent do students have problems in studying Japanese?

5.2 Discussion of Finding Two: To what extent do students need Japanese in their studies?

5.3 Discussion of Finding Three: What purpose, content and methodology do students want in their Japanese language course?

5.4 Conclusion

5.1 Discussion of Finding One

Research Question One: *To what extent do students have problems in studying Japanese?*

This section discusses the results of the above research question. This research question investigated the extent of the students' problems in language skills (listening, speaking, reading, and writing) and Japanese culture in the Japanese course in the Arts-Japanese program as perceived by the students themselves, the teachers, and the alumni.

5.1.1 Problems in language skills

This part consists of six categories, which are 1) Problems with all language skills, 2) Problems in listening, 3) Problems in speaking, 4) Problems in reading, 5) Problems in writing, and 6) Problems in content. The details are as follows.

1) Problems for all language skills

This category refers to problems in listening, speaking, reading, and writing. All participants felt that listening was the largest problem. This corresponds to the results of studies by Wanasiree (1985), (Koetpo-kha (1994), Khemateerakul (1996), and Sai-Ngam (2010), who found that students had problems with listening. In addition, the results from the semi-structured interview with the teacher of grade 11 involving student assessment correlate with the results from the questionnaires that show that the students had difficulties with listening. The students perceived this skill as being of a somewhat high level, as well as a past problem for the alumni. This corresponds to the student focus group interview and the alumni semi-structured interview, which revealed that their largest problems were with listening. However, the teachers felt that the students' had listening problems at a high level. Though the present problem of the alumni was still listening, the mean score seems to have decreased from their past problem mean score (from 3.80 to 3.60). This may be because they have had more practice in listening while studying Japanese at the university.

2) Problems in listening

This category includes problems in listening to conversations, vocabulary, sentences, short passages and essays on the coursebook CDs and from teachers, daily life conversations, songs/ music videos, dramas/ anime/ movies/ advertisements, and news. The students reported that they had an average problem with all items involving listening. In the academic area, the students and the teachers shared the viewpoint that they had their largest problems in listening to conversations, vocabulary, sentences, short passages and essays on the coursebook CDs. The students felt that listening to dramas/anime/movies/advertisements was their largest problem in the daily life area. These findings correspond with the results of a study of Wanasiree (1985), who investigated the needs and problems in using English of Medical graduate students. The results reveal that the students had problems with listening to lectures given by foreign experts, watching medical films, and conversation with foreign patients. On the other hand, the teachers and the alumni were of the opinion that the largest problem was listening to the news. In addition, the focus group interview with

the students, and the semi-structured interviews with the teachers and the alumni revealed that they all had problem in listening.

3) Problems in speaking

This category refers to speaking when giving reports/ making presentations/ doing activities in class, in daily life conversations, and chatting/Skype. All items were rated at an average level of problem. But the teachers were of the opinion that the students had a somewhat high level of problem with all items. In the daily life area, the students rated speaking in daily conversations as the largest problem, while the alumni's largest past problem was with chatting/Skype.

4) Problems in reading

This category consists of reading Hiragana characters, Katakana characters, Kanji characters, vocabulary, sentences/conversations/short passages/ essays in the coursebook, questions and putting sentences in order on tests, magazines/newspapers, tales/short stories/novels/comics, advertisements, letters, e-mails, and websites/blogs. In the academic area, all participants rated reading Kanji characters as the largest problem. Moreover, the interviews with the students and the alumni revealed the difficulty in reading Kanji characters. This corresponds with the results of a study by Methapisit and others (2003), which showed the students' largest problems in learning Japanese was Kanji characters. In the daily life area, the students rated all items as being problems, with the largest problem in reading tales/short stories/novels/comics. But the teachers expressed the opinion that reading magazines/newspapers and reading advertisements were the largest problems. On the other hand, the alumni's that their largest past and present problem was reading websites/blogs opinion differed from the view of the students.

5) Problems in writing

This category refers to writing: Hiragana characters, Katakana characters, Kanji characters, vocabulary, essays, letters, e-mails, websites/blogs, and chatting/Skype. In the academic area, the students and the alumni reported that their largest problem was in writing essays, while the teachers thought writing Kanji

characters was the largest problem. This view corresponds to the opinions expressed in the interview with the teacher who teaches grade 11. He feels that the students have problems in writing, especially writing Kanji characters. The alumni reported that, at present, they had problems both in writing Kanji characters and essays; the latter corresponds to the students' opinion. In the daily life area, the students and the alumni had problems in writing websites/blogs, while the teachers see writing e-mails as the students' problem.

6) Problems in content

This category includes the content including vocabulary, accent, grammar, and culture. Both students and teachers expressed the same viewpoint, that the largest problem was grammar, which also corresponds with the results of the interviews with the students. On the other hand, the alumni felt their largest past and present problem was in pronunciation.

5.1.2 Problems in Japanese culture

According to the questionnaire results, both teachers and alumni felt that understanding of both culture and traditions/customs were their largest problems, while the students felt that understanding of Japanese culture was their largest problem. This corresponds to the results of the interview with the students, who said that they had little knowledge about Japanese culture and that they think that it will cause them problems when working with the Japanese or living in Japan.

The teachers and the students shared the opinion that problems in paying respect (how to bow properly) were at an average level, but the alumni viewed this category as being at a somewhat level. They may not have serious problems with this item because it is basic knowledge that students will learn when studying Japanese at the beginning level. Furthermore, exchanging name cards was the students and the alumni's largest problem. However, the teachers perceived both using names as being equal to the problem of exchanging name cards.

It can be seen that the teachers rated all items regarding manners when giving gifts as the largest problem. The alumni perceived manners when giving/receiving mid-year gifts and year-end gifts as their largest present

problem, while the students rated manners when giving items at funeral ceremonies as their largest problem. This can be related to the opinion expressed in the student focus group interview, that they have little knowledge about Japanese culture. Moreover, the students reported that they did not know in-depth details about the type of present or how to give presents to people.

The students felt that their largest problem in writing/reply to letters and postcards was on how to write addresses, while the teachers and the alumni felt that manners in how to write letters and postcards and manners in how to write addresses were the largest problems.

The three groups of participants that prohibited behavior at the table was the largest problem regarding table manners.

The students had their largest problem involving etiquette/manners in public places with manners while using lifts/escalators, at tea ceremonies, and at 60-year cycle ceremonies. This corresponds to the results of the focus group interview with two students who said that they did not know in-depth details about other Japanese festivals. The alumni felt that they had the largest problem in manners when using toilets/*onsen/sento*, at graduation ceremonies, at company inaugurations, and at doll festivals. However, both students and alumni shared the opinion that their largest problems were in making business visits and at moon-viewing festivals. On the other hand, the teachers felt that nearly all items in this part were highest-level problems except for the star festival (*Tanabata* festival). This may be because the students in the Arts-Japanese program take part in this activity themselves every year, so the teachers may feel that the students have enough knowledge about this festival.

Finally, the students felt that making appointments was their largest problem, while the alumni rated waste disposal as their largest problem, both in the past and as a present problem. However, the teachers perceived all items as being highest-level problems.

5.2 Discussion of Finding Two

Research Question Two: *To what extent do students need Japanese in their studies?*

This section discusses the results of the above research question. This research question investigated the extent of the students' needs for the four language skills (listening, speaking, reading, and writing), and needs for Japanese culture for the Japanese course in the Arts-Japanese program, as perceived by the students themselves, the teachers, and the alumni.

5.2.1 Needs for all language skills

This part consists of six categories, which are: 1) Needs for all language skills, 2) Needs for listening, 3) Needs for speaking, 4) Needs for reading, 5) Needs for writing, and 6) Needs for content. The details are discussed as follows.

1) Needs for all language skills

This category refers to needs for all language skills, which are needs for listening, speaking, reading, and writing. The students felt that listening and reading were their highest needs. The alumni viewed listening and speaking as their highest needs. This corresponds to the results of the semi-structured interview with the alumni, which revealed that they usually use listening while studying Japanese at the university. This shows that listening is an important future need for the students. However, the teachers felt all skills were highest-level needs. This result differs from the studies of Wannasiree (1985), Uraisakul (1988), Naruenatwatana (2001), and Singto (1997), who found that reading was the most needed by students

2) Needs in listening

This category includes problem in listening to conversations, vocabulary, sentences, short passages and essays on the coursebook CDs and from teachers, daily life conversations, songs/ music videos, dramas/ anime/ movies/ advertisements, and news. The item "Listening to conversations, vocabulary, sentences, short passages and essays on the coursebook CDs" and the item "Listening to dramas/ anime/ movies/ advertisements" were students' highest needs. The alumni

felt that the item “Listening to news” was their highest need. The difference in views between students and alumni may result from the fact that the alumni are majoring in Japanese at the university and they perceive the importance of the item “Listening to news” because of their future use of this skill in their higher studies. But not all of the the students wanted to major in Japanese at the university; some wanted to enroll in other faculties, so they did not perceive the item “Listening to news” as their highest future need.

3) Needs for speaking

This category refers to speaking: when giving reports/ making presentations/ doing activities in class, in daily life conversation, and chatting/Skype. The students had their highest need for the item “Speaking in daily life conversation”. The alumni rated the item “Speaking in daily life conversation” and the item “Chatting/Skype” the highest, while the teachers viewed all items as being the highest needs. It can be assumed that the teachers perceived all items as the highest needs because they would be useful for the students who want to major in Japanese major at the university.

4) Needs for reading

This category consists of reading Hiragana characters, Katakana characters, Kanji characters, vocabulary, sentences/conversations/short passages/essays in the coursebook, questions and putting sentences in order on tests, magazines/newspapers, tales/short stories/novels/comics, advertisements, letters, e-mails, and websites/blogs. In the academic area, the students and the alumni expressed the opinion that the item “Reading Kanji characters” is the most needed. This shows that both students and alumni see the importance of future needs and the use for Kanji characters in their studies. For example, the students have to use these characters when they take the Pat 7.3 and the alumni major in Japanese major at university. Moreover, this corresponds to opinions expressed during the interview with one alumnus that the coursebook he used was written in Japanese, which means that students have to know how to read Kanji characters. In the daily life area, the item “Reading tales/short stories/novels/comics” was the students’ highest need but the

alumni said that the item “Reading magazines/newspapers”, the item “Reading advertisements” and the item “Reading e-mails” were their highest needs. However, the teachers felt that all items were the students’ highest needs.

5) Needs for writing

This category consists of writing Hiragana characters, Katakana characters, Kanji characters, vocabulary, essays, letters, e-mails, websites/blogs, and chatting/Skype. In the academic area, the students and the alumni felt that the item “Writing Kanji characters” was the most needed. However, the teachers rated all items as highest needs. This result corresponds with the opinion expressed during the interview by the grade 11 teacher that writing the three kinds of Japanese characters (Hiragana, Katakana, and Kanji) is the basis for studying Japanese. In the daily life area, the students, the teachers and the alumni rated the item “Writing E-mails” as the highest need.

6) Needs for content

This category includes the content regarding vocabulary, accent, grammar, and culture. The students and the alumni felt that the item “Vocabulary” was their highest need. The teachers felt that nearly all items were highest needs except for the item “Accent”. It can be assumed that the teachers perceive that that content is important for students who are taking this Japanese course and for students whose goal is to pass the entrance examination in order to major in Japanese, while the alumni see vocabulary as quite a complicated item when studying at the university.

5.2.2 Needs for Japanese culture

According to the questionnaires results, both students and alumni perceived that understanding traditions/customs was their highest need, while the teachers felt both culture and traditions/customs were the highest needs.

The teachers and the alumni shared the viewpoint that the need for paying respect (how to bow properly) was at a high level, but the students viewed this category as being at the somewhat high level. It can be assumed that the alumni

and the teachers perceived the importance of this item for future needs. For example, the alumni may think that knowing proper manners in paying respect is very useful when working with the Japanese. The students expressed their highest need for daily greetings, while the alumni expressed a need at the highest level for both introducing oneself/people and using names.

It can be seen that the teachers rated all items regarding manners when giving gifts as highest-level needs. The alumni perceived manners in giving/receiving wedding gifts and giving items at funeral ceremonies as their highest needs, while the students rated how to give/receive gifts as their highest need.

The students felt that their highest need for manners in writing/replying to letters was on how to write letters and postcards, while the teachers perceived all items as being highest-level needs.

The students felt that how to use chopsticks was their highest need for table manners. The teachers rated all items as highest-level needs. It can be assumed that the teachers perceived that knowing prohibited behavior at the table and how to use chopsticks is very useful for daily life.

The students expressed their highest need for manners when visiting patients, when using lifts/escalators, at graduation ceremonies, at farewell parties, and at New Year's festivals. This corresponds to the opinions expressed in the focus group interview with two students who said that they do not know in-depth details about other Japanese festivals. The alumni felt that they had their highest need for manners when making business visits, using buses/trains, using movie theaters, using lifts/ escalators, at wedding ceremonies, at funeral ceremonies, at parties to launch a new product, at company inaugurations, and at the children's shrine-visiting day festival.

Finally, the students felt that talking on the phone was their highest need. The alumni rated talking on the phone, making appointments, and waste disposal as their highest needs. However, the teachers perceived all items as the highest needs.

5.3 Discussion of Finding Three

Research Question Three: *What purpose, content and methodology do students want in their Japanese language course?*

5.3.1 Wants for the Japanese course

This part consists of six categories, which are: 1) Wants for objectives for the Japanese course, 2) Wants for language skills in the Japanese course, 3) Wants for content in the Japanese 1 course, 4) Wants for teaching methods in the Japanese course, 5) Wants for teachers for the Japanese course, and 6) Wants for length of time devoted to the Japanese course. The details are discussed as follows.

1) Wants for objectives for the Japanese course

The three groups of participants felt that to be fluent in the four basic language skills was the largest want, which corresponds to the objectives of the Japanese course in the Arts-Japanese program at Nawamintharachinuthid Horwang Nonthaburi school, which states that students should be skillful in the four basic language skills and should be able to communicate in Japanese. However, the results from the questionnaire and the results from the students and the teachers' interviews reveal that the students still had problems with the four language skills, with listening being the largest problem. It is interesting to note that the mean score for the item to be fluent in the four basic language skills and the item to learn and understand Japanese culture do not differ greatly from each other. It can be assumed that the students are also interested in Japanese culture and acknowledge its importance, which we can see from their views expressed during the focus group interview, that most think that knowing about Japanese culture is very important. Not only the item to be fluent in the four basic language skills, but the item to prepare students for study at the university also rated as high wants for the students, as perceived by the teachers. This finding correlates with the views expressed during the semi-structured interview with the grade 11 teacher that the course should prepare students to take the PAT 7.3. On the other hand, the alumni stated that their preferred past objective was to prepare students for study at the university and preparing students for their future careers was their highest present want. This reflects different views about goal at different times.

2) Wants for language skill in the Japanese course

The student rated speaking as their highest want. This corresponds to the results of a study by Uraisakul (1988), who found that the students rated speaking as a very great want. It is interesting that though they perceived listening as their largest problem, they rated their highest want as speaking, which corresponds to ideas expressed during the focus group interview, when they said that they wanted the objective of the course to be to prepare them to speak Japanese and to communicate in daily life. On the other hand, the teachers and the alumni differed from the students' view that the teachers and the alumni perceived all language skills as the highest wants.

3) Wants for content of the Japanese course

The students and the teachers had different views regarding the content. While the students want vocabulary to be emphasized, the teachers felt that the students' highest want was for content for the entrance examination. The alumni rated pronunciation/accents as their highest past want and vocabulary, pronunciation/accents and grammar as their present wants.

4) Wants for teaching methods in the Japanese course

The students also wanted the teachers to have teaching techniques in order to help them to remember and understand the content properly. The activities they wanted the most were to have activities involving reading tales/novels/short stories and comics. This shows no correlation with the focus group interview during which the students said that most students wanted the teachers to provide them with games, movies, and anime during class activities. The teachers expressed the opinion the students' highest wants were for having modern materials and that the teaching should be student-centered and use teaching techniques in order to help them to remember and understand the content properly.

5) Wants for teachers for the Japanese course

The students most wanted to have a Thai teacher and a Japanese teacher to teach together, followed by a teacher who had majored in Japanese

and a teacher who knows Japanese culture well. This result is different from the opinions expressed during the focus group interview with the students, who reported that most of them wanted a Thai teacher because to communicate with a Thai teacher is easier than to communicate with a Japanese teacher. The teachers and the alumni had the same views on the teacher, that the course should have a teacher who has majored in Japanese and that a Japanese teacher should be provided to assist in the course.

