



THE EFFECTIVENESS OF AUTHENTIC LEARNING ACTIVITY TO ENHANCE
JAPANESE HONORIFIC SPEAKING SKILLS FOR JAPANESE MAJORED
STUDENTS IN THAILAND



MASASHI OKUMURA

A Thesis Submitted to the Graduate School of Naresuan University
in Partial Fulfillment of the Requirements
for the Master of Education in (Curriculum and Instruction)

2021

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By MASASHI OKUMURA

has been approved by the Graduate School as partial fulfillment of the requirements for the Master of Education in Curriculum and Instruction of Naresuan University

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| Title | THE EFFECTIVENESS OF AUTHENTIC LEARNING ACTIVITY TO ENHANCE JAPANESE HONORIFIC SPEAKING SKILLS FOR JAPANESE MAJORED STUDENTS IN THAILAND |
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ABSTRACT

The aims of this research were 1) to study Japanese honorific speaking skills of students who learn with authentic learning activity, 2) to compare the pre-test and post-test of Japanese honorific speaking skills, and 3) to study confidence of speaking Japanese honorifics for students after using authentic learning activity. This study was conducted by following a quasi-experimental design (one group pre-test and post-test) with 20 fourth year students at Naresuan University in Thailand.

The research instruments used in this study were: 1) Lesson plans designed following authentic learning techniques, 2) Japanese honorific speaking tests, and 3) Questionnaire about confidence of speaking Japanese honorifics.

To determine the effectiveness of authentic learning for enhancing Japanese honorific speaking skills, two types of Japanese honorific speaking tests were administered: 1) Class speaking tests to assess the improvement of honorific speaking skills with the authentic learning approach. 2) Pre-test and post-test to compare the Japanese honorific speaking skills. In addition, to investigate the student's confidence of speaking Japanese honorifics, the questionnaire about confidence of speaking Japanese honorifics were conducted.

The collected data were analyzed using rubric of honorific speaking test,

descriptive statistics (mean and standard deviation), paired samples t-test, test dependable and contents analysis. The research results showed 1) AL activities were effective in improving Japanese honorific speaking skills, 2) AL could significantly increase Japanese honorific speaking skills, and 3) Students gained high confidence of speaking Japanese honorifics through AL. Therefore, authentic learning may well be an effective teaching strategy to enhance Japanese honorific speaking skills in Thailand.



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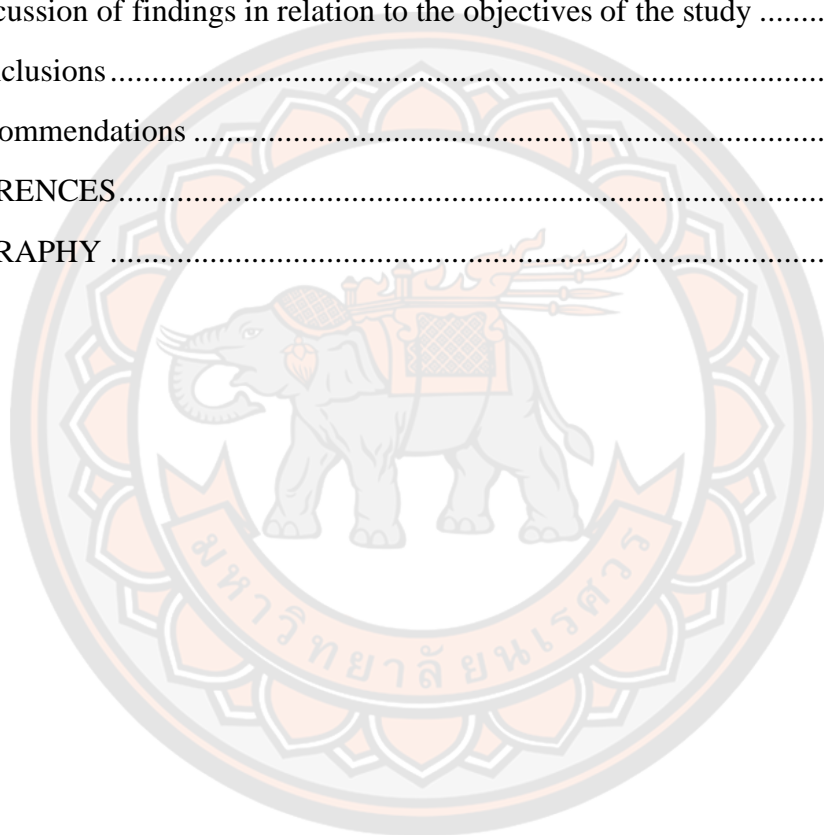
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MASASHI OKUMURA

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CHAPTER I

INTRODUCTION

Statement of the Problem

About Japanese language, the implementation of Japanese language education was confirmed in a total of 142 areas, including 134 countries and 8 regions. The number of institutions is 18,661 institutions and the number of learners is 3,851,774. Over the past 39 years, the number of institutions has increased 16.3 times and the number of learners has increased 30.3 times (Japan Foundation, 2018, P7-8). In additions, according to IMF's World Economic Outlook Database (International Monetary Fund, 2021), Japan has the 3rd largest economy in the world with a GDP of \$5,048,690 million in 2020. In Japan, there are a lot of leading companies which are the largest, most efficiently run, and most well-known companies in the world. According to the survey of JETRO Bangkok (2021), there are 5,856 Japanese companies in Thailand as of 2020. Therefore, it can be said that Japanese language is one of the important languages in the world and knowing Japanese languages will brings business opportunities.

About Japanese language education in Thailand, the number of institutions is 659 institutions (the 8th in the world) and the number of learners is 184,962 people (the 5th in the world) as of 2018. (Japan Foundation, 2018) In addition, from the point of view of percentage terms during 6 years from 2012, the number of institutions has increased 41.7% and the number of learners has increased 42.7%. These large increasing is because against a background of good economic relations there are many people studying Japanese language with a view to job opportunities at Japanese firms, and in addition there has been a large increase in the number of Thai people traveling to Japan due to the impact of a visa waiver arrangement for tourists visiting Japan being approved in 2013, and it is thought that these factors are leading to the expansion of other educational institutions (Japan Foundation, 2015).

In general, there are two styles of speech in Japanese language. One is polite style and the other is plain style. The predicates which are used in polite style

sentences and accompanied by either “desu” or “masu” are called the polite form, while the predicates used in plain style sentences are called the plain form. The polite style can be used at any time in any place and to anybody. Therefore, it is most commonly used in daily conversation among adults who are not close friends. Japanese people use it when talking to a person who they met for the first time, to one’s superiors or even to persons in a similar age group to whom one is not very close. In addition, it may be chosen when one talks to a person who is younger or lower in rank yet not so close. On the other hand, Japanese people use plain style when talking to one’s close friends, colleagues and family members. Moreover, it is commonly used in written work such as newspapers, books and theses (Minna no Nihongo Elementary 1 Translation & Grammatical Notes, 3A Corporation, 1998, p.129).

Iwasaki (2008) also mentions that the distinction between the polite and plain styles is traditionally viewed as a formal versus informal distinction based on social and situational factors (e.g. social status, presence/absence of intimacy). Japanese honorific is also one of the polite styles and the level of politeness is higher than polite styles. Japanese usually use honorifics in the situation which they receive a call from stranger, ask a favor of a person, talk with the person at first sight and talk with the professor of university. In addition, honorifics are especially used for superior, boss or customer in the business world.

For Japanese learners, one of the reasons why they study Japanese language is that they want to work in Japanese company for getting high salary. Similarly, most of the Japanese majored students at Naresuan University also want to work in Japanese company as an interpreter or translator after they graduate from university. But in the business with Japanese people, Japanese honorific expressions are essential, and it is important to be able to use properly according to the situations (Onodera, Yi & Kanekubo, 2004). It means that students are required to possess competency to reveal the honorifics they read or listen into especially, two categories, *Sonkeigo* (exalted) or *Kenjougo* (humble). In the fact, in Japan, inside and outside the company, there are a lot of situations which Japanese uses honorifics in the conversation depend on the relationship with people such as co-workers, customers, business partners and so on. In addition, in Japanese companies outside of Japan, the

interpreters often meet the honorific expressions when they interpret between Japanese workers and their company's people. If they cannot understand the honorific expressions or they do not have Japanese honorific speaking skills, they cannot interpret the conversation accurately and smoothly. Therefore, it is very important for Japanese learners who want to work in Japanese company to study Japanese honorific expressions and have honorific speaking skills.

However, for the learners who stay in outside of Japan, they have few opportunities to use Japanese languages with Japanese people. Especially, in the city where author live in, there are only few Japanese people, so they can use Japanese languages in the class only (Ozawa, 2006). According to the survey of Ministry of Foreign Affairs of Japan (2020), the number of Japanese who live in Thailand is 81,187, and this is the 4th biggest in the world as of October 1st, 2020. But most of them live in the big city such as Bangkok, Chonburi and Chiang Mai, and most of them are resident officer from Japan and retired worker, so students have only few chances to come in contact with them. In addition, about the Japanese honorific expressions, they are the one of the most difficult area for foreign students (Toda & Oyaizu, 2012). They are called "*Keigo*" and generally classified into three categories: exalted, humble, and polite (Kikuchi, 1997; Minami, 1987 as cited in Miyaoka & Tamaoka, 2001). In addition, in the report "Honorific expressions in modern society" submitted by the National Language Council in the year 2000, "Honorific expressions" is defined as "It means use of words which use depending on companion and situation on the basis of the spirit of mutual respect in the communication. It is that the speakers respect companion's character and position, and chose the appropriate expression from *Keigo* and various one other than *Keigo* as own expressions." The single word "honorific expressions" in Japanese language are covered as honorific expressions not only *Sonkeigo* (exalted), *Kenjougo* (humble), *Teineigo* (polite) so to speak *Keigo*, but also a lot of elements such as communication level and nonverbal action. Besides, about using Japanese honorific expressions, various physical and psychological factors such as not only age, upper or lower of social status, degree of intimacy are of course, but also the relationship of in-group and out-group, the conversation scene, the distance from listener which speaker desires, are connected and expressions are chosen (Toda & Oyaizu, 2012). In the

Japanese company, workers will be hoped that they can communicate with property honorific expressions as a member of society, and especially, the property use of words in accordance with the opponent's position is important when they communicate with others (Okuhara, Asahi & Ito, 2015).

As mentioned above, the linguistic system of Japanese honorifics is complicated, and the Japanese honorifics are used by a lot of factors. Moreover, generally, in the grammar subject of the beginners' course, the instructor teaches about Japanese honorifics only as expressions which are used for elders. In addition, students study about Japanese honorific expressions only few hours, so they have a little opportunity to practise to use and speak Japanese honorifics only in the class. Therefore, it's difficult for students to acquire them and imagine the situations to use them. In the case of Naresuan university, Japanese majored students can study about Japanese honorific expressions more detail in the elective majored subject "Japanese Conversation for Business" in the fourth-year student. In this subject, the instructor uses the conversation scenes which is used in the Japanese company and make students to practice communicating by using proper honorific expressions. The instructor uses an existing textbook (Getting Down to Business: Japanese for Business People, 3A network) and there are eight topics (Introductions, Greetings, Permission, Requests, Inviting, Telephoning, Appointments, Proposals and Offers of Help) in the business situation. But there are no pictures of the situation, and it is difficult for students to image the situation to use. So, students still not enough to practise to speak honorifics with the image of the situation and they cannot speak honorifics smoothly with confidence well.

In the fact, most Japanese majored graduates who work in Japanese company will be an interpreter and need communication skills, especially, speaking skills for their job. Boonkit (2010) mentioned that "Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue." (p.1). Of all the four macro English skills, speaking seems to be the most important skill required for communication (Zaremba, 2006). It is conceivable that the speaking skill also seems to be the most important skill for communication in Japanese language the same as English. In addition, effective communication by means of speaking usually creates a lot of

benefits for both speakers and business organizations. Effective speaking skills lead to achievements during ceremonial speaking activities, job training activities, job interviews, and many other business purposes (Osborn, Osborn, & Osborn, 2008).

However, according to Boonkit (2010), in the Thai context of learning English as a Foreign Language, teachers regularly wonder the most of undergraduate students are unable to speak English confidently, especially for communication in real situations. She mentions one of the reasons is lack of confidence in terms of anxiety about making errors, and development of confidence and occasions to speak for enhancing speaking skills were the key responses from the interview to students. It is assumed that learning Japanese as a foreign language has also same problem as learning English as a foreign language.

According to Fauzan (2016), there are some problems that many students are afraid of making mistakes and feel nervous to speak English. Furthermore, their fluency and confidence are also low. Therefore, if they have low confidence of speaking, they will worry about mistakes and be nervous to speak target language. In addition, Songsiri (2007) also states that the confidence in language learning, especially speaking, affects to drive or inspire the learners to reach their goals. If teachers always aware and reflect on their teaching and try to promote students to achieve the task, the confidence will be increase.

Nomoto (2007) searched about the causing factor of the Japanese communication problems in the Chinese company. One of them is the lack of business Japanese communication skills. Business Japanese communication skills are divided to three parts; 1) Communication skills which speaker uses property according to the relationship with listener, scene and the purpose, 2) Non-face to face communication skills, 3) Skills of reading and writing document. In this study, the researcher focuses on honorific speaking skills and set the three situations (Reception, Request, Telephoning) which graduates often meet in the Japanese company in reference to the research of the education manual of new employees in Japanese companies (Onodera, Yi & Kanekubo, 2004). Reception and guidance correspond to above 1), and Telephoning correspond to above 2).

According to Ozverir, Osam, & Herrington (2017), learners are given situations based on a major relevant real-world task which requires them to

investigate a problem in depth in collaboration with peers and suggest their solution the form of a product to be shared with a wider audience. If they learn language in the real life or real situation with giving the learning strategy properly, they will be able to improve their languages skills especially, speaking skill. Authentic learning is the constructed learning situation based on the real world, so it seems to be appropriate learning strategy for students to enhance their speaking skill. In addition, Bennet, Harper, & Hedberg (2002) mentioned that authentic learning activity will be useful in helping learners develop an understanding of the complexities of real-life situations. To provide learners with authentic experience allows them to transfer knowledge from formal education to practice. Therefore, authentic learning will make the opportunities for learners to practice for speaking more with solving the complex problems under the mimic or real similar situations. As the result, it is expected that authentic learning will make learners enhance their speaking skill in the real life. In this study, the researcher focuses on honorific speaking skills and set the three situations (Reception, Request, Telephoning) which graduates often meet in the Japanese company in reference (Onodera, Yi, & Kanekubo, 2004) to the research of the education manual of new employees in Japanese companies.

Reeves, Herrington, & Oliver (2002) describe the 10 elements of authentic activities as those. Some of those are 1) have real-world relevance, 2) comprise complex tasks to be investigated by students, 3) provide the opportunity for students to examine the task from different perspectives, using a variety of resources, 4) provide opportunity to collaborate, 5) provide the opportunity to reflect. Especially, these of the 10 elements are suitable for three situations that researcher will use in this study and the authentic learning enables learners to gain robust knowledge that they can transfer to real-life, so researcher decided to use the authentic learning activity in this study. In addition, authentic learning activities in this study were designed by some elements as previously described and on the basis of real similar situations included honorific contents in the Japanese companies, so students can keep high motivation to do the authentic learning activities. Moreover, by using authentic learning activities, students can practice communicating with honorific expressions and learn how to solve the problem in the similar situations in the Japanese company, and it is expected that it will lead the improvement of the confidence of speaking

Japanese honorifics. That's way researcher will use the authentic learning activities and they lead students to have a confidence to speak honorifics and enhance the speaking skills.

In this study, the researcher investigated how authentic learning effected to the students for their honorific speaking skills. The way to know how to effect was that researcher compared their score of honorific speaking skills before and after using authentic learning activity. Moreover, the researcher investigated the confidence of speaking Japanese honorifics for students after using authentic learning activities through the questionnaire about confidence of speaking Japanese honorifics. The results of this research will be significant for Japanese majored students who want to work in Japanese company and instructors. It will help Japanese majored students consider effective activities to improve their honorific speaking skills. Instructors also will better understand the effective authentic learning activity to enhance the Japanese honorific speaking skills by understanding learners' process of authentic learning activity.

Research Questions

1. What is the effectiveness of authentic learning in Japanese honorific speaking skills?
2. What is the level of confidence of speaking Japanese honorifics for students after using authentic learning activity to enhance the honorific speaking skills?

Research Objectives

1. To study the Japanese honorific speaking skills of students who learn with authentic learning activity
2. To compare the pre-test and post-test of the honorific speaking skills after using authentic learning activity
3. To study confidence of speaking Japanese honorifics for students after using authentic learning activity

Research Significance

1. This study will help Japanese majored students to enhance Japanese honorific speaking skills and have a confidence to speak Japanese honorifics through various authentic learning activities.

2. This study will help Japanese language teaching institute to make a guideline for students to enhance Japanese speaking skills more.

3. This study will be helpful for the researcher to find out if the authentic learning activities are effective in enhancement of Japanese speaking skills and to provide the basic foundation for further investigation on the similar topics.

Research Scope

1. Participants

The participants of this study were 20 Japanese majored students who enrolled in “Japanese Conversation for Business” elective course of fourth year student, academic year 2020, first semester, Faculty of Humanities, Naresuan University in Thailand.

2. Content of the study

This study was conducted in Japanese majored specialized subject for 4th year student of Naresuan university in Thailand. In this subject, the course description shows “Study about pre-intermediate business words and expressions. Practice writing, listening, speaking, and conversation often used in the various business scenes in Japanese companies.” The researcher chosen three topics “Reception”, “Request” and “Telephoning” from various business situations with focusing on speaking. The researcher created authentic learning activities to enhance the Japanese speaking skills and to have a confidence to speak Japanese honorifics. The research will be conducted for the duration of five weeks which sums up to 20 hours in total.

3. Variables to study

3.1 Independent variable refers to teaching by using authentic learning activity.

3.2 Dependent variable refers to the Japanese honorific speaking skills and the confidence of speaking Japanese honorifics.

Definition of terms

Authentic learning activity refers to the process of learning activity that constructed based on the real world and learning environment of activity is similar to some real-world application and discipline. Through three techniques of authentic learning activities, Simulation-based learning, Students-created media and Inquiry-based learning, students will be expected to able to enhance the Japanese honorific speaking skills. It is implemented by following five steps: setting the scenario, introduce the activity, accomplishment the task, share in the classroom and feedback, and assessment.

Japanese honorifics (*Keigo*) refers to the language expression which speaker respects to the listener or the person being referred depending on the relative social status in three situations; Reception, Request and Telephoning. Besides, it is classified to three main categories: *Sonkeigo*, *Kenjougo* and *Teineigo*. These words are explained as below.

1. *Sonkeigo* refers to one of the categories of *Keigo*. It raises the status of the listener or the person being referred in relation to the speaker, and encodes a feeling of respect. In the business situations, it is used towards senior inside the company or all person outside the company.

2. *Kenjougo* refers to one of the categories of *Keigo*. It humbles the status of the speaker in relation to the listener or the person being referred, and encodes a feeling of humility. In the business situations, it is mainly used towards senior inside the company or all person outside the company. The subject of the sentence is speaker's own self when he/she talks with inside person, or inside person when he/she talks with outside person about inside person.

3. *Teineigo* refers to one of the categories of *Keigo*. It raises the status of the listener or the person being referred in relation to the speaker, and encodes politeness. In the business situations, it is mainly used towards senior inside the company or all person outside the company.

Japanese honorific speaking skills refers to the students' Japanese honorific speaking skills in three situations (Reception, Request and Telephoning) in the Japanese company. In addition, it refers to the skills that students can speak properly in terms of five criteria such as vocabulary, grammar, pronunciation, overall

fluency and interaction. But Japanese honorifics are appeared only when using vocabulary and grammar. Therefore, concerning the assessment of Japanese honorific speaking skills using rubric, vocabulary and grammar are evaluated including whether honorifics can be used correctly or not. Pronunciation is evaluated whether the pronunciation, rhythm and intonation are clear and accurate or not. Overall fluency is evaluated whether student can speak fluency without hesitation and stop. Interaction is evaluated whether student can communicate effectively and respond appropriately.

Confidence of speaking Japanese honorifics refers to the student's belief that student can speak Japanese honorifics with others in the real situation and student has also less anxiety to speak Japanese honorifics. If students have high confidence of speaking Japanese honorifics, they think they have the speaking ability of honorifics and can communicate with Japanese smoothly and properly especially in the business situations. The components of confidence of speaking are speaking ability confidence, situational confidence, communication confidence and speaking potential confidence. In order to evaluate the confidence of speaking honorifics, the questionnaire consisting of four components is made and administered after all implementation of the lesson. It is constructed with 5-rating scale and student will choose the scale depending on closest thinking.

Research Hypothesis

The Japanese honorific speaking skills test score of the post-test after using authentic learning activities will be higher than that of the pre-test.

Conceptual framework of the study

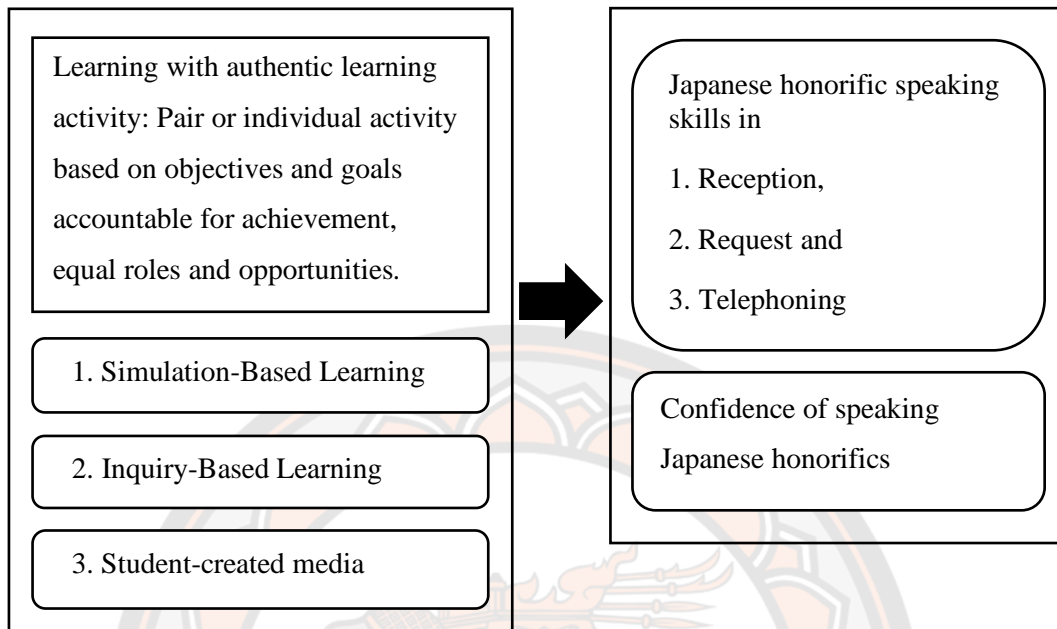


Figure 1 Conceptual Framework

CHAPTER II

LITERATURE REVIEW

This study is designed to evaluate the effects of authentic learning activities to enhance the Japanese honorific speaking skills and to study the confidence of speaking Japanese honorifics for students after using authentic learning activity. In this connection, the review of literature includes the following topics.

1. Learning activity
 - 1.1 Meaning of learning activity
 - 1.2 Important of learning activity
 - 1.3 Learning activities
 - 1.4 Process of learning activity
 - 1.5 Effectiveness of learning activity
2. Authentic learning activity
 - 2.1 Meaning of authentic learning activity
 - 2.2 Advantage of authentic learning activity
 - 2.3 Process of authentic learning activity
 - 2.4 The types of authentic learning activity
 - 2.5 Authentic learning activity classroom management
 - 2.6 Authentic assessment
3. Japanese honorific speaking skills
 - 3.1 Meaning of Japanese honorific speaking skills
 - 3.2 The important of Japanese honorific speaking skills
 - 3.3 The types of Japanese honorifics in grammar
 - 3.4 The evaluation of Japanese honorific speaking skills
4. Confidence of using Japanese honorifics
 - 4.1 Meaning of confidence of speaking Japanese honorifics
 - 4.2 The importance of confidence of speaking Japanese honorifics
 - 4.3 The evaluation of confidence of speaking Japanese honorifics
5. Related research on authentic learning and speaking skills
6. Related research on speaking skills and confidence

1. Learning Activity

1.1 Meaning of learning activity

According to European Union, learning activities are defined as any activities of an individual organized with the intention to improve own knowledge, skills and competence. In addition, learning activity must be intentional, so the act has a predetermined purpose and it is organized in some way, including by the learner himself, it typically involves the transfer of information in a broader sense (messages, ideas, knowledge, strategies).

University of Tasmania (2018) notes that every learning activity should be intentional, meaningful and useful. 1) The intent of the activity should be clear to both teacher and student. 2) The each activity should be meaningful, and assures student's development and advancement through the learning. Activities should enable students to engage with and develop their skills, knowledge and understandings in different ways. Meaningful activities engage students in active, constructive, intentional, authentic, and cooperative ways. 3) Useful learning activities are ones where the student is able to take what they have learnt from engaging with the activity and use it in another context, or for another purpose. For example, students are able to directly apply the skills or knowledge they have acquired to an assessment task, or to the next activity in another unit.

Brophy and Alleman (1991) define learning activity as “Anything that students are expected to do, beyond getting input through reading or listening, in order to learn, practice, apply, evaluate, or in any other way respond to curricular content.” (p.5).

According to Beetham (2007), learning activity defined as a specific interaction of learner(s) with others using specific tools and resources, orientated towards specific outcomes.

A learning activity represents the means by which the practitioner brings about learning and seeks to influence the development of learners (JISC, 2004).

Learning activity can be defined as the any activity designed or arranged by the teacher to produce, or create the conditions for learning. It will help students to get the knowledge or skills which teacher wants them to acquire in the lesson plan.

1.2 Important of learning activity

Teacher should set up the teaching/learning context in order to make participants have every encouragement to react with the level of cognitive engagement that the objectives require. They need to know about important concepts. Several learning activities might be expected to elicit most readily (J.Biggs, 1999).

In Slideshare.net (2010) states that learning activities are a combination of absorbing knowledge, practicing and connecting activities to life and work. So, it causes learners to actively exercise, explore and discover.

According to Brophy and Alleman (1991), through learning activities, teacher can manage the classroom and motivate students. By giving information, demonstrating procedures, asking questions, teacher can pursue students in content-related discourse and develop understandings.

The importance of learning activity is that student can achieve the goal which teacher set, and enhance the motivation to learn. In order to do it, learning activity should be designed that students can join activity on their own initiative and interact with others using specific tools and resources, orientated towards specific outcomes.

1.3 Learning activities

From long times ago, there are a lot of thesis about learning activities. There are two types of learning activities, traditional learning activities and experimental learning activities. Traditional learning activities have the characteristic like the following: 1) Teacher cantered or focused, 2) Learning outcomes are prescribed to a fixed rubric or scoring system, 3) Aim to explain knowledge and/or skills by transferring information, and 4) Fixed structure, high degree of facilitation. In addition, experimental learning activities have the characteristic like the following: 1) Student-cantered/focused, 2) Learning outcomes are flexible and open, 3) Aim to develop knowledge and skills through experience, and 4) Flexible structure, minimal facilitation (<https://www.prodigygame.com/blog/experiential-learning-activities/>)

Biggs (1999) says that learning activities can be divided into teacher-controlled, peer-controlled and self-controlled. In addition, he showed the examples of those three contents. On the teacher-controlled learning activities, there are “Lecture, set texts” “Think-aloud” “Questioning” “Advance organizer” “Concept

mapping” “Tutorial” “Laboratory” “Excursion” “Seminar”. On the peer-controlled learning activities, participants do tasks with various groups, learning partners and spontaneous collaboration. On the self-controlled learning activities, participants use generic study skills, content study skills and metacognitive learning skills.