6) Wants for length of time for the Japanese course

The students and the teachers most wanted an increase in the number of days and the amount of time devoted to the course. Furthermore, the teachers also a strong desire for the class to be held every day. This could mean they felt that the length of time provided for the course is not sufficient for teachers or students. It correlates with opinions expressed during the semi-structured interview with the teachers; they said the severe flood in 2011 severely limited the teaching time.

5.3.2 Interest in Japanese culture

It can be seen that all three groups of participants had most interest in “Way of life”. Both students and alumni were interested in “Food/ beverages/ sweets”, but the teachers had a different view. The students were most interested in fashion/ cosplay, movies, anime, and songs/ MV. It can be said that the teachers’ viewpoints of these interest correlate with the focus group interview with the students concerning their preferred activities in class. Moreover, if we carefully check the mean scores of those items, it can be seen that the mean scores were higher than those for other items. This reflects the interests in Japanese culture of the students.

All three groups were most interested in the star festival. This may be because the students take part in this activity every year and that causes them to be familiar with it. As for games, the students were interested in traditional kite - flying while the teachers perceived all items as most interesting. However, the alumni had most interest in top-spinning. As for cultural activities, both students and teachers had the most interest in origami, while the alumni were interested in tea ceremonies.

When considering each of the students' views, it can be seen that the students had interest in all of those items with not mean scores that did not differ greatly. Moreover, it can be assumed that to adapt those items to be the teaching materials or to teach those items during class can raise their interests in studying Japanese.

5.4 Conclusion

In conclusion, the findings show the language needs, problems and wants for the Japanese course as perceived by the students, the teachers, and the alumni. When the results are compared with the objectives of the course, it can be seen that the objectives of the course, which aim for the students to be skillful in their use of language skills, cannot be reached successfully because the results show that the students still had problems with all language skills and listening seemed to be the critical problem. Furthermore, it can be seen that the alumni also had problems with listening while studying Japanese at the university. This shows that listening is an important future need for the students. Finally, the results suggest that the activities of using games or Japanese cultural items that the students are interested in (anime, songs, movies, food, and fashion) should be provided and used for teaching materials during class in order to raise students' interest and make the class more interesting. Listening, speaking and reading practice, vocabulary, grammar, and content for preparation for the entrance examination (PAT 7.3) should be also emphasized.

CHAPTER VI

CONCLUSIONS

This chapter presents the conclusions for the present study and recommendations for further studies.

6.1 Summary of the study

This study employed a needs analysis to investigate the actual problems, needs, and wants for the Japanese language course for secondary students at Nawamintharachinuthid Horwang Nonthaburi School. The subjects in this needs analysis were students in grades 10, 11, and 12 who were enrolled in the Arts-Japanese program, all teachers teaching Japanese at the aforementioned school, and alumni who are studying Japanese at the university level. Preliminary interviews with teachers and students were conducted in order to design questionnaires. After that, the questionnaires were piloted in order to ensure their validity and reliability. The questionnaires were distributed to 106 students, three teachers, and five alumni in order to investigate students' problems, needs, and wants. A focus group interview with the students and semi-structured interviews with teachers and alumni were also conducted in order to obtain in-depth information. The data obtained from the questionnaires were analyzed using descriptive statistics. The findings answered the following research questions:

- 1) To what extent do students have problems in studying Japanese?
- 2) To what extent do students need Japanese in their studies?
- 3) What purpose, content and methodology do students want in their Japanese language course?

6.2 Conclusions regarding the results of the needs analysis

The results of this needs analysis were interpreted according to the three research questions.

The study shows that the objectives of the course, which call for the students to be adept in all language skills, have not been achieved; the results show that the students still had problems with all language skills and all three groups of participants (students, teachers, and alumni) reported that listening seemed to be the largest problem. Furthermore, both students and teachers agreed that the largest problem was grammar. In addition, it was found that the alumni also had problems in listening while studying Japanese at the university. This reflects that listening is an important future need for the students.

Listening and reading were the students' highest needs. Vocabulary seemed to be the content that the students and alumni most needed. However, the teachers were of the opinion that vocabulary, pronunciation, grammar, and culture were the students' highest needs.

All three groups of participants wanted the objectives of the Japanese language course to be to prepare the students to be fluent in the four basic language skills. Speaking was the skill that the students most wanted, whereas the teachers and the alumni thought that all language skills were high-level wants. The students wanted vocabulary to be emphasized, while the teachers felt that content designed to prepare students for the Professional Aptitude Test of Japanese (PAT 7.3) should be emphasized. The results obtained from the questionnaire showed that the students most wanted the activities of reading tales/ novels/ short stories and comics, while the focus group interview with the students revealed that students most wanted the teachers to provide them with games, movies, and anime during class. In order to make the course answer all student's needs and wants, the listening, speaking and reading skills, vocabulary, grammar, and content for taking the entrance examination (PAT 7.3) should be emphasized.

It seems that the students had little knowledge about Japanese culture. They did not have in-depth information about Japanese culture. In addition, they seemed to realize the importance of Japanese culture when studying Japanese

language. It was found that the students were interested in Japanese culture, for example, the way of life, food, the Star ceremony, and origami. It is recommended that games or Japanese cultural items that the students are interested in (anime, songs, movies, food, and fashion) should be provided in class and used as teaching material during class in order to increase students' interest and make the class more interesting.

6.3 Recommendations for further study

As a follow-up to the present study, the researcher recommends further study as follows:

- 1) The present study did not investigate the effectiveness of using Japanese anime in learning Japanese. A future study should examine how Japanese anime affects the students learning of Japanese language and culture.
- 2) A further study should examine the students' motivation for and learning strategies used in learning Japanese. The results can support the findings of students' needs, wants, and problems and can be used to improve the design of the Japanese course in order to meet the learners' needs.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

แบบสอบถามสำหรับนักเรียนชั้นมัธยมศึกษาสายศิลป์-ญี่ปุ่น

เรื่อง การศึกษาปัญหา ความต้องการ และความจำเป็นในการเรียนภาษาญี่ปุ่นของนักเรียนชั้นมัธยมศึกษาตอนปลายสายศิลป์-ญี่ปุ่น โรงเรียนนวมินทราชินูทิศ หอวัง นนทบุรี

คำชี้แจง แบบสอบถามนี้สร้างขึ้นมาสืบค้นมาเพื่อสำรวจความคิดเห็นเกี่ยวกับปัญหา ความต้องการ และความจำเป็นในการเรียนการสอนภาษาญี่ปุ่นสำหรับนักเรียนสายศิลป์-ญี่ปุ่น ข้อมูลที่ได้รับจากท่านจะเป็นประโยชน์อย่างยิ่งในการนำมาวิเคราะห์เพื่อเป็นแนวทางในการจัดเตรียม พัฒนา และปรับปรุงการเรียนการสอนวิชาภาษาญี่ปุ่นให้สอดคล้องกับความต้องการและความจำเป็นของนักเรียน

อนึ่ง การให้ข้อมูลตามความเป็นจริงและตอบคำถามตรงกับความคิดของท่านจะเป็นประโยชน์อย่างยิ่งในการวิจัยครั้งนี้

ขอรับรองว่าคำตอบจากท่านจะถือเป็นความลับ การนำเสนอข้อมูลจะนำเสนอโดยรวม
จึงขอความกรุณากรอกแบบสอบถามทุกข้อ และขอขอบคุณในความร่วมมือมา ณ โอกาสนี้

ปาริชาติ ทองเรืองสุกใส (สถาบันวิจัยภาษาและวัฒนธรรมเอเชีย มหาวิทยาลัยมหิดล)

แบบสอบถามนี้แบ่งออกเป็น 5 ตอน คือ

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 ความคิดเห็นของนักเรียนเกี่ยวกับปัญหาและความจำเป็นในการเรียนภาษาญี่ปุ่น

ตอนที่ 3 ความคิดเห็นของนักเรียนเกี่ยวกับปัญหาและความจำเป็นในด้านความรู้ความเข้าใจวัฒนธรรมญี่ปุ่น

ตอนที่ 4 ความคิดเห็นของนักเรียนเกี่ยวกับความต้องการในการจัดการเรียนการสอนภาษาญี่ปุ่น ในด้านหลักสูตร เนื้อหา วิธีการจัดการเรียนการสอน ทักษะ สื่อการเรียนการสอน เวลา และครูผู้สอน

ตอนที่ 5 ความคิดเห็นของนักเรียนเกี่ยวกับประเด็นความสนใจที่มีต่อการเรียนภาษาญี่ปุ่น

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดกรอกข้อความและใส่เครื่องหมาย ✓ ลง

ในช่อง ☐ หน้าข้อความที่ท่านเลือก

1. เพศ ☐ ชาย ☐ หญิง อายุ _____ ปี

2. ศึกษาชั้นมัธยมศึกษาปีที่ _____

3. ท่านชอบภาษาญี่ปุ่นหรือไม่

☐ ชอบ เพราะ (โปรดระบุ) _____

☐ ไม่ชอบ เพราะ (โปรดระบุ) _____

4. ท่านชอบการเรียนการสอนวิชาภาษาญี่ปุ่นในสายศิลป์-ญี่ปุ่นหรือไม่

☐ ชอบ เพราะ (โปรดระบุ) _____

☐ ไม่ชอบ เพราะ (โปรดระบุ) _____

5. เหตุผลที่เลือกเรียนสายศิลป์-ญี่ปุ่นคือ (ตอบได้มากกว่า 1 ข้อ)

☐ ชอบภาษาญี่ปุ่น

☐ ชอบ/สนใจวัฒนธรรมญี่ปุ่น เช่น วิถีชีวิต ประเพณี ดารา นักร้อง อะนิเมะ หนังสือการ์ตูน ละครเป็นต้น

☐ เพื่อใช้ศึกษาต่อในระดับอุดมศึกษา

☐ เพื่อใช้ในการประกอบอาชีพในอนาคต

☐ คะแนนรวมจากชั้นมัธยมศึกษาตอนต้นตรงกับสายศิลป์-ญี่ปุ่น

- ☐ อื่น ๆ (โปรดระบุ) _____
6. ท่านต้องการเรียนสายศิลป์-ญี่ปุ่นหรือไม่
- ☐ ต้องการ ☐ ไม่ต้องการ เพราะ (โปรดระบุ) _____
7. ท่านต้องการศึกษาภาษาญี่ปุ่นต่อในระดับอุดมศึกษาหรือไม่
- ☐ ใช่ (โปรดตอบข้อ 8) ☐ ไม่ใช่ (ไม่ต้องตอบข้อ 8)
8. ท่านต้องการศึกษาภาษาญี่ปุ่นในระดับอุดมศึกษา
- ☐ เป็นวิชาเอก ☐ เป็นวิชาโท
- ☐ จากสถาบันนอกมหาวิทยาลัย
9. ท่านเรียนพิเศษภาษาญี่ปุ่นหรือไม่
- ☐ เรียน (โปรดตอบข้อ 9.1) ☐ ไม่เรียน (โปรดตอบข้อ 9.2)
- 9.1 เหตุผลที่ท่านเรียนพิเศษภาษาญี่ปุ่น (ตอบได้มากกว่า 1 ข้อ)
- ☐ เพื่อสอบแข่งขันเข้าศึกษาต่อในระดับอุดมศึกษา
- ☐ เนื้อหาและเวลาที่เรียนในชั้นเรียนยังไม่เพียงพอ
- 9.2 เหตุผลที่ท่านไม่เรียนพิเศษภาษาญี่ปุ่น (ตอบได้มากกว่า 1 ข้อ)
- ☐ ไม่สนใจภาษาญี่ปุ่น
- ☐ การเรียนในชั้นเรียนมีความเพียงพอแล้ว
- ☐ ไม่ต้องการใช้ภาษาญี่ปุ่นในการสอบเข้าศึกษาต่อในระดับอุดมศึกษา
- ☐ มีความเข้าใจเนื้อหาในบทเรียนแล้ว จึงไม่จำเป็นต้องเรียนพิเศษเพิ่มเติม
- ☐ อื่น ๆ (โปรดระบุ) _____
10. โปรดระบุคณะที่ท่านต้องการศึกษาต่อในระดับอุดมศึกษา _____

เพื่อประโยชน์ในการวิเคราะห์ข้อมูล ท่านยินดีให้ผู้วิจัยติดต่อเพื่อการสอบถามเพิ่มเติม

☐ ยินดี ☐ ไม่ยินดี

ชื่อ/นามสกุล _____ โทรศัพท์ _____ อีเมล _____

ตอนที่ 2 ความคิดเห็นของนักเรียนเกี่ยวกับปัญหาและความจำเป็นในการเรียนภาษาญี่ปุ่น

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องของหมายเลข ① - ⑤ เพื่อระบุปัญหา และความจำเป็นในการเรียนภาษาญี่ปุ่นตามความคิดและสภาพความเป็นจริงของท่าน ดังนี้

⑤ = มากที่สุด ④ = มาก ③ = ปานกลาง ② = น้อย ① = น้อยที่สุด

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
1. ท่านมีปัญหาและความจำเป็นต้องใช้ทักษะภาษาญี่ปุ่นต่อไปนี้น้อยเพียงใด		
1.1 ทักษะการฟัง	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.2 ทักษะการพูด	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.3 ทักษะการอ่าน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.4 ทักษะการเขียน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2. ท่านมีปัญหาและความจำเป็นในการฟังภาษาญี่ปุ่นต่อไปนี้น้อยเพียงใด		
ด้านวิชาการ		
2.1 การฟังเสียงสดจากครูอ่านคำศัพท์ ประโยค บทสนทนา บทความสั้น และเรียงความที่มีในตำราเรียน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
2.2 การฟังเสียงบันทึกจากซีดีอ่านคำศัพท์ ประโยค บทสนทนา บทความสั้น และเรียงความที่มีในตำราเรียน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2.3 การฟังการรายงานทำกิจกรรมจากเพื่อนนักเรียนในห้องพูดภาษาญี่ปุ่น	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2.4 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
ด้านชีวิตประจำวัน		
2.5 การฟังการสนทนาในสถานการณ์ต่าง ๆ ในชีวิตประจำวัน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2.6 การฟังเพลง/ดูมิวสิกวิดีโอ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2.7 การฟัง-ดูละคร/อะนิเมะ/ภาพยนตร์/โฆษณาเสียงภาษาญี่ปุ่น	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2.8 การฟัง-ดูข่าวเสียงภาษาญี่ปุ่น	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2.9 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3. ท่านมีปัญหาและความจำเป็นในทักษะการพูดต่อไปนี้มากน้อยเพียงใด		
ด้านวิชาการ		
3.1 การพูดนำเสนอ/รายงาน/ทำกิจกรรมในชั้นเรียน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.2 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
ด้านชีวิตประจำวัน		
3.3 การสนทนาในสถานการณ์ต่าง ๆ ในชีวิตประจำวัน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.4 การ chat/Skype ผ่านสื่ออิเล็กทรอนิกส์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.5 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4. ท่านมีปัญหาและความจำเป็นในทักษะการอ่านต่อไปนี้มากน้อยเพียงใด		
ด้านวิชาการ		
4.1 การอ่านตัวอักษรฮิรางานะ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.2 การอ่านตัวอักษรคาตากานะ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.3 การอ่านตัวอักษรคันจิ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.4 การอ่านคำศัพท์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.5 การอ่านประโยค บทสนทนา บทความสั้น และเรียงความที่มีในตำราเรียน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.6 การอ่านคำถาม/คำสั่งในข้อสอบกลางภาคและปลายภาค	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.7 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
ด้านชีวิตประจำวัน		
4.8 การอ่านนิตยสาร/หนังสือพิมพ์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.9 การอ่านนิทาน/เรื่องสั้น/นิยาย/หนังสือการ์ตูน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.10 การอ่านโฆษณาในสิ่งพิมพ์ทั่วไป	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.11 การอ่านจดหมายทั่วไป	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.12 การอ่านจดหมายอิเล็กทรอนิกส์ (e-mail)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.13 การอ่านเว็บไซต์/บล็อก (blog)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.14 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
5. ท่านมีปัญหาและความจำเป็นในทักษะการเขียนต่อไปนี้มากน้อยเพียงใด		
ด้านวิชาการ		
5.1 การเขียนตัวอักษรฮิรางานะ	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
5.2 การเขียนตัวอักษรคาตากานะ	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
5.3 การเขียนตัวอักษรคันจิ	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
5.4 การเขียนคำศัพท์	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
5.5 การเขียนเรียงความ	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
5.6 อื่น ๆ (โปรดระบุ)_____	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
ด้านชีวิตประจำวัน		
5.7 การเขียนจดหมายทั่วไป	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
5.8 การเขียนจดหมายอิเล็กทรอนิกส์ (e-mail)	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
5.9 การเขียนเว็บไซต์/บล็อก (blog)	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
5.10 การ chat/Skype ผ่านสื่ออิเล็กทรอนิกส์	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
5.11 อื่น ๆ (โปรดระบุ)_____	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
6. ท่านมีปัญหาและความจำเป็นในการเรียนเนื้อหาของภาษาญี่ปุ่นต่อไปนี้มากน้อยเพียงใด		
6.1 คำศัพท์	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
6.2 การออกเสียง	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
6.3 สำเนียง	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
6.4 ไวยากรณ์	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
6.5 วัฒนธรรม	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
6.6 อื่น ๆ (โปรดระบุ)_____	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①