Karns (2006) showed several learning activities in his research. Lecture, Film/Video, Class discussion, Guest speaker, Case analysis, Text/reading, Simulation game, Multiple-choice test, Essay test, Term paper, Live Case Project, Role-playing, online discussion, Case/business plan competitions, Student presentations, Student-operated businesses, Internship, Field trip, Diary, Course Web site, Homework. These learning activities are all components of learning activity.

According to Kayi (2012), ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that enhance oral language skills. Some of the activities or tasks are shown below.

Discussions: After a content-based lesson, a discussion can be held for various reasons. The discussion is about that students may aim to reach a conclusion, share their ideas about contents of the lesson, or find the way to solve in each group. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. It may facilitate critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways when they disagree with the others.

Role plays: It can have students speak spontaneously. Students pretend to stay in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the students such as the characters and their think or feeling.

Simulations: Simulations are very similar to role-plays but more elaborate than role plays. In simulations, students can bring some items to the classroom to create a realistic environment. Role plays and simulations have a lot of advantages. First, since both are entertaining, they can help to motivate the students. Second, they increase the self-confidence of students who are hesitant about speaking, because in role play and simulation activities, each of them will have a different role and do not

have to speak about what they think, which means they do not have to take the same responsibility (Harmer, 1984 as cited in Kayi, 2012).

Information Gap: In this activity, students are supposed to complete a task or activity with pairs. One student will have some information that other partner does not have or know and they will share their information each other by asking and answering questions. Information gap activities serve a lot of purposes such as solving a problem or collecting information. In addition, each partner plays an important role because the task or task cannot be completed if the partners do not exchange the information the others need. These activities are effective because everybody can have the opportunity to talk substantially in the target language.

Brainstorming: Following a given topic from the teacher, students come up with ideas and thoughts quickly and freely in a limited time according to the context, in either individual or group. The good characteristic of brainstorming is that the students are not criticized for their ideas or thoughts so students will be open to sharing new ones.

Learning activities are the activities that teachers think and create for students the most effective in order to achieve their goals in or outside the classroom. They are a lot of activities and some should be chosen by teachers to make class more interesting and to implement the comprehensive plan for students.

1.4 Process of learning activity

Generally, the process of learning activity has mainly three steps on the basis of teaching strategy in the classroom. The first step is introduction part, the second step is learning part, and the third step is conclusion part. The teachers should design each step for carrying out their own lesson with the best learning conditions for students.

In the first step, the teacher will explain the objective and the learning outcomes clearly to the students. They are typically expressed in what learners will be able to after they will undertake the kind of activity. Generally, this is described by the verb or qualification. The teacher can write outcomes in a way that defines different levels of accomplishment and how these be graded (Dick & Carey, 1990). In addition, the teacher is expected to explain the strategy of the learning activity, as well as behavioural expectations in pair work/self-working, under the situations of setting,

and to show the criteria for the assessment of learning task before the second step will be implemented. At this time, students will understand clearly about what they are expected to do. If they do not understand about the first step, the teacher should discuss with students and make them understand clearly. After that, next step will be proceeded.

The second step, this is the main part of learning activity. In this part, the teacher will choose the effective instructional and learning strategy, such as cooperating learning, group discussion, independent study, portfolio development, role-playing, cognitive organizer, issue-based inquiry and so on. These can be used across grade levels and subject areas, and can accommodate a range of student differences. In addition, these can motivate students and help them to focus attention, organize information for understanding and remembering and monitor and assess learning (Alberta Learning, 2002). In this research, the researcher uses role-play, group discussion mainly as learning strategies. About group discussion, it will help students learn to articulate their views and respond to opinions that differ from their own and also consider other people's perspectives and develop effective problem-solving skills. About role-play, it will provide students with opportunities to explore and practice new communication skills according to the situations in the business world. During group discussion and role-play, the teacher needs to monitor and assess the progress, functioning and the productivity (Orlich, 2013). In addition, the teacher will be expected to guide and provide the appropriate expressions of the role-play or guide to the appropriate way as required.

The third step is the conclusion part. In this step, students have an opportunity to discuss with the teacher how they felt and what they learned about that particular situation during learning activity. The students can get feedback from teachers by the academic assignment. From this feedback, they will be expected to acquire the new skills and the exploring of new ideas. In addition, it will provide several of the multiple intelligences, and can be a motivating and memorable learning activity. (Alberta Learning, 2002) The teacher also can get some knowledge for designing better learning activity for next lessons from this conclusion part.

To sums up, there are three steps in the process of learning activity. The first step is the introduction part, the second is the learning part and the third is the

conclusion part. It is important for teachers to design the process of learning activity for delivering the lesson with more effect.

1.5 Effectiveness of learning activity

As I noted in 1.3, there are a lot of learning activities. In recent years in Japan, active learning, one of the forms of learning activity, has become popular because Central Council for Education (2012) remarked about active learning “ It differs from the education of one-way lecture style by teachers, it is the generic name of teaching/learning method which incorporates the participation in active learning of learners.” In addition, In Japan, in the curriculum planning special subcommittee in Ministry of Education, Culture, Sports, Science and Technology (2015, p.18), 1) In the learning process consist of acquisition, practical use and search, deeply learning which give thought to problem finding-solving, 2) interactive learning which extends and deepens own thinking through cooperation with others and interaction with externality, 3) active learning which learners have vision, work on tenaciously and lead to the next by reviewing own learning activity.

According to a blogpost by Whenham (2018), learning activity will give students to following nine opportunities. 1) To develop corroborative skills, 2) To encourage risk taking, 3) To require student preparation, 4) To increase engagement, 5) To improve critical thinking, 6) To increase retention, 7) To make technology more powerful, 8) To spark creative thinking, and 9) To foster the real problem solving.

To sums up, from a lot of kinds of learning activity, the teacher has to design and implement learning activity for the students most effectively, so effectiveness of learning activity will ensure students’ development of skills, knowledge and advancement. Furthermore, it will affect students’ learning positively and achieve the goals.

2. Authentic Learning Activity

2.1 Meaning of authentic learning activity

Authentic learning activity is defined as the activity that was ill defined and unstructured, and required sustained thinking over a number of hours to complete (Herrington & Oliver, 2000).

Machida (2003) examined the conditions that language activity in her class can be authentic communication, and she probed the possibility of authentic language activity model. She concluded that authentic learning activity is not necessarily implemented without native speaker of target language and people who cannot speak Japanese. In addition, no matter who is the companion, to be able to assume in reality as the implicated existence by reacting own message and to have the necessity in telling a message is the standard of authentic learning activity.

According to Lombardi (2007), authentic learning generally focuses on the real society or world, complicated problems and their solutions, using role play exercises, problem-based activities, case studies and participation in virtual communities of practice.

Rule (2006) analyzed 45 journal articles that faculty members in the School of Education at SUNY-Oswego submitted as examples of authentic learning in their disciplines and mentioned the next four components for supporting authentic learning: 1) An activity that involves real-world problems and that imitates the professional workings; the activity involves presentation of deliverables to audiences beyond the class. 2) An activity that uses open-ended inquiry, thinking skills and metacognition. 3) An activity that engages learners in discourse and social learning in their community. 4) An activity that gets learners to manage their own learning in project work.

Authentic learning refers to the is one of the learning methods that constructed based on the real world, so learning environment is similar to some real-world application and discipline. In the modern age, everybody can easy to access to internet and see the real world, so learners can gain the knowledge of realistic situations.

2.2 Advantage of authentic learning activity

Lombardi (2007) mentioned that through the authentic learning activity, the learner can “cultivate the kinds of portable skills that newcomers to any discipline have the most difficulty acquiring on their own.” (p.3). Those are 1) skill to judge to distinguish reliable from unreliable information 2) skill that be able to patience to follow longer arguments 3) synthetic skill to recognize relevant patterns in unfamiliar contexts 4) skill of flexibility to work across disciplinary and cultural boundaries to

generate innovative solutions. In addition, learner can motivate to persevere despite initial confusion or frustration and the learning activity essentially encourages students to compare their personal interests with those of a working disciplinary community.

Bennet (2002) mentions that authentic learning activity may be useful in helping learners develop an understanding of the complexities of real-life situations. To provide students with authentic experiences which reflect real world ways of knowing and doing allow learners to transfer knowledge from formal education to practice.

According to Curtin University (2015), educational research has shown that through authentic learning experiences, learners can develop the ability to turn information into useful transferable knowledge and to build professional identity. By situating prior knowledge within relevant contexts, learning can be enhanced. Authentic learning 1) encourages learners to absorb and connect unfamiliar knowledge, 2) exposes learners to various contexts, activities and perceptions, 3) enhances the skills to transfer and apply theoretic knowledge to the real world, 4) makes opportunities for learners to collaborate with others, create cultivated products and to practice thinking solutions (e.g., problem solving) and acquire professional skills, 5) builds skill to exercise judgments by using professional knowledge and principles. Authentic learning potentially builds learners' skill in all four domains of learning: cognitive, affective, psychomotor and conative. Therefore, it is a useful and meaningful learning approach to preparing students for work in the 21st century.

To sums up, authentic learning activity is designed based on mimic or similar situations in the real world, so in the language learning, it will help learners to enhance the communication ability in target language and social skills, too.

2.3 Process of authentic learning activity

According to Lombardi (2007), for the effective implementation of authentic learning activity, the process of using authentic learning is very important. Those who adopt innovate learning strategies must be ready to adjust their assessment strategies accordingly. There are eight critical factors that researchers say must be aligned to ensure a successful learning environment. 1. Goals, 2. Content, 3. Instructional

design, 4. Learner tasks, 5. Instructor roles, 6. Student roles, 7. Technological affordances, 8. Assessment.

The based on these critical factors, the researcher constructed five steps of learning process with reference of Johnson and Johnson (1999) 's cooperative learning process.

1. Objectives

The first step of the process is to design the objective from students' background, such as their needs and interesting. In every lesson, the objective should be specified based on the concept of the learning and strategies.

2. Pre-Instructional Planning

Based on the students' needs and interesting, teacher will determine a possible lesson, goal or outcome. This is where relevance and authenticity come into the learning activity and link the outcome to something real life (Sarah, 2016).

3. Introduce the Activity

This is the main part of the process of using authentic learning. Teacher should clarify the goals and objective of the lessons to the students. In addition, teacher needs to explain the criteria clearly of the task to implement in the lesson and student's role in the task or activity. Before the task starts, the teacher has to inform the students about the individual accountability, facilitate interaction and positive mutual dependence.

On the other hand, students can be shown the rubrics for assessment which teacher designed, so they can know what they are expected to do in the lesson. At the same time, they can have an opportunity to ask the questions if they are not clear the contents. If they do not understand it clearly, it will not be successful of the lesson, so it's very important for students to comprehend their role, assessment of the rubric and contents clearly.

4. Monitor and Intervene

After the task or activity is started, the teacher should monitor and observe the student's performance. To be more specific, teacher should assess the students - how they perform in these skills already. There are a number of ways to pre-assess, but the best approach is to speak to the students such as asking questions for stimulating to students. If some pairs have a problem about the task proceeding, it

is necessary to intervene to help them to take to the right direction and give them some hints to proceed smoothly.

5. Assessment

Assessment is an essential component of any successful teaching. Creating the assessment teacher leads as well as peer and self-assessment students conduct, is an additional benefit for teachers and students; assessment becomes a part of the learning process, a formative tool to connect to the next steps, rather than an added extra at the end of a unit that generates data yet has no meaningful impact on learning (Sarah, 2016). At the end of the lesson, teacher assesses each student's skills depending on the assessment of rubric and determine a final score. Assessment helps students to reflect on the learning experiences and to know how effectively the activity enhances student's skills.

In addition, Lam (2013, p.4) shows the four steps of the authentic learning. They are "Setting the Scenario", "Re-defining the tasks and Inquiry", "Accomplishing the task" and "Presentation". Each step is shown as below.

1. Setting the scenario

In the first step, the teacher explains the scenario (context) of the whole task to the students and declares the requirements or the objectives and goals of the tasks.

2. Re-defining the tasks and inquiry

In this step, students prepare for the implementation of authentic learning. Students start to investigate the main task with peer groups. They need to divide the main task into smaller parts or sub-tasks through discussion about the topic. After that, they search for information relevant to the task and try to find the solutions.

3. Accomplishing the task

After investigating on related topic and collecting information, students work on the main task. They need to reproduce the knowledge they learned in the proceeding step and transform it into a product. New skills, apart from information, are acquired in this step as students are asked to create a product for presentation. Communication is also a key factor in this step as peer support is

essential when students do not have confident too much in working on the tasks or activities.

4. Presentation and feedback

In the last step, students share their products of the task in the class or even with their community. This allows students to learn from other groups' products or to get meaningful feedback from the teacher, classmates and other community members.

Summarizing the above, the step of authentic learning activity is described below.

1) Setting the scenario: From student's needs and interesting, instructor designs the objective and goals. Next, instructor determines the lesson plan and set the authentic learning activity that involves the professional work in the mimic or similar situation in the Japanese company.

2) Introduce the activity: Instructor should clarify the objective and goals of the task to students. After that, they prepare for the implementation of the task. Students start to examine the main task by pairs or individual. As necessary, teacher leads students to divide the task into smaller parts through the discussion on the topic. Then, students search for related information and try to the task. On the other hand, instructor shows the assessment of the rubric to students. Therefore, students can know what they are expected to do.

3) Accomplishing the task: While students work on the main task, instructor should monitor and observe their performance. If some pairs or some students have a problem about the processing of the task, instructor can also ask some questions for stimulating to students.

4) Share in the class and feedback: In order to develop students' understanding, they share their products of task by presentation. This allows them to learn from other students or get feedback from instructor and other students.

5) Assessment: At the end of the project, instructor evaluates student's individual skills based on assessment of rubric and determines the score of the test.

The following table displays the summary of the authentic learning and the contents of classroom activity.

Table 1 The step of authentic learning and the contents of classroom activity

| No | Step of Authentic learning | Contents |
|----|---------------------------------|--|
| 1 | Set the scenario | Instructor determines the lesson plan based on objective and goals, and set the authentic learning activity that involves the professional work in the mimic or similar situation. |
| 2 | Introduce the activity | Instructor clarifies the objective and goals of the task to students. They prepare for the implementation of the task and start to examine the main task by pairs or individual. On the other hand, instructor shows the assessment of the rubric to students. |
| 3 | Accomplish the task | Students accomplish the task. During the task, instructor monitor and observe their performance. If they have a problem about the processing of the task, lecturer can support them. |
| 4 | Share in the class and feedback | Students share their products of the task. They can learn from other students or get feedback from instructor and other students. |
| 5 | Assessment | Instructor evaluates student's individual skills based on assessment of rubric and determines the score of the test. |

2.4 The types of authentic learning activity

The authentic learning provides variety of activities where the teachers can choose the most appropriate technique for students to improve the way they absorb, retain, and transfer knowledge according to the content, context, and the goal of the

lesson. The following are examples of authentic learning technique in which students may participate (Lombardi, 2007).

1. Simulation-Based Learning

According to Lombardi (2007), students engage in simulations and role-playing in order to be put in situations where the student has to actively participate in the decision making of a project. This helps in developing valuable communication, collaboration, and leadership skills that would help the student succeed as a professional in their fields. In additions, Hyland (1993) mentions that simulations provides a realistic setting for more extensive interaction in which students can get more personally involved. They are given a task to implement or problem to solve together with the necessary background information and the constraints of environment in which to do it. According to Hyland (1993), there are four parts structure in simulation-based learning. There are preparation, introduction, activity and debriefing. It is shown in the following.

1) Preparation: The teacher assesses student's needs and abilities to ensure the suitable scenario and organising materials to provide authenticity.

2) Introduction: The teacher introduces information input and language input to students. The example of information input are tasks, their roles, backgrounds which students engage in information collection tasks. And the example of language input are useful vocabularies, structures, genres, discussion strategies, research skills.

3) Activity: The key activities are decision-making, problem-solving and interacting. The teacher observes student performances and manages the activity as a "controller".

4) Debriefing: The teacher has to evaluate the activity. The teacher helps students understand the exercise, review the language used and build on weakness. In the debriefing of behaviour, there are task review, discussion about the tactics employed, assessment of students' performance and possible discussion about cultural aspects. In addition, in the debriefing of language, analysis of the language which students used, discuss about the errors, remedial work, further linguistic input.

2. Inquiry-Based Learning (Open Learning Initiative)

Students identify and research issues and questions to develop their knowledge or solutions. They are introduced to key concepts and practice target skills while the teacher check for comprehension and provide feedback. By using additional questions, the teacher helps students continue to think flexibly about applying to their newly acquired skills to other situations. Inquiry-based learning is generally used in field-work, case studies, investigations, individual and group projects, and research projects (Lombardi, 2007). In addition, Boonkit (2017) defined as inquiry-based learning that students ask questions and find the answers by themselves with some helps from the teacher, technology, and their learning community. She mentioned about inquiry-based learning that Bruce and Davidson proposed. The model is the cycle of inquiry and five steps of the process (Boonkit, 2017, p.140).

1) Ask: The first, learning comes from the students with their questions. By asking questions, they know what they learn and can do.

2) Investigate: Based on those questions, they investigate in order to find theory related to the topic. They can investigate by browsing the web, reading textbooks, and asking the others. In this flow they try to draw the map of the topic and they are fully equipped with everything needed to create something.

3) Create: After investigation, students create something based on the topics. While creating, they try, experiment, draw, and explain about it. Then, they share their products with the teacher and friends to know others' opinions.

4) Discuss: Students discuss about their products to get the strength and weaknesses. Through the discussion, they can think of the suggestion, addition, declension in which they think what they will do.

5) Reflect: In the last step, students do some reflection after getting advice or feedback from the others. Then they evaluate the products which they add, reduce or change something needed to be better one.

3. Student-Created Media

Student-created media is the learning strategy that students individually or in groups, work on researching, recording, directing, storyboarding, scripting, practicing and performing, editing and other post-production activities through creating a short video (Henderson et al., 2010). The recommended length for

a student-produced digital video is usually between three and five minutes. The authors generally use the following steps of the process in completing the assignment or project (Lim et al., 2009, p.44-45).

Step1: Students will be given a clear explanation of the assignment and expectations in the form of a rubric.

Step2: Teams of three or four students will participate in brainstorming, researching, and developing ideas for their assignment.

Step3: Students will submit a project proposal with their ideas to the instructor.

Step4: Upon the instructor's approval, students will incorporate a storyboard to develop their video based on their research findings.

Step5: Students will film scenes, import and edit video clips and photos, record narration, and add titles, transitions, music, and other elements using the software program.

Step6: The finished movie will be exported to a Windows Media file (streaming movie) and shared with the class.

The following table displays the comparing process of authentic learning activity and three techniques of authentic learning used in this study.

Table 2 Comparing of process of authentic learning and three techniques of authentic learning

| Authentic Learning activity | 1. Simulation-Based Learning | 2. Inquiry-Based Learning | 3. Student-Created Media |
|------------------------------------|-------------------------------------|----------------------------------|--|
| 1) Set the scenario | 1) Preparation | 1) Ask | 1) Explain about the assignment |
| 2) Introduce the activity | 2) Introduction | 2) Investigate | 2) Brainstorm, research and develop the ideas |
| 3) Accomplish the task | 3) Activity | 3) Create | 3) Submit a project proposal 4) Incorporate a storyboard 5) Film scenes and edit video clips |
| 4) Share in the class and feedback | 4) Debriefing | 4) Discuss | 6) Share the movie with the class |
| 5) Assessment | | 5) Reflect | |

How to choose the type of authentic learning in this study

The selection of the appropriate authentic learning is essential to deliver an effective lesson. Therefore, to select the appropriate technique of authentic learning, instructor need to know some important features of each technique of authentic learning. The table below shows the technique of authentic learning that researcher chose in this study and the characteristics of them.

Table 3 The techniques of authentic learning activities and their characteristics

| No | Authentic learning activity | Characteristics |
|----|-----------------------------|--|
| 1 | Simulation-Based Learning | Thinking individually the task, share with pair, implement the task with pair by role-playing, share to the whole class, discuss with the whole class |
| 2 | Inquiry-Based Learning | Thinking individually the questions, investigate the information, create something, share the products and discuss about it, reflection based on the advice or feedback. |
| 3 | Student-Created Media | Teacher's clear explanation of the assignment. Group work and discussion, making a project proposal, film scene and create video clip, share to the whole class. |

Reasons for choosing the type of the authentic learning

The technique of authentic learning will be chosen the most appropriate ones to enhance the speaking skills of students and to be effective in the lesson delivery according to the context and the purpose of the lesson for the better results. It will be also chosen in teaching each topic based on the application and the length of the topic.

The topics in this study are 1) Reception, 2) Request and 3) Telephoning. About topic 1), it is difficult for students to image the scene because

most of them have never worked in the company. So, it is very important for them to be able to image the scene. In this topic, the instructor asks students about the expressions which they use in the reception scene and induces the important honorific expressions. After that, with pair, students do role-play with using the honorific expressions and practise to use them appropriately and smoothly. Therefore, the researcher choose the simulation-based learning as the most appropriate authentic learning. Concerning topic 2), students have already practised to conversation about request in the prior Japanese class, so it is not too much difficult for them to image the scene of the request. But the problem is that they cannot use honorific expressions appropriately and smoothly, especially in the business scenes. Therefore, the researcher chose Inquiry-Based Learning as the appropriate authentic learning. Concerning topic 3), this case is in the office, worker picks the office phone. Of course, most students have never worked in the office, so it is difficult to image how to handle phone calls. In fact, there are many cases of conversation when a worker handles phone calls. In addition, they cannot use honorific expressions appropriately and smoothly well. Therefore, the researcher chose the created-media in order to image the scene easily and use honorifics smoothly as the appropriate authentic learning.

2.5 Authentic learning activity classroom management

By many researchers, the characteristics of authentic activities have been identified in the literature such as Reeves, Herrington, & Oliver (2002) and Lombardi (2007). There are mainly ten design characteristics of authentic activities.

1) Have real-world relevance: Activities match as nearly as possible the real-world tasks of professionals in practice rather than decontextualised or classroom-based tasks.

2) Ill-defined, requiring students to define the tasks and sub-tasks needed to complete the activity: Problems occurred in the activities are ill-defined and open to multiple interpretations rather than easily solved by the application of existing algorithms. Learners have to identify the tasks and sub-tasks needed to complete the main task.

3) Comprise complex tasks to be investigated by students over a sustained period of time: Activities are completed in days, weeks and months rather

than minutes or hours. They require significant investment of time and intellectual resources.

4) Multiple sources and perspectives: Activities provide learners with the opportunity to investigate the task from a variety of theoretical and practical approaches, using a variety of resources, and require them to identify relevant from irrelevant information.

5) Collaboration: An individual learner may not reach the goal, but collaborate with others can integral to the task, within the course and the real world.

6) Reflection: Necessary to enable learners to make choices and reflect on their learning both individually and socially.

7) Interdisciplinary perspective: Encourage learners to adopt diverse roles and expertise rather than a single field or particular subject.

8) Integrated with assessment: Assessment is woven seamlessly integrated with the major task in a manner that reflects real-world evaluation processes.

9) Polished products: culminate in the creation of a whole product valuable in their own right rather than exercises or substeps in preparation for something else.

10) Multiple interpretations and outcomes: Allow a range and diversity of interpretations and outcomes open to multiple solutions rather than a single correct answer obtained by the application of rules and procedures.

In authentic learning, teachers will give instruction much different form than traditional methods of teaching. The literature suggests that authentic learning has a variety of significant characteristics. 1) Learning is centered on authentic tasks that are interesting to the learners. 2) Students should be involved in exploration and inquiry. 3) In most cases, learning is interdisciplinary. 4) Learning is closely intimately to the real world beyond the classroom. 5) Students become engaged in complex tasks and high-level thinking skills, such as analyzing, synthesizing, designing, manipulating and evaluating information. 6) Students create a product that can be held a presentation and shared with an audience beyond the classroom. 7) Learning makes students driven with teachers, parents, and outside experts all assisting/coaching in the learning process. 8) Students use scaffolding techniques to

enhance their learning. 9) Students have opportunities for social discourse. 10) Enormous resources are available to use. (Donovan et al., 1999; Newman & Associates, 1996; Newmann et al., 1995; Nolan & Francis, 1992 as cited Mims, 2013).

According to Xiao et al. (2008), the key elements in authentic learning are authentic tasks, teachers' scaffolding, exploration and inquiry activities, opportunities for social discourse, and the accessible resources to students for solving the real problems. By working in groups on real-world problems, students should realize that their learning is meaningful. They learn to explore, discover, discuss, as well as meaningfully construct concepts and relationships in actual contexts.

Summarizing the above, it is important for authentic learning classroom management to lead students to learn through applying their knowledge in real-life contexts and situations. In addition, it allows students to explore, discuss and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects.

During this study, the students were taught by using authentic learning activities in pair or individual with employing some above essential components of authentic learning. The ten components which Reeves, Herrington, & Oliver (2002) and Lombardi (2007) showed in the literature are the backbone for effective implementation of the authentic learning. The students are responsible for both individual work and pair work. On the other hand, the teacher also has responsibility to guide the students through the authentic learning activities. The three types of authentic learning and its steps will be used as to guide the smooth and systematic flow of the lesson. These are expected to be the most appropriate one to enhance the students' honorific speaking skills and also the effectiveness in the lesson delivery. Each type of authentic learning will be used in teaching a different topic and sometimes one topic can also use two types of authentic learning based on the application and the length of the topic contents. The other important thing is the management of the authentic learning classroom. The teacher should manage the students' behaviour, work and time in order to do well the lessons.

Table 4 The overall outline of the lessons taught in this study

| Topics | Objectives | Suitable activities | Technique of Authentic learning |
|----------------|--|---|--|
| 1. Reception | Can receive to the visitor and use appropriate honorific expressions and speak smoothly | Individual pre-task, share in pairs, implement the task with pairs by role-playing, share in the class, discuss with all and feedback. | Simulation-Based Learning |
| 2. Request | Can receive the request from the boss. Can use appropriate honorific expressions | Thinking individually the questions, investigate some information in small groups, create products based on the topics, share it and discuss with all students, reflection based on the advice or feedback. | Inquiry-Based Learning |
| 3. Telephoning | Can image the scene of telephoning and acquire behaviour or gesture. Can use appropriate honorific expressions and speak smoothly. | Create the video with pairs, share in the class, discuss with all students and feedback. | Students-Created Media |

2.6 Authentic assessment

According to Zaim et al. (2020), authentic assessment is a process that teacher collects information about improvement and learning achievement of students. It can express or prove properly what the learning objectives have been completely gotten the better of and attained. Moreover, it is the evaluation process that implies multiple forms of assessment reflecting learner's learning, achievement, motivation

and attitudes on instructional-relevant classroom activities (O'Mally & Pierce, 1996 as cited in Zaim, 2020).