ตอนที่ 3 **ความคิดเห็นของนักเรียนเกี่ยวกับปัญหาและความจำเป็นในด้านความรู้ความเข้าใจวัฒนธรรมญี่ปุ่น**
คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องของหมายเลข ① - ⑤ เพื่อระบุปัญหาและความจำเป็นในด้านความรู้ความเข้าใจวัฒนธรรมญี่ปุ่นตามสภาพความเป็นจริงของท่าน ดังนี้
 ⑤ = มากที่สุด ④ = มาก ③ = ปานกลาง ② = น้อย ① = น้อยที่สุด

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
1. ความเข้าใจ		
1.1 วัฒนธรรม	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.2 ขนบธรรมเนียมประเพณี	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2. การแสดงความรัก		
2.1 ประเภทและวิธีการโค้ง	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
3. การทักทาย		
3.1 การทักทายประจำวัน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
3.2 การแนะนำตัวเอง/บุคคล	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
3.3 การเรียกชื่อ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.4 การแลกนามบัตร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4. ธรรมเนียมการให้ของขวัญในโอกาสต่าง ๆ		
4.1 ประเภทของของขวัญ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.2 การห่อของขวัญ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.3 วิธีการให้และการรับของขวัญ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.4 การให้ของขวัญในวันปีใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.5 การให้ของขวัญช่วงกลางปีและปลายปี (Chuuugen/Seibo)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.6 การให้ของขวัญในงานแต่งงาน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.7 การให้ของขวัญแสดงความเสียใจในงานศพ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.8 การให้ของขวัญในการเยี่ยมผู้ป่วย	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5. การเขียนจดหมาย/ไปรษณียบัตร/บัตรอวยพร		
5.1 วิธีเขียน/ตอบจดหมาย/ไปรษณียบัตร/บัตรอวยพร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.2 วิธีเขียนจ่าหน้าของจดหมาย/ไปรษณียบัตร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6. การร่วมโต๊ะอาหาร		
6.1 การใช้ตะเกียบ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6.2 ข้อห้ามบนโต๊ะอาหาร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7. มารยาทและการปฏิบัติตน		
7.1 ในการเยี่ยมเยียน		
7.1.1 การไปเยี่ยมที่บ้าน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.1.2 การเยี่ยมเยียนเพื่อนบ้านเมื่อย้ายบ้านใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.1.3 การเยี่ยมผู้ป่วย	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.1.4 การเยี่ยมเยียนทางธุรกิจ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.2 ในสถานที่ต่าง ๆ		
7.2.1 บนรถไฟและรถเมย์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.2.2 ในโรงพยาบาล	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.2.3 การใช้ลิฟท์และบันไดเลื่อน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.2.4 การใช้ห้องน้ำ/ออนเซ็น/เซนโด (ที่อาบน้ำสาธารณะ)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.3 ในพิธีการ/งานเลี้ยงฉลอง/ประเพณีหรือเทศกาลประจำปี		
7.3.1 พิธีการ		
- พิธีสำเร็จการศึกษา	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- พิธีแต่งงาน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- พิธีศพ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- พิธีชิงช้า	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
7.3.2 งานเลี้ยงฉลอง		
- งานฉลองวันเกิดในโอกาสเด็กเกิดใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานฉลองการบรรลุนิติภาวะ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานฉลองความมีอายุยืนยาว	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานเลี้ยงต้อนรับ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานเลี้ยงอำลา	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานเปิดตัวสินค้าใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานเปิดตัวบริษัทใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.3.3 งานประเพณีหรือเทศกาลประจำปี		
- เทศกาลวันปีใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลวันเซนต์สปีน (การโปรยข้าวตอกไฉวญญานร้าย)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลฉลองวันเด็กผู้หญิง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลชมดอกไม้	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลวันเด็กผู้ชาย	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลทานาบาตะ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลบง (Bon)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลชมพระจันทร์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลงานฉลองเด็กอายุครบ 3, 5 และ 7 ปี	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
8. อื่น ๆ		
8.1 การใช้โทรศัพท์/รับโทรศัพท์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
8.2 การนัดหมาย/ยกเลิกนัด	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
8.3 การเข้าแถว (queue)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
8.4 การทิ้ง/แยกขยะ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

ตอนที่ 4 ความต้องการของนักเรียนเกี่ยวกับการจัดการเรียนการสอนภาษาญี่ปุ่น ในด้านหลักสูตร เนื้อหา
วิธีการจัดการเรียนการสอน ทักษะ สื่อการเรียนการสอน เวลา และครูผู้สอน

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องของหมายเลข ① - ⑤ เพื่อระบุความต้องการในการเรียนภาษาญี่ปุ่นตาม
ความคิดของท่าน ดังนี้

⑤ = มากที่สุด ④ = มาก ③ = ปานกลาง ② = น้อย ① = น้อยที่สุด

รายการ	ระดับความต้องการ
1. ท่านต้องการให้การจัดการเรียนการสอนภาษาญี่ปุ่นมีวัตถุประสงค์ต่อไปนี้มากน้อยเพียงใด	
1.1 เพื่อเตรียมความพร้อมในการเรียนต่อระดับอุดมศึกษา	๕ ๔ ๓ ๒ ๑
1.2 เพื่อเตรียมความพร้อมในการประกอบอาชีพ	๕ ๔ ๓ ๒ ๑
1.3 เพื่อให้สามารถฟัง พูด อ่าน เขียนภาษาญี่ปุ่นในระดับขั้นพื้นฐานได้	๕ ๔ ๓ ๒ ๑
1.4 เพื่อเรียนรู้และเข้าใจวัฒนธรรมญี่ปุ่น	๕ ๔ ๓ ๒ ๑
1.5 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑

รายการ	ระดับความต้องการ
2. ท่านต้องการให้การเรียนการสอนภาษาญี่ปุ่นเน้นทักษะทางภาษาต่อไปนี้หรือไม่	
2.1 ทักษะการฟัง	๕ ๔ ๓ ๒ ๑
2.2 ทักษะการพูด	๕ ๔ ๓ ๒ ๑
2.3 ทักษะการอ่าน	๕ ๔ ๓ ๒ ๑
2.4 ทักษะการเขียน	๕ ๔ ๓ ๒ ๑
3. ท่านต้องการให้การเรียนการสอนภาษาญี่ปุ่นเน้นเนื้อหาต่อไปนี้หรือไม่	
3.1 อักษรคันจิ	๕ ๔ ๓ ๒ ๑
3.2 คำศัพท์	๕ ๔ ๓ ๒ ๑
3.3 การออกเสียง/สำเนียง	๕ ๔ ๓ ๒ ๑
3.4 ไวยากรณ์	๕ ๔ ๓ ๒ ๑
3.5 สังคม/ประวัติศาสตร์/ศิลปวัฒนธรรม	๕ ๔ ๓ ๒ ๑
3.6 เนื้อหาภาษาญี่ปุ่นเพื่อทดสอบเข้าศึกษาต่อในระดับอุดมศึกษา	๕ ๔ ๓ ๒ ๑
3.7 อื่น ๆ (โปรดระบุ)_____	๕ ๔ ๓ ๒ ๑
4. ท่านต้องการให้การจัดการเรียนการสอนภาษาญี่ปุ่นมีลักษณะต่อไปนี้มากน้อยเพียงใด	
4.1 ครูเป็นผู้ดำเนินการสอนแต่เพียงผู้เดียว	๕ ๔ ๓ ๒ ๑
4.2 นักเรียนมีส่วนร่วมในการเรียนการสอน	๕ ๔ ๓ ๒ ๑
4.3 ใช้เทคนิคในการสอนเพื่อช่วยในการจำ	๕ ๔ ๓ ๒ ๑
4.4 มีกิจกรรมระหว่างการเรียนรู้ ดังนี้	
4.4.1 ร้องเพลง แสดงบทบาทสมมติ เล่นเกม	๕ ๔ ๓ ๒ ๑
4.4.2 ชมภาพยนตร์/ละคร/มิวสิควิดีโอ/อะนิเมะ	๕ ๔ ๓ ๒ ๑
4.4.3 อ่านนิทาน/นิยาย/เรื่องสั้น/หนังสือการ์ตูน	๕ ๔ ๓ ๒ ๑
4.4.4 เขียนจดหมาย/อีเมลล์/chat/Skype กับชาวญี่ปุ่น	๕ ๔ ๓ ๒ ๑
4.4.5 สัมภาษณ์/พบปะพูดคุยกับชาวญี่ปุ่น	๕ ๔ ๓ ๒ ๑
4.4.6 การเยี่ยมชม/ศึกษาความรู้เพิ่มเติมที่มูลนิธิญี่ปุ่น (Japan Foundation)	๕ ๔ ๓ ๒ ๑
4.4.7 การทำโครงการที่มีเนื้อหาเกี่ยวกับประเทศญี่ปุ่น	๕ ๔ ๓ ๒ ๑
4.4.8 ใช้สื่อการเรียนการสอนที่ทันสมัย เช่น อินเทอร์เน็ต เอกสารจริง	๕ ๔ ๓ ๒ ๑
4.5 อื่น ๆ (โปรดระบุ)_____	๕ ๔ ๓ ๒ ๑
5. ท่านต้องการครูผู้สอนลักษณะต่อไปนี้หรือไม่	
5.1 ต้องการครูชาวไทย	๕ ๔ ๓ ๒ ๑
5.2 ต้องการครูชาวญี่ปุ่น	๕ ๔ ๓ ๒ ๑
5.3 ต้องการครูที่เรียนจบวิชาเอกภาษาญี่ปุ่น	๕ ๔ ๓ ๒ ๑
5.4 ต้องการครูที่มีความรู้ด้านวัฒนธรรมญี่ปุ่น	๕ ๔ ๓ ๒ ๑
5.5 ต้องการครูชาวไทยสอนไวยากรณ์	๕ ๔ ๓ ๒ ๑
5.6 ต้องการครูชาวญี่ปุ่นสอนการสนทนา/การออกเสียง	๕ ๔ ๓ ๒ ๑
5.7 ต้องการครูชาวไทยและชาวญี่ปุ่นสอนด้วยกัน	๕ ๔ ๓ ๒ ๑
5.8 อื่น ๆ (โปรดระบุ)_____	๕ ๔ ๓ ๒ ๑

รายการ	ระดับความต้องการ
6. ท่านต้องการให้เวลาในการเรียนภาษาญี่ปุ่นเป็นอย่างไร	
6.1 เพิ่มวัน/เวลาเรียน	๕ ๔ ๓ ๒ ๑
6.2 ลดวัน/เวลาเรียน	๕ ๔ ๓ ๒ ๑
6.3 เรียนทุกวัน	๕ ๔ ๓ ๒ ๑
6.4 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑

ตอนที่ 5 ความคิดเห็นของนักเรียนเกี่ยวกับประเด็นความสนใจที่มีต่อการเรียนภาษาญี่ปุ่น

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องของหมายเลข ① - ⑤ เพื่อระบุประเด็นความสนใจของท่านที่มีต่อการเรียนภาษาญี่ปุ่น ดังนี้

⑤ = มากที่สุด ④ = มาก ③ = ปานกลาง ② = น้อย ① = น้อยที่สุด

รายการ	ระดับความสนใจ
1. สังคม	
1.1 วิถีชีวิตประจำวัน	๕ ๔ ๓ ๒ ๑
1.2 เศรษฐกิจ/การเมือง	๕ ๔ ๓ ๒ ๑
1.3 ประวัติศาสตร์	๕ ๔ ๓ ๒ ๑
1.4 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑
2. ศิลปวัฒนธรรม	
2.1 ศาสนา	๕ ๔ ๓ ๒ ๑
2.2 ดอกไม้	๕ ๔ ๓ ๒ ๑
2.3 อาหาร/ขนม/เครื่องดื่ม	๕ ๔ ๓ ๒ ๑
2.4 ตุ๊กตาญี่ปุ่น	๕ ๔ ๓ ๒ ๑
2.5 Mascot ตัวการ์ตูนต่าง ๆ	๕ ๔ ๓ ๒ ๑
2.6 เสื้อผ้า/แฟชั่น/คอสเพลย์ (Cosplay)	๕ ๔ ๓ ๒ ๑
2.7 ภาพยนตร์	๕ ๔ ๓ ๒ ๑
2.8 ละครซีรีส์	๕ ๔ ๓ ๒ ๑
2.9 ละครโน/คาบูกิ/ละครหุ่น (บุนระพ)	๕ ๔ ๓ ๒ ๑
2.10 ะนิเมะ	๕ ๔ ๓ ๒ ๑
2.11 เพลง/มิวสิกวิดีโอ/คาราโอเกะ	๕ ๔ ๓ ๒ ๑
2.12 วรรณคดี	๕ ๔ ๓ ๒ ๑
2.13 นิทาน/นิยาย/เรื่องสั้น/หนังสือการ์ตูน	๕ ๔ ๓ ๒ ๑
2.14 กีฬาประจำชาติ ได้แก่ ซูโม่ ยูโด เคนโด	๕ ๔ ๓ ๒ ๑
2.15 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑

รายการ	ระดับความสนใจ
3. ขนบธรรมเนียม/ประเพณี	
3.1 งานเทศกาล/ประเพณีประจำปี	
- เทศกาลวันปีใหม่	๕ ๔ ๓ ๒ ๑
- เทศกาลวันเซตสีบุญ (การโปรยข้าวขี้ไต้ไฉ่ฮก)	๕ ๔ ๓ ๒ ๑
- เทศกาลฉลองวันเด็กผู้หญิง	๕ ๔ ๓ ๒ ๑
- เทศกาลชมดอกไม้	๕ ๔ ๓ ๒ ๑
- เทศกาลวันเด็กผู้ชาย	๕ ๔ ๓ ๒ ๑
- เทศกาลทานาบาตะ	๕ ๔ ๓ ๒ ๑
- เทศกาลบง (Bon)	๕ ๔ ๓ ๒ ๑
- เทศกาลชมพระจันทร์	๕ ๔ ๓ ๒ ๑
- เทศกาลงานฉลองเด็กอายุครบ 3, 5 และ 7 ปี	๕ ๔ ๓ ๒ ๑
3.2 การละเล่น ได้แก่	
- การตีลูกขนไก่	๕ ๔ ๓ ๒ ๑
- การเล่นลูกข่าง	๕ ๔ ๓ ๒ ๑
- การเล่นว่าว	๕ ๔ ๓ ๒ ๑
- เกมเป่า-ยิง-ดูบ	๕ ๔ ๓ ๒ ๑
3.3 กิจกรรมทางวัฒนธรรม	
- พิธีชิงช้า	๕ ๔ ๓ ๒ ๑
- พิธีแต่งงาน	๕ ๔ ๓ ๒ ๑
- การจัดดอกไม้	๕ ๔ ๓ ๒ ๑
- การพับกระดาษ (Origami)	๕ ๔ ๓ ๒ ๑
- การนัดพบหาคู่แต่งงาน (Omiai)	๕ ๔ ๓ ๒ ๑
3.4 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑

ขอขอบคุณในความร่วมมือนำการตอบแบบสอบถาม

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

แบบสอบถามสำหรับอาจารย์ประจำวิชาภาษาญี่ปุ่น

เรื่อง การศึกษาปัญหา ความต้องการและความจำเป็นในการเรียนภาษาญี่ปุ่นของนักเรียนชั้นมัธยมศึกษาตอนปลายสายศิลป์-ญี่ปุ่น โรงเรียนนวมินทราชินูทิศ หอวัง นนทบุรี

คำชี้แจง แบบสอบถามนี้สร้างขึ้นมาเพื่อสำรวจความคิดเห็นเกี่ยวกับปัญหา ความต้องการ และความจำเป็นในการเรียนการสอนภาษาญี่ปุ่นสำหรับนักเรียนสายศิลป์-ญี่ปุ่น ข้อมูลที่ได้รับจากท่านจะเป็นประโยชน์อย่างยิ่งในการนำมาวิเคราะห์เพื่อเป็นแนวทางในการจัดเตรียม พัฒนา และปรับปรุงการเรียนการสอนวิชาภาษาญี่ปุ่นให้สอดคล้องกับความต้องการและความจำเป็นของนักเรียน

อนึ่ง การให้ข้อมูลตามความเป็นจริงและตอบคำถามตรงกับความคิดของท่านจะเป็นประโยชน์อย่างยิ่งในการวิจัยครั้งนี้

ขอรับรองว่าคำตอบจากท่านจะถือเป็นความลับ การนำเสนอข้อมูลจะนำเสนอโดยรวม
จึงขอความกรุณากรอกแบบสอบถามทุกข้อ และขอขอบคุณในความร่วมมือมา ณ โอกาสนี้

ปาริชาติ ทองเรืองสกุล (สถาบันวิจัยภาษาและวัฒนธรรมเอเซีย มหาวิทยาลัยมหิดล)

แบบสอบถามนี้แบ่งออกเป็น 5 ตอน คือ

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 ความคิดเห็นของอาจารย์เกี่ยวกับปัญหาและความจำเป็นในการเรียนภาษาอังกฤษป็นของนักเรียน

ตอนที่ 3 ความคิดเห็นของอาจารย์เกี่ยวกับปัญหาและความจำเป็นในด้านความรู้ความเข้าใจวัฒนธรรมญี่ปุ่นของนักเรียน

ตอนที่ 4 ความคิดเห็นของอาจารย์เกี่ยวกับความต้องการของนักเรียนในการจัดการเรียนการสอนภาษาญี่ปุ่น ในด้าน
หลักสูตร เนื้อหา วิธีการจัดการเรียนการสอน ทักษะ สื่อการเรียนการสอน เวลา และครูผู้สอน

ตอนที่ 5 ความคิดเห็นของอาจารย์เกี่ยวกับประเด็นความสนใจของนักเรียนที่มีต่อการเรียนภาษาอังกฤษในฐานะมีผลต่อการเรียนเพิ่มขึ้นมากน้อยเพียงใด

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดกรอกข้อความและใส่เครื่องหมาย ✓ ลง

ในช่อง ☐ หน้าข้อความที่ท่านเลือก

1. เพศ ☐ ชาย ☐ หญิง อายุ _____ ปี

2. ท่านสอนภาษาญี่ปุ่นในระดับชั้นใด

☐ สอนในระดับชั้นมัธยมศึกษาปีที่ 4

☐ สอบในระดับชั้นมัธยมศึกษาปีที่ 5

☐ สอบในระดับชั้นมัธยมศึกษาปีที่ 6

3. ท่านจบการศึกษาระดับใด

☐ **ปริญาบัตร**

จากมหาวิทยาลัย

คณะ _____ วิชาเอก _____

☐ ปริญญาโท

จากมหาวิทยาลัย_____

คณะ _____ วิชาเอก _____

4. ท่านสอนวิชาภาษาอังกฤษี่ปุ่นมาเป็นเวลากี่ปี

5. ท่านเคยสอนวิชาใดบ้างก่อนที่จะมาสอนวิชา
ภาษาญี่ปุ่น

6. ท่านประกอบอาชีพใดก่อนที่จะมาสอนภาษาญี่ปุ่น
_____ เพื่อประโยชน์ในการวิเคราะห์ข้อมูล ท่านยินดีให้ผู้วิจัยติดต่อ
เพื่อการสอบถามเพิ่มเติม
7. หากท่านไม่ได้จบการศึกษาในสาขาวิชาภาษาญี่ปุ่น
ท่านได้รับการอบรมภาษาญี่ปุ่นจากที่ใด
_____ ☐ ยินดี ☐ ไม่ยินดี
ชื่อ/นามสกุล _____
โทรศัพท์ _____
อีเมล _____
8. ท่านเคยได้รับการอบรมภาษาญี่ปุ่นหรือไม่ จากที่ใด
☐ เคย ที่ _____
☐ ไม่เคย

ตอนที่ 2 ความคิดเห็นของอาจารย์เกี่ยวกับปัญหาและความจำเป็นในการเรียนภาษาญี่ปุ่นของนักเรียน

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องของหมายเลข ① - ⑤ เพื่อระบุปัญหา และความจำเป็นในการเรียน
ภาษาญี่ปุ่นตามสภาพความเป็นจริงของนักเรียนตามความคิดของท่าน ดังนี้

⑤ = มากที่สุด ④ = มาก ③ = ปานกลาง ② = น้อย ① = น้อยที่สุด

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
1. ท่านคิดว่านักเรียนมีปัญหาและความจำเป็นต้องใช้ทักษะภาษาญี่ปุ่นต่อไปนี้นาน้อยเพียงใด		
1.1 ทักษะการฟัง	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.2 ทักษะการพูด	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.3 ทักษะการอ่าน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.4 ทักษะการเขียน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2. ท่านคิดว่านักเรียนมีปัญหาและความจำเป็นในการฟังภาษาญี่ปุ่นต่อไปนี้นาน้อยเพียงใด		
ด้านวิชาการ		
2.1 การฟังเสียงสวดจากครูอ่านคำศัพท์ ประโยค บทสนทนา บทความสั้น และเรียงความที่มีในตำราเรียน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.2 การฟังเสียงบันทึกจากซีดีอ่านคำศัพท์ ประโยค บทสนทนา บทความ สั้น และเรียงความที่มีในตำราเรียน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.3 การฟังการรายงานทำกิจกรรมจากเพื่อนนักเรียนในห้องพูดภาษาญี่ปุ่น	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.4 อื่น ๆ (โปรดระบุ) _____	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
ด้านชีวิตประจำวัน		
2.5 การฟังการสนทนาในสถานการณ์ต่าง ๆ ในชีวิตประจำวัน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.6 การฟังเพลง/ดูมิวสิกวิดีโอ	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.7 การฟัง-ดูละคร/อนิเมะ/ภาพยนตร์/โฆษณาเสียงภาษาญี่ปุ่น	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.8 การฟัง-ดูข่าวเสียงภาษาญี่ปุ่น	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.9 อื่น ๆ (โปรดระบุ) _____	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
3. ท่านคิดว่านักเรียนมีปัญหาและความจำเป็นในทักษะการพูดต่อไปนี้นาน้อยเพียงใด		
ด้านวิชาการ		
3.1 การพูดนำเสนอ/รายงานทำกิจกรรมในชั้นเรียน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
3.2 อื่น ๆ (โปรดระบุ) _____	5 4 3 2 1	5 4 3 2 1
ด้านชีวิตประจำวัน		
3.3 การสนทนาในสถานการณ์ต่าง ๆ ในชีวิตประจำวัน	5 4 3 2 1	5 4 3 2 1
3.4 การ chat/Skype ผ่านสื่ออิเล็กทรอนิกส์	5 4 3 2 1	5 4 3 2 1
3.5 อื่น ๆ (โปรดระบุ) _____	5 4 3 2 1	5 4 3 2 1
4. ท่านคิดว่านักเรียนมีปัญหาและมีความจำเป็นในทักษะการอ่านต่อไปนี้มากน้อยเพียงใด		
ด้านวิชาการ		
4.1 การอ่านตัวอักษรฮิรางานะ	5 4 3 2 1	5 4 3 2 1
4.2 การอ่านตัวอักษรคาตากานะ	5 4 3 2 1	5 4 3 2 1
4.3 การอ่านตัวอักษรคันจิ	5 4 3 2 1	5 4 3 2 1
4.4 การอ่านคำศัพท์	5 4 3 2 1	5 4 3 2 1
4.5 การอ่านประโยค บทสนทนา บทความสั้น และเรียงความที่มีในตำราเรียน	5 4 3 2 1	5 4 3 2 1
4.6 การอ่านคำถาม/คำสั่งในข้อสอบกลางภาคและปลายภาค	5 4 3 2 1	5 4 3 2 1
4.7 อื่น ๆ (โปรดระบุ) _____	5 4 3 2 1	5 4 3 2 1
ด้านชีวิตประจำวัน		
4.8 การอ่านนิตยสาร/หนังสือพิมพ์	5 4 3 2 1	5 4 3 2 1
4.9 การอ่านนิทานเรื่องสั้น/นิยาย/หนังสือการ์ตูน	5 4 3 2 1	5 4 3 2 1
4.10 การอ่านโฆษณาในสิ่งพิมพ์ทั่วไป	5 4 3 2 1	5 4 3 2 1
4.11 การอ่านจดหมายทั่วไป	5 4 3 2 1	5 4 3 2 1
4.12 การอ่านจดหมายอิเล็กทรอนิกส์ (e-mail)	5 4 3 2 1	5 4 3 2 1
4.13 การอ่านเว็บไซต์/บล็อก (blog)	5 4 3 2 1	5 4 3 2 1
4.14 อื่น ๆ (โปรดระบุ) _____	5 4 3 2 1	5 4 3 2 1
5. ท่านคิดว่านักเรียนมีปัญหาและมีความจำเป็นในทักษะการเขียนต่อไปนี้มากน้อยเพียงใด		
ด้านวิชาการ		
5.1 การเขียนตัวอักษรฮิรางานะ	5 4 3 2 1	5 4 3 2 1
5.2 การเขียนตัวอักษรคาตากานะ	5 4 3 2 1	5 4 3 2 1
5.3 การเขียนตัวอักษรคันจิ	5 4 3 2 1	5 4 3 2 1
5.4 การเขียนคำศัพท์	5 4 3 2 1	5 4 3 2 1
5.5 การเขียนเรียงความ	5 4 3 2 1	5 4 3 2 1
5.6 อื่น ๆ (โปรดระบุ) _____	5 4 3 2 1	5 4 3 2 1
ด้านชีวิตประจำวัน		
5.7 การเขียนจดหมายทั่วไป	5 4 3 2 1	5 4 3 2 1
5.8 การเขียนจดหมายอิเล็กทรอนิกส์ (e-mail)	5 4 3 2 1	5 4 3 2 1
5.9 การเขียนเว็บไซต์/บล็อก (blog)	5 4 3 2 1	5 4 3 2 1
5.10 การ chat/Skype ผ่านสื่ออิเล็กทรอนิกส์	5 4 3 2 1	5 4 3 2 1

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
5.11 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6. ท่านคิดว่านักเรียนมีปัญหาและความจำเป็นในการเรียนเนื้อหาของภาษาญี่ปุ่นต่อไปนี้นักน้อยเพียงใด		
6.1 คำศัพท์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6.2 การออกเสียง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6.3 สำเนียง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6.4 ไวยากรณ์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6.5 วัฒนธรรม	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6.6 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

ตอนที่ 3 ความคิดเห็นของอาจารย์เกี่ยวกับปัญหาและความจำเป็นในด้านความรู้ความเข้าใจวัฒนธรรมญี่ปุ่นของนักเรียน

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องของหมายเลข ① - ⑤ เพื่อระบุปัญหาและความจำเป็นในด้านความรู้ความเข้าใจวัฒนธรรมญี่ปุ่นของนักเรียนตามความคิดของท่าน ดังนี้

⑤ = มากที่สุด ④ = มาก ③ = ปานกลาง ② = น้อย ① = น้อยที่สุด

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
1. ความเข้าใจ		
1.1 วัฒนธรรม	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
1.2 ขนบธรรมเนียม/ประเพณี	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2. การแสดงความเคารพ		
2.1 ประเภทและวิธีการโค้ง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3. การทักทาย		
3.1 การทักทายประจำวัน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.2 การแนะนำตัวเอง/บุคคล	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.3 การเรียกชื่อ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.4 การแลกนามบัตร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4. ธรรมเนียมการให้ของขวัญในโอกาสต่าง ๆ		
4.1 ประเภทของของขวัญ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.2 การห่อของขวัญ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.3 วิธีการให้และการรับของขวัญ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.4 การให้ของขวัญในวันปีใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.5 การให้ของขวัญช่วงกลางปีและปลายปี (Chuguen/Seibo)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.6 การให้ของขวัญในงานแต่งงาน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.7 การให้ของขวัญแสดงความเสียใจในงานศพ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.8 การให้ของขวัญในการเยี่ยมผู้ป่วย	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
5. การเขียนจดหมาย/ไปรษณียบัตร/บัตรอวยพร		
5.1 วิธีเขียน/ตอบจดหมาย/ไปรษณียบัตร/บัตรอวยพร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.2 วิธีเขียนจ่าหน้าของจดหมาย/ไปรษณียบัตร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6. การร่วมโต๊ะอาหาร		
6.1 การใช้ตะเกียบ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6.2 ข้อห้ามบนโต๊ะอาหาร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7. มารยาทและการปฏิบัติตน		
7.1 ในการเยี่ยมเยียน		
7.1.1 การไปเยี่ยมที่บ้าน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.1.2 การเยี่ยมเยียนเพื่อนบ้านเมื่อย้ายบ้านใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.1.3 การเยี่ยมผู้ป่วย	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.1.4 การเยี่ยมเยียนทางธุรกิจ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.2 ในสถานที่ต่าง ๆ		
7.2.1 บนรถไฟและรถเมย์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.2.2 ในโรงพยาบาล	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.2.3 การใช้ลิฟท์และบันไดเลื่อน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.2.4 การใช้ห้องน้ำ/ออนเซ็น/เฮนโต (ที่อาบน้ำสาธารณะ)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.3 ในพิธีการ/งานเลี้ยงฉลอง/ประเพณีหรือเทศกาลประจำปี		
7.3.1 พิธีการ		
- พิธีสำเร็จการศึกษา	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- พิธีแต่งงาน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- พิธีศพ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- พิธีชิงช้า	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.3.2 งานเลี้ยงฉลอง		
- งานฉลองวันเกิดในโอกาสเด็กเกิดใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานฉลองการบรรลุนิติภาวะ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานฉลองความมีอายุยืนยาว	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานเลี้ยงต้อนรับ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานเลี้ยงอำลา	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานเปิดตัวสินค้าใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานเปิดบริษัทใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.3.3 งานประเพณีหรือเทศกาลประจำปี		
- เทศกาลวันปีใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลวันเซตสึนุ (การโปรยถั่วขับไล่วิญญาณร้าย)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลฉลองวันเด็กผู้หญิง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
- เทศกาลชมดอกไม้	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลวันเด็กผู้ชาย	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลทานาบาตะ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลบง (Bon)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลชมพระจันทร์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลงานฉลองเด็กอายุครบ 3, 5 และ 7 ปี	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
8. อื่น ๆ		
8.1 การใช้โทรศัพท์/รับโทรศัพท์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
8.2 การนัดหมาย/ยกเลิกนัด	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
8.3 การเข้าแถว (queue)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
8.4 การทิ้งขยะ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

ตอนที่ 4 **ความคิดเห็นของอาจารย์เกี่ยวกับความต้องการของนักเรียนในการจัดการเรียนการสอนภาษาญี่ปุ่นในด้านหลักสูตร เนื้อหา วิธีการจัดการเรียนการสอน ทักษะ สื่อการเรียนการสอน เวลา และครูผู้สอน**

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องของหมายเลข ① - ⑤ เพื่อระบุความต้องการของนักเรียนในการเรียนภาษาญี่ปุ่นตามความคิดของท่าน ดังนี้

⑤ = มากที่สุด ④ = มาก ③ = ปานกลาง ② = น้อย ① = น้อยที่สุด

รายการ	ระดับความต้องการ
1. ท่านคิดว่านักเรียนต้องการให้การจัดการเรียนการสอนภาษาญี่ปุ่นมีวัตถุประสงค์ต่อไปนี้มากน้อยเพียงใด	
1.1 เพื่อเตรียมความพร้อมในการเรียนต่อระดับอุดมศึกษา	๕ ๔ ๓ ๒ ๑
1.2 เพื่อเตรียมความพร้อมในการประกอบอาชีพ	๕ ๔ ๓ ๒ ๑
1.3 เพื่อให้สามารถฟัง พูด อ่าน เขียนภาษาญี่ปุ่นในระดับขั้นพื้นฐานได้	๕ ๔ ๓ ๒ ๑
1.4 เพื่อเรียนรู้และเข้าใจวัฒนธรรมญี่ปุ่น	๕ ๔ ๓ ๒ ๑
1.5 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑
2. ท่านคิดว่านักเรียนต้องการให้การเรียนการสอนภาษาญี่ปุ่นเน้นทักษะทางภาษาต่อไปนี้อย่างไร	
2.1 ทักษะการฟัง	๕ ๔ ๓ ๒ ๑
2.2 ทักษะการพูด	๕ ๔ ๓ ๒ ๑
2.3 ทักษะการอ่าน	๕ ๔ ๓ ๒ ๑
2.4 ทักษะการเขียน	๕ ๔ ๓ ๒ ๑
3. ท่านคิดว่านักเรียนต้องการให้การเรียนการสอนภาษาญี่ปุ่นเน้นเนื้อหาต่อไปนี้อย่างไร	
3.1 อักษรคันจิ	๕ ๔ ๓ ๒ ๑
3.2 คำศัพท์	๕ ๔ ๓ ๒ ๑
3.3 การออกเสียง/สำเนียง	๕ ๔ ๓ ๒ ๑
3.4 ไวยากรณ์	๕ ๔ ๓ ๒ ๑