According to Rukmini and Saputri (2017), in authentic assessment of speaking, teachers should focus on student's ability to understand and express meanings for authentic purpose in interactive context, and they need to implement assessment tasks as authentic as possible in a classroom setting. This means that in the process of creating authentic assessment, teachers need to consider about using authentic target language in speaking, setting real-world tasks and giving the students opportunities to use target language in the situation based on everyday life.

Moon et al. (2005) state that there are some characteristics in authentic assessment as follows; 1) focus on the essential content, big ideas or concepts, 2) an in-depth assessment led to other problems and questions, 3) feasible and can be implemented easily in the classroom or the school, 4) focus on the ability of producing a quality product or performance, 5) encourage the development of student's strengths and expertise, 6) have criteria that are known, understood, and negotiated with teacher and student before the assessment starts, 7) provide many ways students can demonstrate they have met the created criteria, allowing many points of view and interpretations, and 8) require scoring assessment focused on the essence of the task.

To implement an authentic assessment, there are some steps in planning and designing it. There are some previous studies that supposed the steps depending on reseachers, and one example of them is described as follows. According to Saputri (2021), O'Malley and Pierce state that there are five steps in the preparation of an authentic assessment for speaking skill. 1) Identifying the purpose of the assessment, 2) Planning and designing the assessment, 3) Developing the scoring procedures, 4) Setting standard of the assessment, 5) Selecting assessment activities, and 6) recording information about the assessment.

Sumardi et al. (2020) investigated how the implementation of digital video projects as an authentic assessment tool in measuring English speaking skills is. From the students' perception of the digital-video project using the open-ended questionnaire, it was found that it can be effective for students in improving fluency,

pronunciation, vocabulary acquisition, and confidence. Moreover, it can promote students to have self-reflection related to their learning and achievement.

To sum up, when instructor considers how to assess student's learning in the course, it is important to assess not only student's learning, but also the way to teach students and improve their speaking skills and understanding of the lesson contents. Authentic assignment is needed to apply what students have learned to the task and to judge what information and skills are relevant and how they should be used. It can facilitate further development for students' learning and also improve their knowledge, comprehension, problem-solving skills, social skills and attitudes used in the simulation of a real-world situation.

3. Japanese honorific speaking skills

3.1 Meaning of Japanese honorific speaking skills

Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue (Boonkit, 2010) and an interactive process of constructing meaning that requires producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

According to Brown and Yule (1983), speaking is the skill that people will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively.

In addition, when discussing about speaking skills, speaking has often been narrowly defined in a context of public speaking. However, in fact, speaking is much more than that definition. Broader viewpoints focus either on communication conducted to achieve specific purposes, e.g., to inform, to ask for explanations, etc., or describing speaking as its basic competences used in daily communication such as booking a room, giving directions, etc. What these approaches have in common is that they consider communication and speaking as an interactive process in which individuals alternate in their roles as speakers and listeners and use both verbal and non-verbal means to reach their communicative goals (Šolcová, 2011). In a similar way, Chaney also mentioned that speaking is "the process of building and sharing

meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney & Burk, 1998, p.13).

Concerning Japanese honorifics, Wang (1989) mentions that there are a lot of theories including narrow sense and broad sense. In a narrow sense, there is the opinion that it is just element which can be called only honorifics for expressing *Sonkei*, *Kenjyo*, *Teinei*, and in a broad sense, there are two opinions: 1) The opinion including the way to call various people, euphemistic expression such as request, invitation, question and response, syntactic conjugation, and the choice of topic and vocabulary, 2) The opinion which deal with commonality of bow, other gestures, facial expression, clothes, manners and honorific, and the relationship of cooperation.

Moreover, according to Kikuchi (1997), honorific considered as “the expressions of special purpose in order to express respect or politeness by changing the way to speak when speaker expresses the same matter”.

On the other hand, in the report “Honorific expressions in modern society” submitted by the National Language Council in the year 2000, “Honorific expressions” is defined as “It means use of words which use depending on companion and situation on the basis of the spirit of mutual respect in the communication (National Language Council, 2007, p.2).

To sums up, there is no literature to refer to concerning Japanese honorific speaking skills, but Japanese honorific speaking skills means the skills that speaker can speak honorifics appropriately and fluency in the various business scenes depending on the relative social status on the basis of the spirit of mutual respect in the communication. In additions, those are the skills that speaker can use both verbal and non-verbal means to achieve their aim in a variety of business contexts.

3.2 The importance of Japanese honorific speaking skills

According to Ur (1996), speaking is the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are regarded as speakers of that language.

Besides, the four skills of listening, speaking, reading, and writing are all in a mutual relationship. According to Gerald (2013), proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skilfully provides the speaker with several distinct advantages. The ability to put words

together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with the important advantages shown in following:

1) Ability to inform, persuade, and direct: Business managers, educators, military leaders, lawyers, and politicians, among others, seek to develop their speaking skills to such a level that they are transformed into master communicators. Speaking clearly and confidently can attract the attention of an audience, providing the perfect opportunity for the speaker to convey the message. The wise speaker gains the attention of an audience and keep it by using well-chosen words in a well-conceived presentation, forming effective, informative, and understandable messages.

2) Ability to stand out from the rest: The ability to stand in front of people and speak effectively is not an ordinary ability. Most people are severely afraid of speaking in public while others have little ability to form their thoughts into sentences and then deliver those words in a credible mean.

3) Ability to benefit derivatively: Well-developed verbal skills can increase the skills of negotiation and improve self-confidence. A growing comfortable sense comes from speaking in front of larger audiences. A reputation for excellence in speaking can be earned with time, thereby the speaker can gain a certain trust.

4) Career enhancement: Employers have always evaluated high speaking ability. It is generally an important skill and well worth the effort in adequately developing.

As stated above, speaking skills are essential for career success, but certainly not limited to one's professional aspirations. High speaking skills can promote one's personal life, thereby create the well-rounded growth that people should seek.

In addition, Osborn, Osborn, & Osborn (2008) mentioned that effective communication by means of speaking usually creates a lot of benefits for both speakers and business organizations. For example, effective speaking skills lead to achievements during ceremonial speaking activities, job training activities, job interviews, and many other business purposes.

Concerning Japanese honorifics, it serves a function of communication like lubricating oil and especially, in the Japanese society which people pay attention to

others, effective management of honorifics which are suitable for the scene and situation is required (Rah, 2016).

Monoto (2007) mentioned about the matters after students get a job in the Japanese company. There are three matters such as business Japanese, the understanding of business culture and knowledge, and behavioural ability as the member of society. In the business Japanese, she also mentioned about the communication ability which can properly use depending on the relationship with addressee, scene and purpose. This includes attitudinal expressions such as honorific and polite expression which are used in business scenes (inside and outside of company, boss and colleague, etc.). Therefore, to be able to use honorifics properly in the company is very important.

In Japan, linguistic honorifics play an important role in social activities, especially in conversations. One important function of linguistic honorifics is to awaken in each person a consciousness of the social-relationship among speakers, listeners, and individuals being addressed or referred to (Shirado et al., 2011).

To sum up, for a Japanese interpreter, it is the most important to have speaking skills because if they do not have speaking skills including using honorific appropriately and smoothly, they cannot perform their duty smoothly as an interpreter. Besides, if they have high honorific speaking skills, they will have more chance to get higher position as an interpreter and high salary in the company.

3.3 The types of Japanese honorifics in grammar

In traditional school grammar, Japanese honorifics have been classified into three categories: respect words (*Sonkeigo*), condescending words (*Kenjougo*), and polite words (*Teineigo*) (Kikuchi, 1997; Minami, 1987 as cited in Miyaoka & Tamaoka, 2001).

1) *Sonkeigo*: Generally, it is defined that it raises the status of the listener or the person being referred in relation to the speaker, and encodes a feeling of respect. In the business scene, it is mainly used towards senior inside the company or all person outside the company.

As similarly, according to Shirado et al. (2011, p.504), “*Sonkeigo* shows respect toward a person, who is usually the subject of sentence's predicate, by elevating the person's status. *Sonkeigo* principally includes: (1) such honorific titles as

"san"/"sama," (2) respectful forms of verbs, (3) verb stems + auxiliary verbs, and (4) "o"/ "go" (prefixes) + verb stems + auxiliary verbs.”

Examples of honorific expression using *Sonkeigo* which are often used in the telephoning scene are shown as below.

Table 5 Examples of ordinary style expression and honorific expression using *Sonkeigo*

| Ordinary style expression (English translation) | Honorific expression using <i>Sonkeigo</i> |
|---|--|
| 1 A san i-masu ka (May I speak to Mr./Mrs. A) | A san irasshai-masu-ka |
| 2 Shoushou matte-kudasai (Jusy a moment, please) | shoushou omachi-kudasai |
| 3 Buchou-wa itsu modori-masuka (When will your boss come back?) | Buchou-wa itsu omodorini narimasu-ka |

2) *Kenjougo*: Generally, it is defined that it humbles the status of the speaker in relation to the listener or the person being referred, and encodes a feeling of humility. In the business scene, it is mainly used towards senior inside the company or all person outside the company, the subject of the sentence is speaker’s own self when he/she talks with inside person, and is inside person when he/she talks with outside person about inside person.

In addition, according to Shirado et al. (2011, p.504), “There are two types of *Kenjougo*. One shows respect toward a person, who is usually the object of the sentence's predicate, by humbling the speaker or the predicate's subject. This type principally includes: (1) humble forms of verbs, (2) verb stems + auxiliary verbs, and (3) "o"/"go" (prefixes) + verb stems + auxiliary verbs. Another one shows politeness, but not necessarily respect, toward the listener by using humbling form of predicates regarding the speaker's action etc. This type includes "mousu"/"mairu"/ "itasu," etc.”

Examples of honorific expression using *Kenjougo* which are often used in the telephoning scene are shown as below.

Table 6 Examples of ordinary style expression and honorific expression using *Kenjougo*

| Ordinary style expression (English translation) | Honorific expression using <i>Kenjougo</i> |
|---|--|
| 1 V-te-morae-masen-ka (Could you please V for me?) | V-te-itadake-masen-ka |
| 2 V-te-hoshii-desu (I would like you to V) | V-te-itadakitai-no-desu-ga |
| 3 Buchou-to hanashi-tai-no-desu-ga (May I speak to boss?) | Buchou-to o-hanashi-shitai-no-desuga |
| 4 A (Own name)-to-ii-masu (My name is A) | A-to-moushi-masu |

3) *Teineigo*: Generally, it is defined that it raises the status of the listener or the person being referred in relation to the speaker, and encodes politeness. In the business scene, it is mainly used towards senior inside the company or all person outside the company.

As similarly, according to Shirado et al. (2011, p.504), “*Teineigo* shows politeness, but not necessarily respect, toward a person, who is usually the listener. *Teineigo* includes an auxiliary verb at the end of a sentence, such as "desu"/"masu"/"gozaimasu," etc.”

Examples of honorific expression using *Teineigo* which are often used in the telephoning scene are shown as below.

Table 7 Examples of ordinary style expression and honorific expression using *Teineigo*

| Ordinary style expression (English translation) | Honorific expression using <i>Teineigo</i> |
|---|--|
| 1 A<Own name>-desu (This is A) | A-de-gozaimasu |
| 2 Moushiwake-ari-masen (I apologize for...) | Moushiwake-gozai-masen |
| 3 V-te-mo-ii-desu-ka (Would you...) | V-te-mo-yoroshii-desho-ka |

3.4 The evaluation of Japanese honorific speaking skills

According to Galaczi (2010), there are two most prevalent test modes in the assessment of speaking. Those are 'direct' speaking tests, which involve interaction with a human examiner, and 'semi-direct' tests, in which examinee's speech is elicited with pre-recorded questions by examiner. In direct tests of speaking the examinee is required to interact with another person, who is either an examiner or another examinee, or both, typically in a face-to-face setting. On the other hand, in semi-direct tests the examinee is required to respond to consecutive utterances delivered by either audio/video tool or, more commonly, through a computer either online or CD-ROM based, the latter approach to assess speaking is earning popularity as can be seen its implementation by large assessment organizations such as ETS, Pearson, and Cambridge ESOL.

Bachman (1990) mentioned that there are two contrasting ways of grading student speaking skills; holistic scoring and objectified scoring. Holistic scoring focuses on communication and tends to be selected when the teacher evaluates a wide variety of criteria simultaneously. On the other hand, objectified scoring focuses on identifying smaller components such as appropriateness, fluency, grammar, vocabulary, and pronunciation. For most teachers, objectified scoring is a practical alternative, but it has a tendency to lose perspective of the overall performance. Even when conducting a speaking test with objectified scoring, it is good to indicate a very general impression of a student's performance. This can be done simply by an indication such as 'high', 'mid', or 'low'. The general rating can verify the teacher's objectified scoreing (Bachman, 1990).

According to Kemtong (2012), in assessing students' speaking performance elicited in the interview and the role-play, scoring rubrics used often include some or all of the following aspects: pronunciation/accent, grammar/structure, vocabulary, content, fluency, and comprehension. She also mentions that with more practice of speaking, students should be able not only to overcome their fear and speaking anxiety but also to gain enough confidence to break the stereotypical barrier of them being shy to speak English.

About assessment of Japanese speaking skill, there are no standard rubric of speaking skill in the current situation. According to Aihara (2008), there are no

original standards of Japanese speaking skill, so teachers and instructors rely on the standard of foreign language speaking skill of foreign language when they evaluate the learner's speaking skills. Besides, she states that there is some action in trying to create the standard or common framework for assessment of Japanese speaking skill, but it is created originally by each examination, institution and teaching material. In 2010, Japan foundation created JF Japanese education standard based on the Common European Framework of Reference for Languages. But this can be used for evaluating the level based on what kinds of task learner can do, not the rating the score.