รายการ	ระดับความต้องการ
3.5 สังคม/ประวัติศาสตร์/ศิลปวัฒนธรรม	๕ ๔ ๓ ๒ ๑
3.6 เนื้อหาภาษาญี่ปุ่นเพื่อการสอบเข้าศึกษาต่อในระดับอุดมศึกษา	๕ ๔ ๓ ๒ ๑
3.7 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑
4. ท่านคิดว่านักเรียนต้องการให้การจัดการเรียนการสอนภาษาญี่ปุ่นมีลักษณะต่อไปนี้มาน้อยเพียงใด	
4.1 ครูเป็นผู้ดำเนินการสอนแต่เพียงผู้เดียว	๕ ๔ ๓ ๒ ๑
4.2 นักเรียนมีส่วนร่วมในการเรียนการสอน	๕ ๔ ๓ ๒ ๑
4.3 ใช้เทคนิคในการสอนเพื่อช่วยในการจำ	๕ ๔ ๓ ๒ ๑
4.4 มีกิจกรรมระหว่างการเรียนรู้ ดังนี้	
4.4.1 ร้องเพลง แสดงบทบาทสมมุติ เล่นเกม	๕ ๔ ๓ ๒ ๑
4.4.2 ชมภาพยนตร์/ละคร/มิวสิควิดีโอ/อะนิเมะ	๕ ๔ ๓ ๒ ๑
4.4.3 อ่านนิทาน/นิยาย/เรื่องสั้น/หนังสือการ์ตูน	๕ ๔ ๓ ๒ ๑
4.4.4 เขียนจดหมาย/อีเมลล์/chat/Skype กับชาวญี่ปุ่น	๕ ๔ ๓ ๒ ๑
4.4.5 สัมภาษณ์/พบปะพูดคุยกับชาวญี่ปุ่น	๕ ๔ ๓ ๒ ๑
4.4.6 การเยี่ยมชม/ศึกษาความรู้เพิ่มเติมที่มูลนิธิญี่ปุ่น (Japan Foundation)	๕ ๔ ๓ ๒ ๑
4.4.7 การทำโครงการที่มีเนื้อหาเกี่ยวกับประเทศญี่ปุ่น	๕ ๔ ๓ ๒ ๑
4.4.8 ใช้สื่อการเรียนการสอนที่ทันสมัย เช่น อินเทอร์เน็ต เอกสารจริง	๕ ๔ ๓ ๒ ๑
4.5 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑
5. ท่านคิดว่านักเรียนต้องการครูผู้สอนลักษณะต่อไปนี้อย่างไร	
5.1 ต้องการครูชาวไทย	๕ ๔ ๓ ๒ ๑
5.2 ต้องการครูชาวญี่ปุ่น	๕ ๔ ๓ ๒ ๑
5.3 ต้องการครูที่เรียนจบวิชาเอกภาษาญี่ปุ่น	๕ ๔ ๓ ๒ ๑
5.4 ต้องการครูที่มีความรู้ด้านวัฒนธรรมญี่ปุ่น	๕ ๔ ๓ ๒ ๑
5.5 ต้องการครูชาวไทยสอนไวยากรณ์	๕ ๔ ๓ ๒ ๑
5.6 ต้องการครูชาวญี่ปุ่นสอนการสนทนา/การออกเสียง	๕ ๔ ๓ ๒ ๑
5.7 ต้องการครูชาวไทยและชาวญี่ปุ่นสอนด้วยกัน	๕ ๔ ๓ ๒ ๑
5.8 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑
6. ท่านคิดว่านักเรียนต้องการให้เวลาในการเรียนภาษาญี่ปุ่นเป็นอย่างไร	
6.1 เพิ่มวัน/เวลาเรียน	๕ ๔ ๓ ๒ ๑
6.2 ลดวัน/เวลาเรียน	๕ ๔ ๓ ๒ ๑
6.3 เรียนทุกวัน	๕ ๔ ๓ ๒ ๑
6.4 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑

ตอนที่ 5 ความคิดเห็นของอาจารย์เกี่ยวกับประเด็นความสนใจของนักเรียนที่มีต่อการเรียนภาษาญี่ปุ่นว่ามีผลต่อการเรียนเพิ่มขึ้นมากน้อยเพียงใด

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องของหมายเลข ① - ⑤ เพื่อระบุประเด็นความสนใจของนักเรียนที่มีต่อการเรียนภาษาญี่ปุ่น ดังนี้

⑤ = มากที่สุด ④ = มาก ③ = ปานกลาง ② = น้อย ① = น้อยที่สุด

รายการ	ระดับความสนใจ
1. สังคม	
1.1 วิถีชีวิตประจำวัน	⑤ ④ ③ ② ①
1.2 เศรษฐกิจ/การเมือง	⑤ ④ ③ ② ①
1.3 ประวัติศาสตร์	⑤ ④ ③ ② ①
1.4 อื่น ๆ (โปรดระบุ) _____	⑤ ④ ③ ② ①
2. ศิลปวัฒนธรรม	
2.1 ศาสนา	⑤ ④ ③ ② ①
2.2 ดอกไม้	⑤ ④ ③ ② ①
2.3 อาหาร/ขนม/เครื่องดื่ม	⑤ ④ ③ ② ①
2.4 ตุ๊กตาญี่ปุ่น	⑤ ④ ③ ② ①
2.5 Mascot ตัวการ์ตูนต่าง ๆ	⑤ ④ ③ ② ①
2.6 เสื้อผ้า/แฟชั่น/คอสเพลย์ (Cosplay)	⑤ ④ ③ ② ①
2.7 ภาพยนตร์	⑤ ④ ③ ② ①
2.8 ละครซีรีส์	⑤ ④ ③ ② ①
2.9 ละครโน/คาบูกิ/ละครหุ่น (หุ่นระบำ)	⑤ ④ ③ ② ①
2.10 อะนิเมะ	⑤ ④ ③ ② ①
2.11 เพลง/มิวสิกวิดีโอ/คาราโอเกะ	⑤ ④ ③ ② ①
2.12 วรรณคดี	⑤ ④ ③ ② ①
2.13 นิทาน/นิยาย/เรื่องสั้น/หนังสือการ์ตูน	⑤ ④ ③ ② ①
2.14 กีฬาประจำชาติ ได้แก่ ซูโม่ ยูโด เคนโด	⑤ ④ ③ ② ①
2.15 อื่น ๆ (โปรดระบุ) _____	⑤ ④ ③ ② ①
3. ขนบธรรมเนียม/ประเพณี	
3.1 งานเทศกาล/ประเพณีประจำปี	
- เทศกาลวันปีใหม่	⑤ ④ ③ ② ①
- เทศกาลวันเซตสึบุน (การโปรยถั่วขับไล่วิญญาณร้าย)	⑤ ④ ③ ② ①
- เทศกาลฉลองวันเด็กผู้หญิง	⑤ ④ ③ ② ①
- เทศกาลชมดอกไม้	⑤ ④ ③ ② ①
- เทศกาลวันเด็กผู้ชาย	⑤ ④ ③ ② ①
- เทศกาลทานาบาตะ	⑤ ④ ③ ② ①
- เทศกาลบง (Bon)	⑤ ④ ③ ② ①

รายการ	ระดับความสนใจ
- เทศกาลชมพระจันทร์	๕ ๔ ๓ ๒ ๑
- เทศกาลงานฉลองเด็กอายุครบ 3, 5 และ 7 ปี	๕ ๔ ๓ ๒ ๑
3.2 การละเล่น ได้แก่	
- การตีลูกขนไก่	๕ ๔ ๓ ๒ ๑
- การเล่นลูกข่าง	๕ ๔ ๓ ๒ ๑
- การเล่นว่าว	๕ ๔ ๓ ๒ ๑
- เกมเป่า-ยิง-จับ	๕ ๔ ๓ ๒ ๑
3.3 กิจกรรมทางวัฒนธรรม	
- พิธีชิงช้า	๕ ๔ ๓ ๒ ๑
- พิธีแต่งงาน	๕ ๔ ๓ ๒ ๑
- การจัดดอกไม้	๕ ๔ ๓ ๒ ๑
- การพับกระดาษ (Origami)	๕ ๔ ๓ ๒ ๑
- การนำดพบหาคู่แต่งงาน (Omiai)	๕ ๔ ๓ ๒ ๑
3.4 อื่น ๆ (โปรดระบุ)_____	๕ ๔ ๓ ๒ ๑

ขอขอบคุณในความร่วมมือในการตอบแบบสอบถาม

APPENDIX C

QUESTIONNAIRE FOR ALUMNI

แบบสอบถามสำหรับศิษย์เก่า

เรื่อง การศึกษาปัญหา ความต้องการและความจำเป็นในการเรียนภาษาญี่ปุ่นของนักเรียนชั้นมัธยมศึกษาตอนปลายสายศิลป์-ญี่ปุ่น โรงเรียนนวมินทราชินูทิศ หอวัง นนทบุรี

คำชี้แจง แบบสอบถามนี้สร้างขึ้นมาสืบค้นมาเพื่อสำรวจความคิดเห็นเกี่ยวกับปัญหา ความต้องการ และความจำเป็นในการเรียนการสอนภาษาญี่ปุ่นสำหรับนักเรียนสายศิลป์-ญี่ปุ่น ข้อมูลที่ได้รับจากท่านจะเป็นประโยชน์อย่างยิ่งในการนำมาวิเคราะห์เพื่อเป็นแนวทางในการจัดเตรียม พัฒนา และปรับปรุงการเรียนการสอนวิชาภาษาญี่ปุ่นให้สอดคล้องกับความต้องการและความจำเป็นของนักเรียน

อนึ่ง การให้ข้อมูลตามความเป็นจริงและตอบคำถามตรงกับความคิดของท่านจะเป็นประโยชน์อย่างยิ่งในการวิจัยครั้งนี้

ขอรับรองว่าคำตอบจากท่านจะถือเป็นความลับ การนำเสนอข้อมูลจะนำเสนอโดยรวม
จึงขอความกรุณากรอกแบบสอบถามทุกข้อ และขอขอบคุณในความร่วมมือมา ณ โอกาสนี้

ปาริชาติ ทองเรืองสุกใส (สถาบันวิจัยภาษาและวัฒนธรรมเอเชีย มหาวิทยาลัยมหิดล)

แบบสอบถามนี้แบ่งออกเป็น 5 ตอน คือ

- ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม
- ตอนที่ 2 ความคิดเห็นของศิษย์เก่าเกี่ยวกับปัญหาและความจำเป็นในการเรียนภาษาญี่ปุ่น
- ตอนที่ 3 ความคิดเห็นของศิษย์เก่าเกี่ยวกับปัญหาและความจำเป็นในด้านความรู้ความเข้าใจวัฒนธรรมญี่ปุ่น
- ตอนที่ 4 ความคิดเห็นของศิษย์เก่าเกี่ยวกับความต้องการในการจัดการเรียนการสอนภาษาญี่ปุ่น ในด้านหลักสูตร เนื้อหา วิธีการจัดการเรียนการสอน ทักษะ สื่อการเรียนการสอน เวลา และครูผู้สอน
- ตอนที่ 5 ความคิดเห็นของศิษย์เก่าเกี่ยวกับประเด็นความสนใจที่มีต่อการเรียนภาษาญี่ปุ่น
- *****

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดกรอกข้อความและใส่เครื่องหมาย ✓ ลงในช่อง ☐ หน้าข้อความที่ท่านเลือก

1. เพศ ☐ ชาย ☐ หญิง อายุ _____ ปี
2. ศึกษาที่มหาวิทยาลัย _____ คณะ _____ วิชาเอก _____
3. ท่านชอบการเรียนการสอนภาษาญี่ปุ่นในสายศิลป์-ญี่ปุ่นของโรงเรียนนวมินทราชินูทิศ หอวัง นนทบุรี หรือไม่
☐ ชอบ เพราะ (โปรดระบุ) _____
☐ ไม่ชอบ เพราะ (โปรดระบุ) _____
4. เหตุผลที่เลือกเรียนเอกภาษาญี่ปุ่นคือ (ตอบได้มากกว่า 1 ข้อ)
☐ ชอบภาษาญี่ปุ่น
☐ ชอบ/สนใจวัฒนธรรมญี่ปุ่น เช่น วิถีชีวิต ประเพณี ดารา นักร้อง อะนิเมะ หนังสือการ์ตูน ฯลฯ เป็นต้น

☐ เพื่อใช้ในการประกอบอาชีพในอนาคต

☐ อื่น ๆ (โปรดระบุ) _____

5. โปรดระบุอาชีพที่ท่านต้องการทำในอนาคต

เพื่อประโยชน์ในการวิเคราะห์ข้อมูล ท่านยินดีให้ผู้วิจัยติดต่อเพื่อการสอบถามเพิ่มเติม

☐ ยินดี

☐ ไม่ยินดี

ชื่อ/นามสกุล _____ โทรศัพท์ _____ อีเมล _____

ตอนที่ 2 ความคิดเห็นของศิษย์เก่าเกี่ยวกับปัญหาและความจำเป็นในการเรียนภาษาญี่ปุ่น

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องของหมายเลข ① - ⑤ เพื่อระบุปัญหา และความจำเป็นในการเรียนภาษาญี่ปุ่นตามความคิดและสภาพความเป็นจริงของท่าน ดังนี้

⑤ = มากที่สุด ④ = มาก ③ = ปานกลาง ② = น้อย ① = น้อยที่สุด

รายการ	ปัญหาในอดีต (มัธยมศึกษาตอนปลาย)	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
1. ท่านมีปัญหาและความจำเป็นต้องใช้ทักษะภาษาญี่ปุ่นต่อไปนี้มากน้อยเพียงใด			
1.1 ทักษะการฟัง	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.2 ทักษะการพูด	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.3 ทักษะการอ่าน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.4 ทักษะการเขียน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2. ท่านมีปัญหาและความจำเป็นในการฟังภาษาญี่ปุ่นต่อไปนี้มากน้อยเพียงใด			
ด้านวิชาการ			
2.1 การฟังเสียงสวดจากครูอ่านคำศัพท์ ประโยค บทสนทนา บทความสั้น และเรียงความที่มีในตำราเรียน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.2 การฟังเสียงบันทึกจากซีดีอ่านคำศัพท์ ประโยค บทสนทนา บทความสั้น และเรียงความที่มีในตำราเรียน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.3 การฟังการรายงาน/ทำกิจกรรมจากเพื่อนนักเรียนในห้องพูดภาษาญี่ปุ่น	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.4 อื่น ๆ (โปรดระบุ) _____	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
ด้านชีวิตประจำวัน			
2.5 การฟังการสนทนาในสถานการณ์ต่าง ๆ ในชีวิตประจำวัน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.6 การฟังเพลง/ดูมิวสิกวิดีโอ	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.7 การฟัง-ดูละคร/อะนิเมะ/ภาพยนตร์/โฆษณาเสียงภาษาญี่ปุ่น	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.8 การฟัง-ดูข่าวเสียงภาษาญี่ปุ่น	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.9 อื่น ๆ (โปรดระบุ) _____	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①