Therefore, in this study, researcher searched the suitable rubric of Japanese speaking skill on the internet and found Speaking Fluency Assessment Rubric in TFU (Touhoku Fukushi University) Foreign Language Assessment Rubrics as showed below.

Table 8 Speaking Fluency Assessment Rubric of TFU

| Categories | 0-Not able to perform | 1-Inadequate | 2-Needs improvement | 3-Meets expectation | 4-Exceeds expectations |
|---------------|--|---|--|--|--|
| Vocabulary | Uses only few words and expressions or inadequate vocabulary. | Uses only basic, simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly. | Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in the class or expand vocabulary and expressions. | Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice. | Uses appropriate expressions and a wide range of vocabulary learned in and out class. |
| Grammar | Can't use appropriate sentence structures. Can't put words in proper word order. | Uses only basic structures and makes frequent errors. | Uses a variety of structures with frequent errors, or uses basic structures with only a few errors. | Uses a variety of sentence structures but makes some errors. | Uses many different structures depending on contexts with only a few grammatical errors. |
| Pronunciation | Can't understand | Frequent problems with | Pronunciation, rhythm and | Pronunciation, rhythm and | Pronunciation, rhythm and |

| | | | | | |
|-----------------|---|---|--|--|--|
| | what the student says. | pronunciation and intonation. Voice is too quiet to hear. Hard to understand. | intonation errors sometimes make it difficult to understand the student. | intonation are almost clear and accurate, but only occasionally difficult to understand. | intonation are almost always clear and accurate. |
| Overall Fluency | Speaks very little or doesn't speak at all. | Speaks with much hesitation, which often interferes with communication. | Speaks with some hesitation, which sometimes interferes with communication. | Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation. | Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence. |
| Interaction | Can hardly communicate; always misses questions from the teacher and can't respond. | Ideas and purpose is not clear; usually does not respond appropriately or clearly and as the result, needs a lot of help communicating. | Tries to communicate, but sometimes doesn't respond appropriately. Sometimes ideas are not clear and hard to understand. | Focus on the conversation most of the time and communicate effectively; generally responds appropriately and tries to develop the interaction. | Gives clear ideas. Communicates effectively; almost always responds appropriately. Keeps the conversation going by asking follow-up questions. |

Speaking Fluency Assessment Rubric of TFU is designed to be in an examination context such as “a one-on-one”, “face to face interview test” between a teacher and a student for checking speaking skills. And the scoring rubric provided a measure of quality of performance depending on five criteria: vocabulary, grammar, pronunciation, overall fluency and interaction on a 5-rating scale. Therefore, it was considered that it could be applied for assessment of Japanese speaking skills in this study. In order to evaluate Japanese honorific speaking skills, researcher designed the rubric score modified from the scoring rubric. In the process of modifying it, the evaluation of items of vocabulary and grammar were changed in order to check whether the student can speak honorifics appropriately or not. In addition, the evaluation of items of pronunciation, overall fluency and interaction were changed to

little high level than the original. The details are described in 3.3.3 of Chapter 3 (p.56). In this study, the examination context of evaluation is face to face conversation between teacher and student in the three situations (Reception, Request and Telephoning) which honorifics are often used in the conversation.

4. Confidence of speaking Japanese honorifics

4.1 Meaning of confidence of speaking Japanese honorifics

According to Yate & Chisari (2013), confidence, generally, describes a mental attitude that focuses on trust and reliance on oneself and often includes senses of self-assurance, boldness and fearlessness. For the ESL learner, it is defined as a form of self-reliance and is often linked to self-esteem and motivation.

Park & Lee (2005) mention that self-confidence is one of the personal factors which are highly correlated with anxiety. It involves judgements and evaluations about one's own value and worth. In addition, it can be negatively influenced when the language learner thinks of oneself as deficient and limited in the target language.

The learners' speaking skill is severely limited by self-confidence. Self-confidence refers to the belief that a person has the ability to produce results, accomplish goals or perform tasks competently (Dörnyei, 2001 as cited Varasarin 2007).

According to Suleimenova (2013), the loss of confidence made many students nervous and they are afraid that they could not respond appropriately or correctly in front of their classmates. For example, their peers would laugh at them if they had poor performances or the teacher is correcting their mistakes. Namely, the confidence of speaking is that student's belief that they can implement the speaking learning activity and task without nervous or anxiety.

To sums up, confidence of speaking Japanese honorific is student's belief that student can speak Japanese honorifics with others in the real situation and student has also less anxiety to speak Japanese honorifics.

4.2 The importance of confidence of speaking Japanese honorifics

The people who have confidence of language can use target language in different social and transactional contexts and with people from different cultural and

professional backgrounds. They feel happy and comfortable with the progress they are making, and this give them confidence to keep learning, and this confidence can have a significant effect on their lives both inside and outside the classroom (Yate & Chisari, 2013).

Fauzan (2016) mentions that based on his teaching experience and the preliminary study, he identified some problems such as the many students were afraid of making mistakes, they felt nervous to speak English and their fluency, and consequently their confident were also low. Therefore, if students have the confidence of speaking, they do not feel afraid of making mistakes and nervous to speak target language, and they may be able to speak fluency. In addition, he said that in learning speaking, confidence is a pivotal aspect because the students will not talk if they do not have any self-confidence.

After Japanese university students graduate, they are increasingly faced with situations in which the use of formal honorific language is necessary or appropriate. However, their lack of experience coupled with perceptions of honorific use as difficult leave many young adults feeling very insecure about their abilities to use honorifics correctly and appropriately (Dunn, 1999). She also mentions that one student has not so much a grammatical knowledge of the honorifics, but through actual discourse, the student began using honorifics in other situations as well and felt more confident about speaking appropriately in job interviews.

Songsiri (2007) mentioned that “students’ confidence in language learning, especially speaking, is one of the main factors to drive or to inspire students to reach their goals.” (p.28). In her research, students’ confidence in language learning seems to be made them brave enough to keep going in activities even though they met some tough situation in the activities. In addition, she stated that if teachers are always aware and reflect on their teaching and try to promote students to achieve the task, repertoires of students’ language learning and confidence will be gradually increased.

Tridinanti (2018) searched whether there was a significant correlation between students’ speaking anxiety, self-confidence, and their speaking achievement of English as a second language. She found out that only self-confidence has a significant correlation with speaking achievement, that is, students who have self-confidence have higher achievement.

To sum up, it is inferred that if students have a confidence of speaking Japanese honorifics, they will have a good performance during the activity and high speaking skills. Furthermore, having a confident of speaking Japanese honorifics makes students speak more smoothly and feel comfortable in the conversation without nervous, so when they meet the situation that they speak Japanese honorifics, they can accomplish the purpose.

4.3 The evaluation of confidence of speaking Japanese honorifics

Park & Lee (2005) analyzed the confidence of speaking English by questionnaires of self-confidence and anxiety. Self-confidence questionnaires are analyzed by factor analysis. There are four factors: Situational Confidence, Communication Confidence, Language Potential Confidence and Language Ability Confidence. They examined the relationships among anxiety, self-confidence and oral performance through correlation analysis and ANOVA. The result suggested that teacher should pay more attention to learners' affective domains, especially, their self-confidence and anxiety for more effectively improving L2 learners' oral performance, and should try to get rid of a significant amount of anxiety in students and build confidence in them.

Cheng, Horwiitz, & Schallert (1999) investigate the link between second language classroom anxiety and speaking achievement. In this research, the components of questionnaire are "Low Self-Confidence in Speaking English" and "General English Classroom Performance Anxiety". The findings suggest that the anxiety is a more general type of anxiety about learning a second language with a strong speaking anxiety element. Moreover, low self-confidence seems to be an important component of anxiety construct.

From the previous studies as described above, it can be said that the confidence of speaking target language has a strong association with the anxiety of speaking it. Therefore, in this study, to evaluate the confidence of speaking Japanese honorifics, the researcher constructed the questionnaire while referencing the questionnaires of Park & Lee (2004). The components of confidence of speaking are speaking ability confidence, situational confidence, communication confidence and speaking potential confidence. The scale ranged from 1 (strongly disagree) to 5

(strongly agree) and student chose the scale depending on closest thinking after all lesson was finished.

5. Related research on authentic learning and speaking skills

In this study, three types of authentic learning technique such as simulation-based learning, inquiry-based learning, and created-media learning are used for enhancing Japanese honorific speaking skills. However, there are no study about authentic learning and Japanese honorific speaking skills, so related research about three types of authentic leaning and speaking skills are described.

Machida (2003) implements as an assignment of making English interview video Japanese subtitled in her class “The method of English sentence translation” The contents of the assignment is that students make a group of four people, and each group decide the theme and take an interview to a suitable person for the theme by English. They photograph the interview scene with a video camera, use the video editing software by computer and post it with Japanese subtitle on a website. In this activity, they implement the language activity that elicit some information and opinions from an interviewee, and share them. And addition, they implement the language activity that convert their English information to Japanese information and offer them to people in the big purpose which makes one product shown on the website with using all knowledges of linguistic system such as the grammatical and sociolinguistically knowledge learners have at present, and being affected by real recipients and potential recipients. In this process, it revealed that English was positioning as the tool (sign) of communication. From the result, Machida concluded that it does not mean that the authenticity of language activity is not necessarily be implemented without the connecting with native-speaker of target language and the people who do not speak Japanese.

Ni (2011) took experimental class which adopts the class activity such as task-based role play, simulation and case activity based on the problem of business Japanese class by investigation to graduates, companies and teachers. In this research, the topics are telephoning and greeting of first meeting, and students could do action suitable with business manner. In addition, task-based role play made students enhance the understanding of business manner through the notice of language

mistake, highly realistic action and discussion. Students and teachers feel positively for this research class, but researcher left the problem about the way to effectively guidance of attitudinal (honorific) expression.

Kirkgoz (2011) conducted the research on designing and implementing a speaking course based on the Task-Based learning blended with use of video recording. In the study, the data were obtained from pre and post-speaking task and end of course evaluation. Fluency, pronunciation, vocabulary accuracy and task accomplishment were assessed according to the oral test rating scale. From the study, it is indicated that the blended Task-based speaking course had a considerable influence on each students' speaking performance. In addition, it was found that the impact of integrating videos into the class has been very significant in helping students overcome their anxiety, gain fluency and useful communication strategies.

Madsa (2012) examined about motivating students' speaking skill in Business English class through simulation. According to him, in the classroom, the students are expected to be motivated to perform the task and activities such as socializing, doing meeting, negotiating, and giving presentation which are rooted from real life events. In addition, he mentioned that it is believed that the more authentic the material is, the more motivated the students will be. In the study, he collected the data by class observation and questionnaire. The results show that the students are highly motivated and feel that they get enough practice and more confidence.

Javid (2013) examined that simulation learning implemented in English learning teaching. This study aims at investigating the effectiveness of using simulation in developing students' oral skills. He analysed the pre-intervention and post-intervention scores in students' oral communication by comparing the experimental group with control group. The contents of speaking test are subject matter, pronunciation, grammatical accuracy and organization. This study supports the positive effects of using simulation in language classrooms strongly and the results have proved that there was a statistically significant difference between the experimental group and control group about students' oral proficiency. Therefore, from this study, it can be said that simulation has positive effects on oral proficiency level of the students.

Irawan et al. (2018) investigated what extent Inquiry-Based Learning (IBL) strategy can affect students speaking ability. The researcher applied five stages or cycles of IBL strategy in speaking teaching. In teaching of speaking, three teaching strategies can be applied for developing speaking. The first strategy is using minimal responses. Minimal responses are predictable, often idiomatic phrases that conversation students use to indicate understanding, agreement, doubt, and other responses to what another student is saying. The second strategy is recognizing scripts. The teacher can help students to develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will need to say in response. The third strategy is using language to talk about language. The teacher can help students overcome the problem of students when they are speaking by clarification and comprehension check. In this study, pre-test was conducted before study start and post-test was conducted after treatment of IBL strategy. They were focused four aspects in speaking ability such as vocabulary aspect, grammar aspect, fluency aspect and pronunciation aspect. From the result of the study, it can be concluded that IBL strategy affected students speaking ability with average increasing score covering the four aspects of speaking and sufficiently significant on students speaking ability.

Encalada & Sarmiento (2019) investigated the perceptions of EFL students on the use of Self-Recording Videos (SRV) to develop speaking skills. The purpose of the study is to identify students' opinions when they self-recorded videos as a way to enhance their verbal skill. In the study, students are asked to use presentations aids such as PowerPoint, wall chart papers or role-play to record a video. Electronic survey which are included 5 multiple choice, closed-ended questions and two open-ended questions was used to identify students' perceptions of the use of SRV to develop speaking skills. From the results, more than 90% of students agree that SRV have help them to develop their speaking abilities. This demonstrated that through the use of video recording, students felt their pronunciation skill improved and became less fearful when speaking English.

From these previous studies, it can be expected that three authentic learning techniques such as simulation-based learning, inquiry-based learning and created-

media learning would be effective for enhancing Japanese speaking skills including Japanese honorific speaking skills.

6. Related research on speaking skills and confidence of speaking

Park & Lee (2005) examined the relationship between L2 learners' anxiety, self-confidence with their oral performance in the research. The results of the analyses showed that the higher anxious the students were about speaking English, the lower scores they gained on their oral performance, and the higher confident they were, the higher oral performance they showed. The researcher suggests that in order to improve students' oral performance, teacher should pay more attention to students' affective contents, especially their self-confidence and anxiety. In addition, they mention that it is important for students to build confidence in them as they communicate more often.

Punsiri (2011) conducted the research on how six kinds of drama activities such as role-play, simulation, drama games, guided improvisation, acting play script and prepared improvised drama effected on the level of anxiety of Thai EFL students. After learning through drama techniques, anxiety of students reduced significantly. Therefore, she concludes that drama activities are effective for reducing students' anxiety. In other word, if students can reduce anxiety of speaking, they have more confidence to speak, and it will lead to improvement of speaking skills.

Gurler (2015) examined the relationship between self-confidence and speaking skill and it was observed that there was a statistically significant correlation between self-confidence and speaking achievement. The speaking problem is thought to be overcome by constructing moderate level of self-confidence of the individuals. As there are various studies about self-confidence and success (Covington, 1984; Laird, 2005; Otacioglu, 2008 as cited Gurler, 2015), self-confidence and performance (Hanton, Mellalieu and Hall, 2004), the positive correlation found in his study support previous findings.

Kanza (2016) researched about the importance of self-confidence on enhancing students speaking skill. She prepared two questionnaires for teacher and student. Student's questionnaire is created in order to gather data about student's opinions and attitudes towards the importance of self-confidence on enhancing

students' speaking skill. It is composed of two sections; students' background information and the importance of self-confidence in the speaking skill. Besides, teacher's questionnaire is created in order to see to what they are aware and give attention to the importance of self-confidence on enhancing students' speaking skill. It is also composed of two sections; general information and the importance of self-confidence in the speaking skill. The results from the questionnaires revealed that student with high level of self-confidence has serious effect in developing the students' speaking performance. Furthermore, the results showed that the teachers and the students were aware of the importance of self-confidence.

Gaya (2018) summarizes in his study, there is a significant positive relationship between self-confidence and speaking achievement, so the instructor should help students cultivate their confidence and implement speaking learning activities in the context of real life and class. Moreover, she mentions that the findings make language learners aware of the importance of self-confidence and encourage to seek opportunities to improve their speaking achievement.

Tridinanti (2018) investigated whether there was a significant correlation between students' speaking anxiety, self-confidence, and their speaking achievement. She distributed the questionnaires and conducted the speaking test. After she gave the instruction about the speaking test to students, an individual speaking test with certain topics was given to each student in 7-10 minutes. Then, she distributed the two questionnaires, speaking anxiety questionnaire and self-confidence questionnaire. The result indicated that students' speaking anxiety has no significant relationship with students' speaking achievement, but students' self-confidence has moderately correlated with that. Therefore, she mentions that self-confidence is very important for EFL learners to perform their language skills in real-life situations. In addition, she mentions that in order to encourage students to contribute better to speaking achievement, EFL instructors also need to help students cultivate their confidence, to help them handle demanding speaking tasks in the context of real life and class. In addition, these findings can also increase the awareness of EFL language learners about the importance of self-confidence and encourage them to seek opportunities to improve their speaking achievement.

From these previous studies, it can be said that there is a strong correlation between speaking skills and the confidence of speaking target language. In other words, if the student has a confidence of speaking target language, his/her speaking skills of the language tend to be enhanced. In addition, it can be considered that it is important for instructors to help students build their confidence of speaking target language for improving the speaking skills. It is conceivable that these findings apply to not only English speaking skills, but also Japanese speaking skills including Japanese honorific speaking skills.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology, which is comprised of participants, research variables, research design, research instruments, data collection and data analysis as explained respectively.

1. Participants

The participants of this study were 20 Japanese majored students who enrolled in “Japanese Conversation for Business” elective course of fourth year student, academic year 2020, first semester, Faculty of Humanities, Naresuan University in Thailand.

2. Research Design

In this research, the researcher used the experimental design and a pre-test/post-test one group design was selected. Generally, it has three steps: 1) Administering the pre-test to measure the dependent variable (Y_1) (before treatment using the authentic learning), 2) Applying the treatment to the lesson (X) (Using the authentic learning activity), 3) Administering the post-test to measure the dependent variable which refers to the Japanese honorific speaking skills (Y_2) (after treatment using the authentic learning). The change in the dependent variable (Japanese honorific speaking skills) was measured by finding the difference between pre-test score and post-test score which will be done after the treatment (Ary et al., 2014, p.326). The treatment was given using the three techniques of authentic learning and its steps. In addition, the confidence of speaking Japanese honorifics was sought by the questionnaire on a 5-point scale after implementation of authentic learning.

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| Y_1 | X | Y_2 |

X refers to teaching by using the authentic learning activities.

Y_1 refers to pre-test which is implemented before the treatment.

Y_2 refers to post-test which is implemented after the treatment.

3. Research Instruments

3.1 Lesson plans in the line of authentic learning activity

3.2 The lesson plan quality checking

3.3 Japanese honorific speaking skill tests

3.4 Questionnaire about confidence of speaking Japanese honorifics

3.5 Class speaking test (During treatment)

3.1 Lesson plans in the line of authentic learning activity

The researcher designed three lesson plans incorporating the three techniques of authentic learning. The lesson plans were made after studying the intent of the particular topics that the researcher made students to learn honorific expressions and gain honorific speaking skills by the end of the lesson. Following are the steps of making three lesson plans.

1. Studying the curriculum: The curriculum of subject “Japanese Conversation for Business” which the researcher uses in this study mainly focuses on being able to comprehend pre-intermediate Japanese for business and communicate with business people using pre-intermediate Japanese expressions and sentences. In addition, it focuses on being able to use honorifics (*Sonkeigo*, *Kenjougo* and *Teineigo*) in the various business scene, too.

2. Studying the course objectives: The objectives should be linked and focused on achieving the goal of each content. The objectives are acquiring honorific expressions in specific business situation and speaking honorifics effectively and fluency in specific business situation.

3. Identifying the contents: To decide the contents to be taught, researcher chose the three topics “Reception”, “Request” and “Telephoning” from various

business situations which encourages students to learn with high motivation because they will often meet these situations using Japanese in Japanese company according to the study of Onodera, Yi and Kanekubo (2004) about education manual of new employees in Japanese companies. In addition, as suitable time of lesson period, the researcher set as follows.

Table 9 Lesson topics and the time of lesson period

| Lesson | Lesson topic | Time of lesson period |
|--------|--------------|-----------------------|
| 1 | Reception | 6 hours |
| 2 | Request | 6 hours |
| 3 | Telephoning | 8 hours |

4. Studying authentic learning: Authentic learning is all about student centered learning and encouraging students to participate through various activities based on the real-world. In addition, it requires them to self-assess, think critically and track the progress of their learning. From various types of authentic learning, suitable one will be chosen to each content of the lessons. The necessary components of the lesson plan as below.

1) Set the scenario: The teacher will explain the details of the lesson contents such as topic, lesson objectives and goals. The students will know what they are expected to learn until the end of the lesson.

2) Introduction of the activity: Teacher will explain the technique of authentic learning, lesson period, task, assessment, prior knowledge etc. In addition, teacher ask some questions to check their prior knowledge of the content related to what they have ever learned.

3) Accomplish the task: Students will learn the contents through authentic learning. During accomplishment the task, teacher will monitor and observe students' performance. The teacher will also help them or give them some hints as needed.

4) Share in the class and feedback: Students share the products of the task in the class. They can learn from each other and get feedback from teacher and other students.

5) Assessment: The teacher will summarise the lesson and check whether all the objectives are achieved or not by asking some questions about the content.

5. Creating authentic situations used for activities: The next step is setting the authentic situations which were suitable for achieving the objects in the lessons. In this study, three topics were chosen in each lesson as previously stated.

1) Reception: After students in pair discuss about the scenes of the reception in Japanese company, they write two or three scripts of the conversation about reception that customer comes to the office and staff receives it. Based on the scripts, they play as customer and staff. Before they start doing role-play, they set the reception desk like putting two long desks in the classroom together on the opposite. In addition, during the role playing, they speak with suitable gesture and facial expression as if they were in the company office.

2) Request: After students investigate about the scenes of the request from the boss by every tool, they individually create two or three scripts of conversation between boss and subordinate. Then, they are divided into groups of 3-4 students, and in the group, they show the scripts and confirm about the expressions and gestures after they set the desk of the classroom like making office working desk.

3) Telephoning: After students in pair discuss about the scenes of telephoning from a customer, they collaborate in writing the script of conversation with a customer by telephone in the office. Based on the script, they play as an office staff and a customer in the telephoning scene. Before they make a video clip, they rehearse the playing with setting the virtual stage such as office working desk and telephone. Some pairs rehearsed using teacher's desk in the classroom as an office desk in the role-play, while others rehearsed using their own desk in the apartment.

6. Making a lesson plan based on lesson components: The final step is planning lessons incorporating the essential components of authentic learning which are more importantly guided by the course objectives and using appropriate type of authentic learning to achieve the intended objectives. In this study, the researcher

made three lesson plans: 1) Reception, 2) Request and 3) Telephoning, for improving students' Japanese honorific speaking skills. The detail of the lesson plans is showed in APPENDIX B.

7. Sending to the advisor and experts: After the lesson plans were constructed by using the necessary components, they were sent to advisor to check for any errors or lapses. The lesson plans were revised by advice, then they were sent to the 3 experts for quality checking. Based on the comments and suggestions of the experts, some of the lesson plans were revised.

3.2 The lesson plan quality checking

The lesson plans were checked for quality before the implementation by three experts following the Likert scale. It was validated by calculating the mean and the standard deviation of the scores obtained from the three experts. The expert panel were comprised of one from Faculty of Education in Naresuan University in Thailand selected based on the field relevancy like expertise in curriculum and instruction with a minimum of 5 years' experience, and two from Faculty of Humanities and Faculty of Social Sciences in Naresuan University in Thailand selected based on having knowledge of teaching strategy, teach Japanese with a minimum of 5 years' experience and having knowledge about Japanese honorifics (*Keigo*) well. The experts' names are listed in APPENDIX A.

Steps of making the quality checking of the lesson plan shows as below.

1. Studying the components of the lesson plan: Based on the component of the lesson plan, the quality checking form of the lesson plan was made. The requirements of all the contents need to be satisfied and the lesson should be enjoyable and exciting for students to retain the knowledge and develop skills (Matt, 2016). It also covers all aspects of each lesson from objective, learning activity, assessment and evaluating.

2. Constructing the quality checking form of the lesson plan: To check the quality of the lesson plan, the expert's checking panel verified the lesson plans following the Likert scale as shown APPENDIX C.

3. Classifying the scores: The 5-rating scale is be used for the scores to rate the quality checking form of the lesson plan. 5 represents very good, 4- good, 3- average, 2- fair and 1- poor. In order to qualify, the average mean score (\bar{X}) should be

more than 3.50 ($\bar{X} \geq 3.50$). The classifications of the quality based on the mean are as follows;

4.50 to 5.00 means very high quality;

3.50 to 4.49 means high quality;

2.50 to 3.49 means average quality;

1.50 to 2.49 means fair quality; and

1.00 to 1.49 means poor quality.

The mean score of the lesson plan quality was 4.44 and the standard deviation was 0.68 which falls under the high quality.

3.3 Japanese honorific speaking test

In order to test and compare the Japanese honorific speaking skills of the students before and after using the authentic learning activities, Japanese honorific speaking tests were administered as pre-test and post-test. To assess the honorific speaking skills, students implemented one-on-one conversation with the teacher in three topics for the duration of 2-3 minutes after 1-minute time preparation. The topics of the conversation for Japanese honorific speaking tests are reception, request and telephoning. In addition, the researcher made two patterns of the situations in three topics. Students were asked to perform three speaking situations from each topic. Three speaking tests were chosen based on lucky draw where they picked the topics from the box. Those were assessed by using the rubric (See appendix D). The steps of creating the Japanese honorific speaking skill tests are shown as follow.

1. Studying the objective of the course and contents: Based on the objective of the course and contents, the Japanese honorific speaking test was constructed. Every authentic activity should be meaningful for the objective in each content. Therefore, this test was aimed at improving the students' Japanese honorific speaking skills by providing the platform for practice to enable them to have a conversation with boss or customer, and responds in three business situations. In addition, it will be also aimed to encourage them to speak and deliver honorific expressions well during interpretation in the Japanese company.

2. Making the test questions: The conversation tests were constructed based on the average fourth years Japanese majored students' level which are not too much difficult and complicated, related to the possible situations which they will meet

in Japanese company (See appendix E). The test topics were “Reception”, “Request” and “Telephoning” like as lesson topics. Each test situation had two conversations with boss or customer in Japanese company. The test questions were also intended towards achieving the above objectives. For carrying out the tests, the instructor checked student’s speaking skills such as vocabulary, grammar, pronunciation, overall fluency and interaction on each content of the tests.

3. Making the rubric for Japanese honorific speaking test: For evaluation of student’s honorific speaking skills, the researcher used rubric score modified from Speaking Fluency Assessment Rubrics of TFU (See appendix F). The scoring rubric for Japanese honorific speaking skills provided a measure of quality of performance with five criteria: vocabulary, grammar, pronunciation, overall fluency and interaction on a 5-rubric score. In order to check whether the first constructed rubrics can use or not, researcher carried out honorific speaking test for Japanese majored students who enrolled in “Japanese Conversation for Business” elective course for fourth year student, academic year 2019, first semester, Faculty of Humanities, Naresuan University in Thailand as the pilot test. The results from pilot test revealed that the first constructed rubrics had some problems when assessing Japanese honorific speaking skills. The findings from pilot test about five criteria of Speaking Fluency Assessment Rubric of TFU and how to modify it is shown as Table 10.