รายการ	ปัญหาในอดีต (มัธยมศึกษาตอนปลาย)	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
3. ท่านมีปัญหาและความจำเป็นในทักษะการพูดต่อไปนี้มากน้อยเพียงใด			
ด้านวิชาการ			
3.1 การพูดนำเสนอรายงาน/ทำกิจกรรมในชั้นเรียน	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3.2 อื่น ๆ (โปรดระบุ) _____	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
ด้านชีวิตประจำวัน			
3.3 การสนทนาในสถานการณ์ต่าง ๆ ในชีวิตประจำวัน	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3.4 การ chat/Skype ผ่านสื่ออิเล็กทรอนิกส์	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3.5 อื่น ๆ (โปรดระบุ) _____	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. ท่านมีปัญหาและมีความจำเป็นในทักษะการอ่านต่อไปนี้มากน้อยเพียงใด			
ด้านวิชาการ			
4.1 การอ่านตัวอักษรหรืองานะ	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4.2 การอ่านตัวอักษรคาตากานะ	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4.3 การอ่านตัวอักษรคันจิ	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4.4 การอ่านคำศัพท์	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4.5 การอ่านประโยค บทสนทนา บทความสั้น และเรียงความที่มีในตำราเรียน	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4.6 การอ่านคำถาม/คำสั่งในข้อสอบกลางภาคและปลายภาค	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4.7 อื่น ๆ (โปรดระบุ) _____	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
ด้านชีวิตประจำวัน			
4.8 การอ่านนิตยสาร/หนังสือพิมพ์	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4.9 การอ่านนิทานเรื่องสั้น/นิตยสาร/หนังสือการ์ตูน	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4.10 การอ่านโฆษณาในสิ่งพิมพ์ทั่วไป	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4.11 การอ่านจดหมายทั่วไป	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4.12 การอ่านจดหมายอิเล็กทรอนิกส์ (e-mail)	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4.13 การอ่านเว็บไซต์/บล็อก (blog)	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4.14 อื่น ๆ (โปรดระบุ) _____	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. ท่านมีปัญหาและความจำเป็นในทักษะการเขียนต่อไปนี้มากน้อยเพียงใด			
ด้านวิชาการ			
5.1 การเขียนตัวอักษรหรืองานะ	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5.2 การเขียนตัวอักษรคาตากานะ	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5.3 การเขียนตัวอักษรคันจิ	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5.4 การเขียนคำศัพท์	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5.5 การเขียนเรียงความ	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5.6 อื่น ๆ (โปรดระบุ) _____	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

รายการ	ปัญหาในอดีต (มัธยมศึกษาตอนปลาย)	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
ด้านชีวิตประจำวัน			
5.7 การเขียนจดหมายทั่วไป	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.8 การเขียนจดหมายอิเล็กทรอนิกส์ (e-mail)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.9 การเขียนเว็บไซต์/บล็อก (blog)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.10 การ chat/Skype ผ่านสื่ออิเล็กทรอนิกส์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.11 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6. ท่านมีปัญหาและความจำเป็นในการเรียนเนื้อหาของภาษาญี่ปุ่นต่อไปนี้มากน้อยเพียงใด			
6.1 คำศัพท์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6.2 การออกเสียง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6.3 สำเนียง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6.4 ไวยากรณ์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6.5 วัฒนธรรม	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6.6 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

ตอนที่ 3 **ความคิดเห็นของศิษย์เก่าเกี่ยวกับปัญหาและความจำเป็นในด้านความรู้ความเข้าใจวัฒนธรรมญี่ปุ่น**
คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องของหมายเลข ① - ⑤ เพื่อระบุปัญหาและความจำเป็นในด้านความรู้ความเข้าใจวัฒนธรรมญี่ปุ่นตามสภาพความเป็นจริงของท่าน ดังนี้
 ⑤ = มากที่สุด ④ = มาก ③ = ปานกลาง ② = น้อย ① = น้อยที่สุด

รายการ	ปัญหาในอดีต (มัธยมศึกษาตอนปลาย)	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
1. ความเข้าใจ			
1.1 วัฒนธรรม	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
1.2 ขนบธรรมเนียม/ประเพณี	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2. การแสดงความรัก			
2.1 ประเภทและวิธีการได้	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3. การทักทาย			
3.1 การทักทายประจำวัน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.2 การแนะนำตัวเอง/บุคคล	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.3 การเรียกชื่อ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.4 การแลกนามบัตร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4. ธรรมเนียมการให้ของขวัญในโอกาสต่าง ๆ			
4.1 ประเภทของของขวัญ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.2 การห่อของขวัญ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.3 วิธีการให้และการรับของขวัญ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

รายการ	ปัญหาในอดีต (มัธยมศึกษาตอนปลาย)	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
4.4 การให้ของขวัญในวันปีใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.5 การให้ของขวัญช่วงกลางปีและปลายปี	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.6 การให้ของขวัญในงานแต่งงาน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.7 การให้ของขวัญแสดงความเสียใจในงานศพ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.8 การให้ของขวัญในการเยี่ยมผู้ป่วย	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5. การเขียนจดหมาย/ไปรษณียบัตร/บัตรอวยพร			
5.1 วิธีเขียน/ตอบจดหมาย/ไปรษณียบัตร/บัตรอวยพร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.2 วิธีเขียนจำหน่ายของจดหมาย/ไปรษณียบัตร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6. การร่วมโต๊ะอาหาร			
6.1 การใช้ตะเกียบ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
6.2 ข้อห้ามบนโต๊ะอาหาร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7. มารยาทและการปฏิบัติตน			
7.1 ในการเยี่ยมเยียน			
7.1.1 การไปเยี่ยมที่บ้าน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.1.2 การเยี่ยมเยียนเพื่อนบ้านเมื่อย้ายบ้านใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.1.3 การเยี่ยมผู้ป่วย	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.1.4 การเยี่ยมเยียนทางธุรกิจ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.2 ในสถานที่ต่าง ๆ			
7.2.1 บนรถไฟและรถเมล์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.2.2 ในโรงภาพยนตร์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.2.3 การใช้ลิฟท์และบันไดเลื่อน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.2.4 การใช้ห้องน้ำ/ออนเซ็น/เซนโต (ที่อาบน้ำสาธารณะ)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.3 ในพิธีการ/งานเลี้ยงฉลองประเพณีหรือเทศกาลประจำปี			
7.3.1 พิธีการ			
- พิธีสำเร็จการศึกษา	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- พิธีแต่งงาน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- พิธีศพ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- พิธีชิงช้า	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.3.2 งานเลี้ยงฉลอง			
- งานฉลองวันเกิดในโอกาสเด็กเกิดใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานฉลองการบรรลุนิติภาวะ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานฉลองความมีอายุยืนยาว	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานเลี้ยงต้อนรับ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานเลี้ยงอำลา	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

รายการ	ปัญหาในอดีต (มัธยมศึกษาตอนปลาย)	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคต
- งานเปิดตัวสินค้าใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- งานเปิดบริษัทใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
7.3.3 งานประเพณีหรือเทศกาลประจำปี			
- เทศกาลวันปีใหม่	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลวันเซนต์สปีน (การโปรย ข้าวขี้ไต้วิญญานร้าย)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลฉลองวันเด็กผู้หญิง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลชมดอกไม้	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลวันเด็กผู้ชาย	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลทานาบาตะ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลบง (Bon)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลชมพระจันทร์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
- เทศกาลงานฉลองเด็กอายุครบ 3, 5 และ 7 ปี	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
8. อื่น ๆ			
8.1 การใช้โทรศัพท์/รับโทรศัพท์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
8.2 การนัดหมาย/ยกเลิกนัด	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
8.3 การเข้าแถว (queue)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
8.4 การทิ้ง/แยกขยะ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

ตอนที่ 4 **ความต้องการของศิษย์เก่าเกี่ยวกับการจัดการเรียนการสอนภาษาญี่ปุ่น ในด้านหลักสูตร เนื้อหา วิธีการจัดการเรียนการสอน ทักษะ สื่อการเรียนการสอน เวลา และครูผู้สอน**

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องของหมายเลข ① - ⑤ เพื่อระบุความต้องการในการเรียนภาษาญี่ปุ่นตามความคิดของท่าน ดังนี้

⑤ = มากที่สุด ④ = มาก ③ = ปานกลาง ② = น้อย ① = น้อยที่สุด

รายการ	ระดับความต้องการ ในอดีต (ม.ปลาย)	ระดับความต้องการ ในปัจจุบัน
1. ท่านต้องการให้การจัดการเรียนการสอนภาษาญี่ปุ่นมีวัตถุประสงค์ต่อไปนี้มากน้อยเพียงใด		
1.1 เพื่อเตรียมความพร้อมในการเรียนต่อระดับอุดมศึกษา	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
1.2 เพื่อเตรียมความพร้อมในการประกอบอาชีพ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
1.3 เพื่อให้สามารถฟัง พูด อ่าน เขียนภาษาญี่ปุ่นในระดับขั้นพื้นฐานได้	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
1.4 เพื่อเรียนรู้และเข้าใจวัฒนธรรมญี่ปุ่น	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
1.5 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2. ท่านต้องการให้การเรียนการสอนภาษาญี่ปุ่นเน้นทักษะทางภาษาต่อไปนี้อย่างไร		
2.1 ทักษะการฟัง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2.2 ทักษะการพูด	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

รายการ	ระดับความต้องการ ในอดีต (ม.ปลาย)	ระดับความต้องการ ในปัจจุบัน
2.3 ทักษะการอ่าน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2.4 ทักษะการเขียน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3. ท่านต้องการให้การเรียนการสอนภาษาญี่ปุ่นเน้นเนื้อหาต่อไปนี้หรือไม่		
3.1 อักษรคันจิ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.2 คำศัพท์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.3 การออกเสียง/สำเนียง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.4 ไวยากรณ์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.5 สังคม/ประวัติศาสตร์/ศิลปวัฒนธรรม	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.6 เนื้อหาภาษาญี่ปุ่นเพื่อการสอบเข้าศึกษาต่อในระดับอุดมศึกษา	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.7 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4. ท่านต้องการให้การจัดการเรียนการสอนภาษาญี่ปุ่นมีลักษณะต่อไปนี้มากน้อยเพียงใด		
4.1 ครูเป็นผู้ดำเนินการสอนแต่เพียงผู้เดียว	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.2 นักเรียนมีส่วนร่วมในการเรียนการสอน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.3 ใช้เทคนิคในการสอนเพื่อช่วยในการจำ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.4 มีกิจกรรมระหว่างการเรียนรู้ ดังนี้		
4.4.1 ร้องเพลง แสดงบทบาทสมมุติ เล่นเกม	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.4.2 ชมภาพยนตร์/ละคร/มิวสิกวิดีโอ/อนิเมะ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.4.3 อ่านนิทาน/นิยาย/เรื่องสั้น/หนังสือการ์ตูน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.4.4 เขียนจดหมาย/อีเมล/chat/Skype กับชาวญี่ปุ่น	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.4.5 สัมภาษณ์/พบปะพูดคุยกับชาวญี่ปุ่น	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.4.6 การเยี่ยมชม/ศึกษาความรู้เพิ่มเติมที่มูลนิธิญี่ปุ่น (Japan Foundation)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.4.7 การทำโครงการที่มีเนื้อหาเกี่ยวกับประเทศญี่ปุ่น	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.4.8 ใช้สื่อการเรียนการสอนที่ทันสมัย เช่น อินเทอร์เน็ต เอกสารจริง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.5 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5. ท่านต้องการครูผู้สอนลักษณะต่อไปนี้หรือไม่		
5.1 ต้องการครูชาวไทย	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.2 ต้องการครูชาวญี่ปุ่น	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.3 ต้องการครูที่เรียนจบวิชาเอกภาษาญี่ปุ่น	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.4 ต้องการครูที่มีความรู้ด้านวัฒนธรรมญี่ปุ่น	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.5 ต้องการครูชาวไทยสอนไวยากรณ์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.6 ต้องการครูชาวญี่ปุ่นสอนการสนทนา/การออกเสียง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.7 ต้องการครูชาวไทยและชาวญี่ปุ่นสอนด้วยกัน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
5.8 อื่น ๆ (โปรดระบุ) _____	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

รายการ	ระดับความต้องการ ในอดีต (ม.ปลาย)	ระดับความต้องการ ในปัจจุบัน
6. ท่านต้องการใช้เวลาในการเรียนภาษาญี่ปุ่นเป็นอย่างไร		
6.1 เพิ่มวัน/เวลาเรียน	5 4 3 2 1	5 4 3 2 1
6.2 ลดวัน/เวลาเรียน	5 4 3 2 1	5 4 3 2 1
6.3 เรียนทุกวัน	5 4 3 2 1	5 4 3 2 1
6.4 อื่น ๆ (โปรดระบุ) _____	5 4 3 2 1	5 4 3 2 1

ตอนที่ 5 ความคิดเห็นของศิษย์เก่าเกี่ยวกับประเด็นความสนใจที่มีต่อการเรียนภาษาญี่ปุ่น

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องของหมายเลข ① - ⑤ เพื่อระบุประเด็นความสนใจของท่านที่มีต่อการเรียนภาษาญี่ปุ่น ดังนี้

⑤ = มากที่สุด ④ = มาก ③ = ปานกลาง ② = น้อย ① = น้อยที่สุด

รายการ	ระดับความสนใจ (ปัจจุบัน)
1. สังคม	
1.1 วิถีชีวิตประจำวัน	5 4 3 2 1
1.2 เศรษฐกิจ/การเมือง	5 4 3 2 1
1.3 ประวัติศาสตร์	5 4 3 2 1
1.4 อื่น ๆ (โปรดระบุ) _____	5 4 3 2 1
2. ศิลปวัฒนธรรม	
2.1 ศาสนา	5 4 3 2 1
2.2 ดอกไม้	5 4 3 2 1
2.3 อาหาร/ขนม/เครื่องดื่ม	5 4 3 2 1
2.4 ตุ๊กตาญี่ปุ่น	5 4 3 2 1
2.5 Mascot ตัวการ์ตูนต่าง ๆ	5 4 3 2 1
2.6 เสื้อผ้า/แฟชั่น/คอสเพลย์ (Cosplay)	5 4 3 2 1
2.7 ภาพยนตร์	5 4 3 2 1
2.8 ละครซีรีส์	5 4 3 2 1
2.9 ละครโน/คาบูกิ/ละครหุ่น (นุนะบุ)	5 4 3 2 1
2.10 อะนิเมะ	5 4 3 2 1
2.11 เพลง/มิวสิควิดีโอ/คาราโอเกะ	5 4 3 2 1
2.12 วรรณคดี	5 4 3 2 1
2.13 นิทาน/นิยายเรื่องสั้น/หนังสือการ์ตูน	5 4 3 2 1
2.14 กีฬาประจำชาติ ได้แก่ ซูโม ยูโด เคนโด	5 4 3 2 1
2.15 อื่น ๆ (โปรดระบุ) _____	5 4 3 2 1

รายการ	ระดับความสนใจ (ปัจจุบัน)
3. ขนบธรรมเนียม/ประเพณี	
3.1 งานเทศกาล/ประเพณีประจำปี	
- เทศกาลวันปีใหม่	⑤ ④ ③ ② ①
- เทศกาลวันเซตสึบุน (การโปรยถั่วขับไล่วิญญาณร้าย)	⑤ ④ ③ ② ①
- เทศกาลฉลองวันเด็กผู้หญิง	⑤ ④ ③ ② ①
- เทศกาลชมดอกไม้	⑤ ④ ③ ② ①
- เทศกาลวันเด็กผู้ชาย	⑤ ④ ③ ② ①
- เทศกาลทานาบาตะ	⑤ ④ ③ ② ①
- เทศกาลบง (Bon)	⑤ ④ ③ ② ①
- เทศกาลชมพระจันทร์	⑤ ④ ③ ② ①
- เทศกาลงานฉลองเด็กอายุครบ 3, 5 และ 7 ปี	⑤ ④ ③ ② ①
3.2 การละเล่น ได้แก่	
- การตีลูกขนไก่	⑤ ④ ③ ② ①
- การเล่นลูกข่าง	⑤ ④ ③ ② ①
- การเล่นว่าว	⑤ ④ ③ ② ①
- เกมเป่า-ยิง-ดูบ	⑤ ④ ③ ② ①
3.3 กิจกรรมทางวัฒนธรรม	
- พิธีชิงช้า	⑤ ④ ③ ② ①
- พิธีแต่งงาน	⑤ ④ ③ ② ①
- การจัดดอกไม้	⑤ ④ ③ ② ①
- การพับกระดาษ (Origami)	⑤ ④ ③ ② ①
- การนวดพหาคูแต่งงาน (Omiai)	⑤ ④ ③ ② ①
3.4 อื่น ๆ (โปรดระบุ) _____	⑤ ④ ③ ② ①

ขอขอบคุณในความร่วมมือในการตอบแบบสอบถาม

APPENDIX D

BACKGROUND INFORMATION

1. Background information of the students

Background information	Frequency (f)	Percentage (%)
1. <i>Gender</i>		
▪ Male	40	37.7
▪ Female	66	62.3
Total	106	100.0
2. <i>Age</i>		
▪ Fifteen	16	15.1
▪ Sixteen	35	33.0
▪ Seventeen	31	29.2
▪ Eighteen	24	22.6
Total	106	100.0
3. <i>Grade level</i>		
▪ Grade 10	44	41.5
▪ Grade 11	34	32.1
▪ Grade 12	28	26.4
Total	106	100.0
4. <i>Do you like Japanese language?</i>		
▪ Yes	102	96.2
▪ No	4	3.8
Total	106	100.0
5. <i>Do you like Japanese language course in the Arts-Japanese program?</i>		
▪ Yes	91	85.8
▪ No	15	14.2
Total	106	100.0
6. <i>Why do you studying in the Arts-Japanese program?</i>		
▪ I like Japanese.	56	52.8
▪ I am interested in Japanese culture.	72	67.9
▪ For future study in university.	22	20.8
▪ For future career.	49	46.2
▪ My marks match with this program.	27	25.5
▪ Others	4	3.8
Total	106	100.0

1. Background information of the students (cont.)

Background information	Frequency (f)	Percentage (%)
7. <i>Do you want to study in the Arts-Japanese program?</i>		
▪ Yes	92	86.8
▪ No	14	13.2
Total	106	100.0
8. <i>Do you want to study Japanese in university?</i>		
▪ Yes	41	38.7
▪ No	65	61.3
Total	106	100.0
9. <i>I want to study Japanese.....</i>		
▪ as a major.	29	27.4
▪ as a minor.	8	67.5
▪ from outside institute.	4	3.8
▪ I don't want to learn Japanese in university level.	65	61.3
Total	106	100.0
10. <i>Are you taking a private tuition in Japanese language?</i>		
▪ Yes	50	47.2
▪ No	56	52.8
Total	106	100.0
10.1 <i>Why do you take a private tuition in Japanese language?</i>		
▪ For entrance examination in university.	9	8.5
▪ The length of time devoted to the course and Japanese language content is insufficient.	16	15.1
▪ To increase efficiency of four language skills.	36	34.0
▪ For better understanding in content.	43	40.6
▪ Others.	1	0.9
10.2 <i>Why don't you take a private tuition in Japanese language?</i>		
▪ I am not interested in Japanese.	4	3.8
▪ The length of time devoted to the course is sufficient.	14	13.2
▪ I don't need to use Japanese for taking an entrance examination.	28	26.4
▪ I don't want to take a private tuition in Japanese language because I clearly understand the content.	12	11.3
▪ Others	12	11.3
11. <i>What faculty do you want to study in university?</i>		
▪ Major in Japanese	7	6.6
▪ Arts/Humanities	27	25.5
▪ Others	50	47.2
▪ Not specified	22	20.8
Total	106	100.0

2. Background information for the teachers

Demographic data	Frequency	Percentage
1. <i>Gender</i>		
▪ Male	1	33.7
▪ Female	2	66.7
Total	106	100.0
2. <i>Age</i>		
▪ Twenty-six	2	66.7
▪ Thirty-three	1	33.3
Total	106	100.0
3. <i>You are teaching Japanese at</i>		
▪ Grade 10	1	33.3
▪ Grade 11	1	33.3
▪ Grade 12	1	33.3
Total	3	100.0
4. <i>You graduated with a...</i>		
▪ Bachelor's Degree	3	100.0
Total	3	100.0
5. <i>How long have you been teaching Japanese language?</i>		
▪ 10 months	1	33.3
▪ 2 years	2	66.7
Total	3	100.0
6. <i>What subject have you taught before?</i>		
▪ English.	1	33.3
▪ No.	2	66.7
Total	3	100.0
7. <i>What career have you done before teaching Japanese language?</i>		
▪ No.	1	33.3
▪ Teacher.	1	33.3
▪ Program Administrator.	1	33.3
Total	3	100.0

3. Background information for the alumni

Demographic data	Frequency	Percentage
1. <i>Gender</i>		
▪ Male	2	40.0
▪ Female	3	60.0
Total	5	100.0
2. <i>Age</i>		
▪ Eighteen	2	40.0
▪ Nineteen	3	60.0
Total	5	100.0
3. <i>Where are you are studying?</i>		
▪ Thai-Nichi Institute of Technology	1	20.0
▪ Burapha university	2	40.0
▪ Kasetsart university	1	20.0
▪ Srinakharinwirot university	1	20.0
Total	5	100.0
4. <i>Do you like studying in Art-Japanese program of Nawamintharachinuthid Horwang Nonthaburi school?</i>		
▪ Yes.	5	100.0
Total	5	100.0
5. <i>Why are you studying Japanese in university?</i>		
▪ I like Japanese language.	4	80.0
▪ I am interested in Japanese culture.	2	40.0
▪ For future career.	3	60.0
▪ Others	1	20.0

APPENDIX E

FOCUS GROUP INTERVIEW

The interview was taken on February 20, 2012

There were six students which two of each level was from grade 10, grade 11, and grade 12. Student one (S1) and student two (S2) were from grade 10. Student three (S3) and student four (S4) were from grade 11. Student five (S5) and student six (S6) were from grade 12.

Question 1: What are your problems in learning Japanese in this course?

- S1:** I understand some part but some grammar points and Japanese particle is very difficult. I have problems with speaking that I can't speak fluently in long sentence. It is very hard to pronounce some words.
- S2:** I think I have problem with listening. When the teacher plays CD, I don't understand what they were talking about unless the teacher repeats every sentence. The conversation goes at a very high speed.
- S1:** They talked very fast in the conversations on the CD that I cannot catch every single word. I can understand part of it. Moreover, I am not familiar with their accents.
- S3:** I also cannot figure out what the conversation is about. They say everything quickly.
- S4:** I cannot read Kanji characters or Hiragana characters, which makes reading difficult.
- S5:** Writing Kanji is very complicated for me. I can't remember Kanji characters. I have to practice writing them over and over again before exams, so that I can remember and can write them. I also have problems when writing sentences, I think in Thai and this makes me use incorrect grammar when writing Japanese.
- S6:** I can't write sentences correctly because I don't know the vocabulary.

S3: I have a problem with writing Kanji characters because some consists of many strokes. I also can't recognize some Kanji characters that are similar in shape.

Question 2: How about grammar?

S4: I don't understand on how to change verb and adjective forms.

S1: I don't understand Japanese grammar, especially how to use particles.

S2: Using particle is very confusing.

S3: Using particle is very confusing.

Question 3: What language skill do you think is needed in learning Japanese?

S3: I think reading is very important because if you cannot read, you cannot understand anything and I think it is very important when you take the entrance examination.

S4: Reading is the most needed skill because if you can read, it means you can speak and write.

S5: In my opinion, I need both reading and speaking. The entrance examination has an interview which is conducted in Japanese, so I think this skill is also needed. It is important for communication too. If I cannot read or understand what the exam asks, I cannot answer the questions well and this causes me to lose points. It is also important for work in the future.

S2: Speaking is very important because it is used for communication.

S1: I need speaking because it is the most used skill in our daily life. Whenever you go to Japan, you will be in trouble if you can't speak Japanese.

S6: I need speaking because I want to be able to communicate in daily life.

Question 4: What would you like the objective of the course to be?

S1: I chose this program because I want to be able to speak Japanese, and knowing a third language can give you the opportunity to get a good job.

S2: The aim of this course should be to enable me to speak Japanese.

S4: Its aim should be to prepare students to listen, to speak, to read and to write Japanese.

S6: I need to be able to speak because I want to communicate in daily life.

S3: Its aim should be to prepare the students to take the entrance examination.

S5: Since I want to study Japanese in university, I think the aim of the course should be to prepare me to take the entrance examination.

Question 5: Which language skill do you want to practice in this course? And why?

S1: I want to practice listening because I get confused when listening.

S2: I want to practice speaking and writing Katakana and Kanji characters. Kanji characters have so many strokes. It's confusing.

S3: Translating and reading are the skills I want. I want to see movies and be able to understand the dialogue without any problems.

S4: Reading is the skill I want. I want to be able to read Japanese handwriting. I also want to practice reading newspapers because I want to know about Japan.

S5: Writing is the skill I want because I haven't had much practice in this skill.

S6: Speaking is the skill I want.

Question 6: What content do you want to learn in this course?

S5: Grammar. I want to be able to communicate with four language skills. However, the content is not sufficient for passing the PAT 7.3 because this exam is very advanced. It was more difficult than what I learned in class.

S6: I think the content is sufficient.

S3: I want the course to be emphasized on grammar. I used to interview the Japanese with wrong grammar and he didn't understand what I said to him.

S4: I want the course to emphasize on grammar.

S1: I think it would be grammar especially on how to use particles. It confuses me.

S2: Grammar confuses me. The course content should be emphasized on grammar. Moreover, the examination should also specific on grammar.

Question 7: What kind of teaching methods do you want the teacher to teach you in this course? And what teaching material and class activity do you prefer in this course?

- S1:** I want a teacher who has many teaching techniques to make the content interesting for us. I want to learn Japanese through anime, movies or games because it is a lot of fun and this would make the class more interesting. I also like the activity of practicing conversations in pairs.
- S2:** I would like the teacher to use more teaching materials, to teach me using interesting activities and teach us with techniques that make us understand the content clearly. Games and anime make the class more interesting.
- S3:** I want anime because it contains daily life conversations. The spoken language in anime is different from what we study in class. It also helps me to practice listening and can be used in communication.
- S4:** I want to play games during class. It relaxes me and I believe that it helps me remember easily the things that teacher teaches.
- S5:** I want anime because I want to know what are they talking about and what expressions they use.
- S6:** The teaching material is good enough. I don't need any other kind of teaching materials or class activities.

Question 8: What kind of teacher do you prefer?

- S5:** I want both Thai and Japanese teachers. The Thai teacher can teach us grammar, vocabulary, and Kanji, while the Japanese teacher teaches us pronunciation and how to write Kanji.
- S2:** I want Thai teacher.
- S6:** I want Thai teacher because it is easier to communicate with Thai teacher than with Japanese teacher.
- S4:** I also want Thai teacher because it is easy to talk with Thai teacher. To communicate with Japanese is very difficult as there are both students who are good at Japanese and who are not.
- S3:** I want Thai teacher because the teacher can explain the content clearly when I have question about Japanese language.

S1: Thai teacher speak more slowly than Japanese teacher. I can understand clearly when I have question about Japanese.

Question 9: Do you think that the length of time devoted to the course is appropriate?

S1: It is sufficient for me.

S2: It's O.K.

S3: It is sufficient.

S4: It's O.K. No need to add time.

S5: I think so.

S6: It's O.K.

Question 10: Is it important to know Japanese culture when you study Japanese language?

S6: I am not interested in Japanese culture. However, it is important when you have to work with the Japanese.

S5: I know not much about Japanese culture. There was a question about Japan in the examination of PAT 7.3. I think we should know about its culture because I think it will cause problem if you travel to Japan.

S4: I think you should know Japanese culture when learning Japanese. It will make you happy and not serious with the studying.

S3: It's better to learn Japanese culture because there may have questions about Japanese culture in the examination. One more thing, you can behave yourself in proper manner whenever you travel to Japan.

S2: I think it is important. If you know nothing about Japanese culture, you may behave appropriate manners, for example, calling someone's name or title incorrectly.

S1: It is important to know their culture. You can behave in appropriate way if you are living in Japan.

Question 11: Do you have any problem regarding Japanese culture?

S1: Not really. I know how to give items or present things to people but I don't know how many types of presents there are or how to give presents at festivals. Moreover, I know about Tanabata festivals but I have little knowledge about the other festivals.

S3: We did not learn much about Japanese culture during class. Though I know some festivals from seeing anime, I do not know many details about them. Although I don't have many problems with it now, I think having knowledge about Japanese culture is important for my work in the future when I'll be working with the Japanese.

S5: The teachers don't often teach us about Japanese culture. We learn some Japanese culture from the CD in class but I don't know many details about table manners, how to give a present to people or some Japanese manners. I think lacking Japanese culture knowledge will cause problems if you live in Japan.

Question 12: What Japanese cultural item that you are interested in?

S1: I am quite interested in Japanese culture, for example, how to give presents.

S2: I am interested in daily life in Japan, traditions and customs. Studying culture in class would make the class fun.

S3: I am interested in Japanese festivals.

S4: I am interested in Japanese festivals and Japanese ghosts.

S5: I am interested in food and clothing.

S6: I am not interested in Japanese culture.

APPENDIX F

SEMI-STRUCTURED INTERVIEW

1. Semi-structured interview with teachers

The interview was taken on February 20, 2012

Three teachers were interviewed. Teacher one (T1) was teaching Japanese language in grade 10. Teacher two (T2) was teaching Japanese language in grade 11 and teacher three (T3) was teaching Japanese language in grade 12.

The interview with Teacher one (T1)

Question 1: What are the students' problems in studying Japanese in this course?

T1: The students cannot remember vocabulary or Kanji characters. Kanji characters that have many strokes confuse them and they cannot remember these characters well. Moreover, they can't speak properly because they don't remember the vocabulary.

Question 2: How do you solve the problems?

T1: I will give students picture of vocabulary I want to teach in order to make them remember. Then, I will ask them to repeat that vocabulary after me.

Question 3: Which language skill that students have most difficulty?

T1: Speaking.

Question 4: Do you use other teaching material?

T1: I use power point, songs, and sometime an easy Japanese advertisement.

Question 5: Which language skill the students need in learning Japanese language?

T1: Students have less opportunity to practice speaking. I think grammar is the most important for the students because they have to know it for the entrance examination.

Question 6: How do you make the students familiar with Japanese?

T1: I let them work in pair by practicing the conversation from exercise in coursebook.

Question 7: Does it mean that you have an activity for the students during class?

T1: Yes, I let them work in pair and practice speaking. Sometime, I teach them through playing game.

Question 8: Do you have another outside material to teach the students?

T1: Not yet. Actually, I found many interesting reading passages when I studied Japanese at Japan Foundation but I can't teach them because the school was used as an evacuation center due to the severe flood in Bangkok last year (mid October to the beginning of December, 2011). So the school started the second semester later than usual. This severely limited the teaching time. I had to teach all the contents quickly, in a limited amount of time. Although I had some extra outside short reading passages to teach them, I didn't have the time to do that. If I had done that, I am afraid that the remaining lessons would not have been taught in time. If there is enough time in next semester, I want to teach them with those outside short reading passages.

Question 9: What kind of media that the students are interested in, for example songs, singers, drama?

T1: A song. I used to teach students to sing Doraemon song and they really like it.

Question 10: Is it needed for the students to know Japanese culture?

T1: It is quite important. I do not teach culture as the main content but as the supplement content.

Question 11: Do the students like it?

T1: Yes.

Question 12: What content should focus on?

T1: I think it would be the content from the coursebook which is focus on grammar.

The interview with Teacher two (T2)

Question 1: What are the students' problems in studying Japanese in this course?

T2: Some students in this class do not pay attention to the Japanese language. They always talk during class, which annoys other students. Most are students who don't want to be in the Mathematics or Science programs. They chose the Arts-Japanese program because they didn't recognize the difficulty of Japanese. Especially grade eleven; it tries to teach more than grade ten and grade twelve. I have to teach every grammar point in order for them to be able to follow in grade twelve. The students who can't keep up or understand the content will be bored not pay attention to the lesson. Some of those students can't even read. The flood disaster last year also limited the time for teaching. I had to teach seven to eight grammars points in one lesson for the students. I didn't have the time to have them do every exercise.

Question 2: Which language skill that students have most difficulty?

T2: The biggest problem that students have is writing. They cannot write correctly because they don't understand grammar. Using three different scripts-Hiragana, Katakana and Kanji-is very important because it is the basis for studying Japanese. Kanji is the most difficult for students in grade eleven; there are many more Kanji characters that they have to remember.

Question 3: Which language skill the students need in studying Japanese language?

T2: Grammar and writing are needed for students because most of PAT 7.3 emphasized their use. I think speaking is the most needed when studying at the university.

Question 4: Do you focus on teaching grammar?

T2: Yes.

Question 5: Do you have any other activity during class? And what teaching material do you use in class?

T2: Not often. I do not use other material very often. Sometimes I use pictures that they feel familiar as teaching materials, for example, a picture about camping, or practice students by talking about shops in school. This will make the student feel that Japanese language is close to them.

Question 6: How about activity in class?

T2: I try very hard but it is not successful. When I let them work in pair or role-play, some students will not do or pay attention to it. They always talk to each other and make a loud noise. For this result, I asked them to practice speaking one by one with me.

Question 7: Do you teach Japanese culture in class?

T2: The content of Japanese culture is at the end of each lesson in coursebook. I didn't teach the students because we have limited time in this semester. I teach cultural content by talking about it when translating some reading passage. For example, I will talk about New Year's food if that reading passage is about Japanese's New Year.

Question 8: You did not focus it as a main content?

T2: No. I mainly focus on grammar.

Question 9: Does it important to know Japanese culture?

T2: I think it sparks students' interest.

Question 10: Why?

T2: I think if you learn language and you know its culture, it will be more enjoyable.

Question 11: Do you think teaching culture will raise the students' interest in studying Japanese language?

T2: Yes. By the way, the time in this semester is very constraint; I can't teach them the culture or doing other activity. I am afraid that if I do, the students can't study all remaining content. I have to quickly teach

those remaining lesson as soon as possible in order that the student can study every lesson that they have to study in grade 11.

Question 12: Which teaching material that the students like?

T2: I do not usually use other teaching material. I just use vocabulary card and ask the students to do verb conjugation. I mainly focus on teaching grammar. I think that if I can't teach all grammar in time, I can't teach the students with another activity. Additional activity should be added to the students after they learned grammar.

Question 13: What do you think the main objective of the course should be?

T2: In my opinion, to be able to communicate basic Japanese in daily life is enough. However, the entrance examination of PAT 7.3 has higher standard. The students' proficiency should be the same level as in the exam. As a result, I think that the course should prepare student to be able to do the examination of PAT 7.3.

Question 14: How is the student evaluation?

T2: Evaluation can be divided into two parts. The first part is based on exercises in the textbooks and the second part on examinations. The exercise-based evaluation comprises speaking and listening exercises. No points are awarded for this part. For the speaking test, students are paired up and are required to narrate stories from pictures they are given. As for the listening test, the students have to do exercises designed by the Japan Foundation for use with their textbooks. The final examinations are constructed in line with the objectives of the course. The exams consist of vocabulary and Kanji, grammar, reading, and writing sections, which are aimed at testing how effectively students can form Japanese sentences and understand the Japanese alphabet and Japanese-language texts. The exams also adapt some items from the PAT 7.3 examination so as to prepare the students for the national university entrance exam.

Question 15: How are the results? How do you solve that problem?

T2: After the assessment, it was found that the students had problems in listening, and reading. For listening to conversations on the CD, I have

the students listen to some part of each sentence if the sentence is long. Some students cannot read Kanji characters, some can read but do not know their meaning. For the students who cannot pass the test, I have them correct the test by themselves and I check their understanding by asking them to translate vocabulary or explain the grammatical usage.

The interview with Teacher three (T3)

Question 1: What are the student problems in studying Japanese in this course?

T3: Some students don't concentrate on studying. In grade ten, students study hard because it is just the beginning. They think that studying a third language like Japanese is very cool. Anyway, they don't know how much there is to learn in the grade eleven and grade twelve Japanese courses. Moreover, vocabulary, Kanji, and the grammar are quite complicated. Those students have not learned Japanese in grade eleven will not pay attention to the lesson anymore. Well, this case also includes the students who do not want to study in this program.

Question 2: Which language skill that students have most difficulty?

T3: Listening. The students can speak even though their grammar is not correct. I understand that they try to practice and communicate. The listeners understand what they want to communicate. When they are listening to native speakers of Japanese, they cannot figure out what the native speaker says. I think this is because of the speed, the accent, and because there are many specific phrases used in the sentences.

Question 3: How do you solve that problem?

T3: I practice them by listening to the CD which presents conversation from the coursebook.

Question 4: Which language skill the students need in studying Japanese language?

T3: In my view, listening and speaking are very important for them when studying because these two skills will be used more often than writing or reading in the future. By the way, grammar, writing and reading are

very important for students for the PAT 7.3. This exam consists of grammar, vocabulary and reading passages which are quite long. If the students can't read or understand clearly, they will lose a lot of points easily.

Question 5: Which teaching material do you use during class?

T3: I sometime present the students about Japanese language content with power point and from YOUTUBE.

Question 6: What are the students' interests concerning with Japanese language?

T3: The students can be divided into two groups. The first group is the students who are interested in actor/actress and singer which can motivate them to study Japanese language. The second group is the students who intend to study in major Japanese language in university.

Question 7: What do you think the main objective of the course should be?

T3: It should prepare the students to have Japanese linguistic competence at level N4. If their proficiency is at level N4 and when they study Japanese language in university, they will have more understanding in Japanese language than the students who have never learnt before.

Question 8: Do you have any other additional activity concerning with studying Japanese in this course?

T3: Yes. We have two projects. The first is to organize activity of Japanese festival which call "Tanabata" annually. The second one is to meet with native speaker. Tanabata festival is popular among students. The activities during festival concern with Japanese cultural activities such as Japanese dance, Japanese food presentation, and knowledge about Japanese culture. For meeting with native speaker, the marks will be collected in this activity. The students have to interview the Japanese by using grammars that they learned in grade 12.

2. Semi-structured interview with alumni

The interview was taken on March 4, 2012

Five alumni were interviewed. Alumni one (A1) and alumni two (A2) are studying in Burapha university. Alumni three (A3) is studying in Kasetsart university. Alumni four (A4) is studying at Srinakharinwirot university and alumni five (A5) is studying at Thai-Nichi Institute of Technology. All alumni are the first year students and studying in Japanese language major except alumni five (A5) is studying in faculty of Business Administration (Japanese)

The interview with Alumni one (A1)

Question 1: How is Japanese language studying in university?

A1: I think I clearly understand in-depth detail of grammar that I had learned from secondary school and listening skill improves a lot.

Question 2: What content do you study Japanese language in university?

A1: Now I am studying in-depth content about Kanji characters and grammar, practicing listening and speaking.

Question 3: What language skill is needed in learning Japanese in university?

A1: In my view, listening and speaking. Those skills are more important than grammar.

Question 4: Why do you think those skills are important?

A1: I used to talk with Japanese friend and I found that I don't need to speak with correct grammar. My friend understood what I said. I want to listen to native speaker's accent more than concentrate on trying to speak with perfect grammar.

Question 5: What are your difficulties in learning Japanese language in university?

A1: Because the Japanese have different accents, it is very hard for me to understand what they are talking about. Sometimes, the conversation contains honorific expressions and business vocabulary which I am not familiar with. Moreover, I can't keep up with the speed. Kanji is also a problem due to the complicated shapes. Some characters have many strokes and some characters are similar. I can't memorize them all.

Moreover, Kanji characters that have several different meanings confuse me.

Question 6: What language skill do you usually use when studying Japanese in university?

A1: Listening and translating are the most skill that I use now.

Question 7: When studied Japanese language in secondary school, what do you want the main objective of the Japanese language course of Nawamintharachinuthid Horwang Nonthaburi school to be?

A1: I took the Arts-Japanese program because I wanted to be able to communicate with the Japanese.

Question 8: Then, what language skill did you want the teacher to focus when studied in secondary school?

A1: I wanted to practice speaking. I wanted to practice pronunciation. We normally met with a Japanese teacher once a week. I wanted the teacher to teach us Japanese culture and to speak Japanese during class in order for me to get familiar with his accent.

Question 9: Is it important to teach Japanese culture during secondary school?

A1: Yes, but it doesn't need to know in-depth detail of Japanese culture in secondary school. It should be focus more in university level because some students may have a chance to study in Japan, so, it is important to learn their culture.

Question 10: What activity the teacher provided to you when studied Japanese language in secondary school?

A1: The teacher didn't often use activities during class; grammar was the main focus. I wanted him to teach us Japanese songs and translate them into Thai.

Question 11: What were your problems in studied Japanese language at that time?

A1: I have problems with Japanese culture. I only know about basic culture, for example, greetings and visiting. I don't know much in-depth information on Japanese culture. I also have problems with grammar, especially the use of particles.

The interview with Alumni two (A2)

Question 1: How is Japanese language studying in university?

A2: It is very difficult.

Question 2: How do you find your difficulty in studying Japanese in university?

A2: Kanji characters are very complicated. Many characters have so many strokes that I can't remember how to write properly and that causes me problems when taking a test. I am not familiar with vocabulary, those Kanji characters that I never learned in secondary school and how to read some sounds, for example, shu (しゅ) and (しょ) is very difficult.

Question 3: Which Japanese language skill is important for studying in university level?

A2: I think every language skills.

Question 4: What kind of grammar do you study in university?

A2: The grammar which I am studying in university is quite complicated and difficult. I have to learn formal expression, honorific expressions and humble expressions.

Question 5: When studied Japanese language in secondary school, what do you want the main objective of the Japanese language course of Nawamintharachinuthid Horwang Nonthaburi school to be?

A2: The objective of this course should be to prepare students to be able to communicate with the Japanese. I don't mean that students should speak fluently, just only basic communication.

Question 6: Do you have any problems when studied Japanese in secondary school?

A2: Writing Kanji characters is very difficult for me; I can't memorize the characters.

Question 7: What content did you want the teacher to focus when studied in secondary school?

A2: I wanted the teacher to teach us new vocabulary from outside the coursebook. Only knowing the vocabulary in the coursebook is not challenging. New vocabulary would make me more eager to learn.

Question 8: Is the content of the course enough for taking examination of PAT 7.3?

A2: No.

Question 9: What content should be added?

A2: I think that the coursebook should be changed because I think it is not enough to enable students to pass the PAT 7.3 examination.

Question 10: What activity do you want in class?

A2: I wanted the teacher to use modern teaching materials like computers or the Internet. Outside teaching materials should be used, for example, songs, movie trailers, and news.

Question 11: Is it important to know Japanese culture?

A2: Yes. It is important to the one who intend to study Japanese language. If they got a scholarship to study in Japan, they have to know how to behave appropriately.

The interview with Alumni three (A3)

Question 1: How was Japanese language studying in secondary school?

A3: It was good that the course taught me step by step. They began with how to write Japanese characters, basic vocabulary, and short sentence that can be used in daily life.

Question 2: Do you think its content is enough?

A3: It depends on what your purpose in studying Japanese is. If you want to study Japanese language in university, I think the content is not enough. I have a lot of problems when I study Japanese in university. If you intend to study in other subjects, I think Japanese language content in this course is enough because it contains basic Japanese content that you can use to communicate in daily life.

Question 3: What are your problems?

A3: I have many problems when at the university. I found that the vocabulary can be used in various ways. Though grammar is the same as in secondary school, it is more complicated. Moreover, there is the

spoken language which I never learned in secondary school. I get really confused.

Question 4: Which language skill do you have difficulty in university?

A3: I can't understand when listening to the Japanese speaking because they speak at a very high rate of speed and the conversation contains vocabulary which I haven't learned.

Question 5: How about problem of language skill in secondary level?

A3: I rarely listened to the CD when I was in class and I did not practice by myself at home. As a result, the lack of listening practice caused problems for me when listening to Japanese native speakers.

Question 6: When studied Japanese in secondary school, what do you want the main objective of the Japanese language course to be?

A3: This course should prepare us to be able to communicate in Japanese. I took Japanese because I wanted to be able to speak Japanese and make Japanese friends.

Question 7: What content do you want the teacher to add in the course?

A3: The content of grade twelve was not sufficient for me. The teacher should add more vocabulary or grammar which can be used as a basis for study in the university. The content of this course should be equal to N3 level (a level of language knowledge and competence in Japanese) but I think it is equal to N4 level.

Question 8: What content did the teacher focus on?

A3: The teacher taught us Kanji characters, some reading passages, conversation, and grammar. However, the grammar they teach is based on the coursebook.

Question 9: What teaching material that the teacher used?

A3: Sometime the teacher taught us with song and provided us the video of Japanese language teaching from Youtube.

Question 10: How about other activity during class, for example, playing games or sing a song?

A3: We do it not very often.

Question 11: What teaching material do you want?

A3: I wanted to study Japanese through other teaching materials like anime.

Question 12: What language skill is needed in studying Japanese in university?

A3: All language skills are very important because I have to take an exam of every skill, for example, to read an article, to speak with the Japanese, to listen to the Japanese, and to write an essay.

Question 13: Which language skill do you usually use?

A3: Reading skill and listening skill. I am studying with both Japanese teacher and Thai teacher. Japanese teacher does not speak Thai when teaching in class which lead me to practice listening skill.

Question 14: Is it important that if you learn language you have to learn its culture?

A3: Yes. I think it is useful when reading passage. When you found some vocabulary concerned with culture, you will immediately understand what the passage talking about.

The interview with Alumni four (A4)

Question 1: What was your language skill problem during studied in secondary school?

A4: Listening is my problem. In secondary school, we didn't have much time practice this skill using the course CD. Grammar is the main thing that the teacher taught us at that time. Actually, I understand when listening to native speakers but I don't understand when listening to anime that show informal conversations.

Question 2: When studied Japanese in secondary school, what do you want the main objective of the Japanese language course to be?

A4: This course should provide me with the ability to communicate in daily life. Moreover, it should encourage the students to like Japanese so they will pay more attention to studying Japanese.

Question 3: What contend did you want the teacher to focus on?

A4: I wanted the teacher to focus more on Kanji, grammar, and culture. The PAT 7.3 test contains Kanji and grammar that we had not learned

before. The teacher should teach other Kanji characters and grammatical content in order for us to be able to take the entrance examination. By the way, only studying in class can't guarantee that you can use language correctly. Culture is also important. I wanted the teacher to take students sightseeing or to cultural activities such as flower arranging, Japanese cooking, tea ceremonies, and the Japanese village in Ayutthaya.

Question 4: What teaching material did you want when studied in secondary school?

A4: The teacher should provide us with authentic material like travel magazines and give us practice in translating.

Question 5: What activity did the teacher provide to you?

A4: Sometime the teacher let us played a game. Mostly, we didn't have time to do such activity because there was much Japanese language content that we have to study.

Question 6: What kind of additional teaching material the teacher used?

A4: The teacher taught us a Japanese song, vocabulary, and grammar content by using vocabulary card and the Internet.

Question 7: How is your Japanese studying in university?

A4: I have to learn the content that I had learned in secondary school. However, the content are more difficult and in-depth detail.

Question 8: What language skill is needed during study Japanese in secondary school?

A4: Reading skill and grammar because I have to use those in order to pass entrance examination.

Question 9: What language skill is needed during study Japanese in university?

A4: Every skill is important. In addition, translating is also important. I think translating, speaking, and listening are important when you work in Japanese company.

Question 10: What is your language skill problem?

A4: Listening skill. The teacher plays the CD for us to practice this skill but I am not familiar with the accents and the speed of native speakers when listening to a CD.

Question 11: What language skill do you often use?

A4: At first year, I use reading skill a lot because the coursebook is written in Japanese.

Question 12: Do you think knowing culture is important?

A4: Yes. If you learn Japanese but you don't know its culture, I think it causes the failure in communication or you may behave in an inappropriate way. I think that language is accompanied with culture. I know that the Japanese language curriculum in university now provides the students not only studying Japanese but also its culture.

The interview with Alumni five (A5)

Question 1: What language skill is needed when studying Japanese in university?

A5: Every skill is very important.

Question 2: And what language skill problem do you have?

A5: Speaking skill and listening skill. Actually, I don't have many problems with speaking and listening during class. But I can't speak properly whenever I accidentally meet and talk with the Japanese teacher outside class. When listening to CDs, I don't understand because it goes so fast so that I don't know exactly what they are talking about.

Question 3: What were your problems in studying Japanese language in secondary school?

A5: I have a difficulty in grammar and speaking. I can use short sentences but not long sentences. I don't know what vocabulary and which grammar I should use.

Question 4: What do you want the main objective of the Japanese language course in Nawamintharachinuthid Horwang Nonthaburi school to be?

A5: I wanted to be able to speak with Japanese.

Question 5: In secondary school, what content did the teacher focus on?

A5: Grammar and reading skill.

Question 6: What language skill did you want to practice when you studied Japanese language in secondary school?

A5: I wanted to practice speaking and listening. I wanted to listen to native speakers' accents. Familiarity with different accents would help me to communicate easily with native speakers.

Question 7: What content of Japanese language course in your secondary school should be focus on?

A5: I think grammar and vocabulary are very important when taking the entrance examination. Actually, the test included grammar and vocabulary that I had never learned in secondary school, so I needed to learn more grammar and new vocabulary.

Question 8: What class activity did you prefer in this course?

A5: Sometimes, I was so bored in class that I felt like sleeping. I wanted the teacher to use fun activities and have us do activities like playing games.

Question 9: Is it important to know Japanese culture?

A5: Yes. It is very important. It is useful when you work with the Japanese. You can behave in an appropriate way when you know their culture.

BIOGRAPHY

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