Table 10 The findings from pilot test and the modifying from Speaking Fluency Assessment Rubric of TFU

| Criteria | Findings from pilot test | Modifying from Rubric of TFU |
|------------|--|---|
| Vocabulary | 1. Error in the honorific title of the boss’s name 2. The meaning of a word to use is incomprehensive. 3. The meaning is correct, but there is no need to use honorifics. 4. Error in the choice of | 1. Add the contents about honorifics and postpositional particles 2. Add the range number of errors and using honorifics |

| postpositional particle | | |
|-------------------------|---|---|
| Grammar | 1. Error in using ‘ <i>Sonkeigo</i> ’ and ‘ <i>Kenjyougo</i> ’ 2. The meaning is correct, but there is no need to use honorific expression. 3. Error in the tense | 1. Add the contents about honorific expressions 2. Add the range number of sentence structure and errors |
| Pronunciation | 1. Not in particular | 1. Add the range number of errors |
| Overall fluency | 1. Not in particular | 1. Not changed |
| Interaction | 1. Not in particular | 1. Not changed |

4. Sending to advisor: Once the contents of Japanese honorific speaking test and the rubric were constructed by using the necessary components as in the Table 10, they were sent to advisor to check for any errors or lapses. Then, they were revised following the advice.

5. Sending experts for checking the content validity: Japanese honorific speaking test questions (See appendix E) and the rubric for Japanese honorific speaking test (See appendix D.1) were sent to the group of experts for checking their content validity by calculation the item objective congruence (IOC). The checking includes the contents of authentic learning activity and the appropriateness of the test to the students’ Japanese honorific speaking skills with the design of the rubric. The content validity for Japanese honorific speaking test questions were 0.67-1.00 (See appendix F) and the content validity for Japanese honorific speaking assessment rubric (See appendix D.2) were 0.67-1.00, so Japanese honorific speaking test questions and Japanese honorific speaking assessment rubric were considered valid and acceptable.

6. Checking the reliability: To check the reliability for the Japanese honorific speaking test questions, pilot test was implemented with 11 Japanese majored students of third year in Naresuan University. Inter-rater was used to assess the student’s Japanese honorific speaking skills using the rubric score and the

correlational analysis was done to find out the relationship between the two raters by using the Pearson's product moment correlation coefficient. The inter-rater was the Japanese lecturer who teaches Japanese in the faculty of Humanities, Naresuan University. As the result, it was found out that the correlation about Japanese honorific speaking skill test 1 (Request) was 0.779, test 2 (Request) was 0.776, test 3 (Telephoning) was 0.768 (See appendix G). Therefore, the content reliability was considered valid and acceptable.

3.4 Questionnaire about confidence of speaking Japanese honorifics

In order to investigate the students' confidence of speaking Japanese honorifics, the questionnaire about confidence of speaking honorifics (See appendix I.1) was constructed. The items were checklist type using the Linkert method with 5-rating scale: 1. strongly disagree, 2. disagree, 3. uncertain, 4. agree, 5. strongly agree. In the procedures for the preparation of the questionnaire, the descriptions of each step were as follows:

1. Preparation and writing out the questionnaire about confidence of speaking Japanese honorifics: Before implementing the lessons, the questionnaire about confidence of speaking Japanese honorifics was prepared by the researcher. The items of questionnaire were written about the confidence of speaking Japanese honorifics and the components were speaking ability confidence, situational confidence, communication confidence and speaking potential confidence, and total number of items were 15 (See appendix I.1). In the process of constructing questionnaire, 10 items were modified from the items in 'Self-confidence Questionnaire' of Park & Lee (2005), and 5 items were modified from the items in 'Low Self-Confidence in Speaking English' of Cheng et al. (1999).

2. Sending to experts: Once the making the questionnaire about confidence of speaking Japanese honorifics was done, it was sent to the group of experts to check and rate the items of it.

3. Checking the content validity: Before implementing the lessons, the items of the questionnaire about confidence of speaking Japanese honorifics (See appendix I.1) were checked for their content validity. Based on the scores by the experts, the content validity was calculated from the item objective congruence (IOC). The content validity for the items of questionnaire were 0.67-1.00 (See appendix I.2),

so the questionnaire about confidence of speaking Japanese honorifics was considered valid and acceptable.

4. Checking the content reliability: To check the reliability for the contents of questionnaire about confidence of speaking Japanese honorifics, pilot test was implemented with 12 Japanese majored students of fourth year in Naresuan University. Cronbach's alpha's formula was employed to determine the content reliability of questionnaire. From the result of pilot test, the Cronbach's alpha's formula was 0.79, so the content reliability was considered valid and acceptable.

3.5 Class speaking test (During treatment)

In order to study students' Japanese honorific speaking skills during the lessons, three class speaking tests were administered after finishing each topic. For the assessment of Japanese honorific speaking skills, each student was asked to implement one-on-one conversation with teacher about reception, request and telephoning for the duration of 3-5 minutes outside class hours. The steps of creating class speaking test was the same as the steps of creating the honorific speaking skill test. The rubric was also used the same criteria as the students' Japanese honorific speaking skills.

4. Data Collection

The data are experimented and collected from 20 students who enrolled in "Japanese Conversation for Business" elective course of fourth year student, academic year 2020, first semester, Japanese majored, Faculty of Humanities, Naresuan University in Thailand. The duration of time the students spent on studying using the authentic learning was total 20 hours in three topics. The sample was chosen based on simple random sampling method.

The students took the pre-test which the researcher constructed before learning topics by using authentic learning. They were introduced only the situation of the topics and rubrics of Japanese honorific speaking skills before the pre-test. Then, they took three lessons using authentic learning activities. The periodical Japanese honorific speaking tests (Class speaking tests) were also administered every time each lesson was finished to study Japanese honorific speaking skills of the students. It means class speaking test 1 was administered after lesson 1 was finished, speaking

test 2 after lesson 2 was finished and speaking test 3 after lesson 3 was finished. After all lessons were implemented, the post-test was administered to compare the pre-test and the post-test scores. In addition, the questionnaire about confidence of speaking Japanese honorifics was conducted.

5. Data Analysis

To investigate the effectiveness of the authentic learning in enhancing the Japanese honorific speaking skills of students, the data were collected from the scores in the pre-test and post-test which was administered before and after the treatment using the authentic learning, and the scores in class speaking tests which was administered during the experiment. In addition, the data was collected from the questionnaire about confidence of speaking Japanese honorifics after the experiment. They were analyzed based on a quantitative design using the application software for statistical analysis. The collected data were analysed as follows:

1. The content validity for the rubric of speaking skill test, speaking skill test questions and questionnaire about confidence of speaking Japanese honorifics were checked by calculating the item objective congruence (IOC).

2. The reliability of the speaking skill test questions was checked by inter-rater method. The correlational analysis was implemented to find out the relationship between the two raters by using the Pearson's product moment correlation coefficient.

3. The reliability of the questionnaire about confidence of speaking Japanese honorifics was calculated by using Cronbach's alpha's method.

4. Arithmetic Means (\bar{X}) and Standard Deviation (S.D.) were calculated for analyzing the scores of honorific speaking skill tests and the 5-rating score of questionnaires.

5. Paired samples *t*-test was conducted to compare the scores of pre-test and post-test in the Japanese honorific speaking tests.

6. The level of confidence of speaking Japanese honorifics was categorized into five levels as follows; 4.21 to 5.00 means highest, 3.41 to 4.20 means high, 2.61 to 3.40 means medium, 1.81 to 2.60 means low, and 1.00 to 1.80 means lowest.

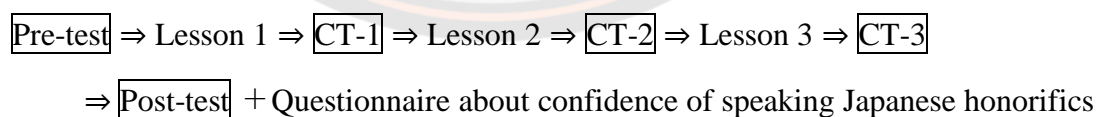
CHAPTER IV

RESULTS OF THE STUDY

This research was intended to examine the effectiveness of authentic learning activity to enhance Japanese honorific speaking skills. The study had three main aims; 1) To study Japanese honorific skills of students who learn with authentic learning activity, 2) To compare the pre-test and post-test scores of Japanese honorific speaking skills after using authentic learning activity and 3) To study confidence of speaking Japanese honorifics for students after using authentic learning activity.

In order to meet the study aims, the researcher implemented two sets of Japanese honorific speaking tests; 1) Class speaking test during the experiment to study Japanese honorific skills of students who learn with authentic learning activity and 2) pre-test and post-test to compare the pre-test and post-test scores of the honorific speaking skills. In addition, researcher also conducted the questionnaire about confidence of speaking Japanese honorifics after using authentic learning activity.

The procedure of each lesson, pre-test, post-test and class speaking test (CT) in this research is shown in Figure 2 below. There were three speaking test questions (reception, request and telephoning) in pre-test and post-test. Besides, the topic of CT-1 was reception, CT-2 was request, and CT-3 was telephoning.



*Note: CT=Class speaking test

Figure 2 The overall procedure of lessons, honorific speaking tests and questionnaire about confidence of speaking of speaking Japanese honorifics

The research findings are represented in three parts in accordance with the research objectives are shown as follows.

1. To study Japanese honorific speaking skills of students who learn with authentic learning activity

After each lesson was finished, three CTs were conducted for assessing scores of Japanese honorific speaking skills during treatment. The mean score and standard deviation of each CT are shown in Table 11 below. The perfect score of each CT is 20.

Table 11 Mean score and standard deviation for three class speaking test scores during the treatment

| Test topic | Test type | <i>n</i> | \bar{X} | SD |
|-------------|-----------|----------|-----------|------|
| Reception | CT-1 | 20 | 16.15 | 1.28 |
| Request | CT-2 | 20 | 16.90 | 1.64 |
| Telephoning | CT-3 | 20 | 16.00 | 1.73 |

Note: CT = Class speaking test

The results reveal that the mean scores of Japanese honorific speaking skills in each CT were all more than 16.00 (80% of the perfect score) and comparatively high with time as the students were taught by using the authentic learning activities.

Then, each criteria of three CTs were analyzed one by one calculating the mean and the standard deviation of the scores for checking how each criteria was. The mean scores and standard deviations of five criteria in each CT are shown in Table 12. The perfect score of each criteria was 4.

Table 12 Mean score and standard deviation of five criteria for three class speaking test scores during the treatment

| Test type | Criteria | | | | | | | | | | Total score | |
|-------------|-------------|-------------|-------------|-------------|---------------|-------------|-----------------|-------------|-------------|-------------|-------------|-------------|
| | Vocabulary | | Grammar | | Pronunciation | | Overall Fluency | | Interaction | | \bar{X} | SD |
| | \bar{X} | SD | \bar{X} | SD | \bar{X} | SD | \bar{X} | SD | \bar{X} | SD | | |
| CT-1 | 2.25 | 1.04 | 3.35 | 0.48 | 3.70 | 0.46 | 3.00 | 0.71 | 3.85 | 0.36 | 16.2 | 1.28 |
| CT-2 | 3.30 | 0.71 | 2.90 | 0.77 | 3.75 | 0.43 | 3.15 | 0.79 | 3.80 | 0.40 | 16.9 | 1.64 |
| CT-3 | 2.30 | 0.78 | 3.30 | 0.56 | 3.35 | 0.57 | 3.30 | 0.64 | 3.75 | 0.54 | 16.0 | 1.73 |
| Ave. | 2.61 | 0.84 | 3.18 | 0.60 | 3.60 | 0.49 | 3.15 | 0.71 | 3.80 | 0.43 | 16.4 | 1.55 |

Note: CT = Class speaking test, Ave. = Average

From the result, it is found that the score of interaction was highest in five criteria. Moreover, it is worthy of a special mention that the score of vocabulary was lowest in five criteria.

Table 13 Students' score range in pre-test and post-test in percentage

| Score | Excellent | | Very good | | Good | | Satisfactory | | Acceptable | | Fail | |
|------------------|-----------|------|-----------|------|----------|------|--------------|------|------------|------|----------|-----|
| | 54-60 | | 48-53 | | 42-47 | | 36-41 | | 30-35 | | 0-34 | |
| | (90-100%) | | (80-89%) | | (70-79%) | | (60-69%) | | (50-59%) | | (0-49%) | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Pre-test | 0 | 0.0 | 0 | 0.0 | 3 | 15.0 | 10 | 50.0 | 6 | 30.0 | 1 | 5.0 |
| Post-test | 4 | 20.0 | 14 | 70.0 | 2 | 10.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

In addition, to measure the degree of improvement about Japanese honorific speaking skills of students, the total scores of the pre-test and post-test were further categorized into different levels and compared the results. The perfect score of test

was 60 and categorized into different levels such as Excellent (54-60), Very good (48-53), Good (42-47), Satisfactory (36-41), Acceptable (30-35) and Fail (0-34). Table 12 shows that in the pre-test, 5.0% of the student (1 student) is 'Fail', 30.0% of the students (6 students) are 'Acceptable', 50.0% of the students (10 students) 'Satisfactory' and only 15.0% (3 students) of the students are 'Good'. Whereas in the post-test, all students are evaluated as more than 'Good' such as 20.0% (4 students) of the students are 'Excellent', 70.0% of the students (14 students) 'Very good' and 10% of the students (2 students) 'Good'.

2. To compare the pre-test and post-test scores of Japanese honorific speaking skills after using authentic learning activity

Comparing the total score (three test questions) of Japanese honorific speaking skills in pre-test and post-test is shown in Table 14 below. The perfect score of each question is 20, so the total score of three questions sums up 60.

Table 14 Mean score and standard deviation of pre-test and post-test score after using authentic learning

| | Test type | <i>n</i> | \bar{X} | SD | MD | <i>t</i> | Sig |
|---------------|-----------|----------|-----------|------|-------|----------|------|
| Total (60) | Pre-test | 20 | 37.50 | 4.46 | | | |
| | Post-test | 20 | 51.75 | 2.47 | 14.25 | 15.16* | .000 |

Note: Significance level: * $p < .001$

Table 14 indicates that the Japanese honorific speaking skills of students is significantly higher in the post-test than the pre-test, statistically significant at below 0.001. The mean score difference between pre-test and post-test was 14.25 out of 60.

3. To study confidence of speaking Japanese honorifics for students after using authentic learning activity.

After all lessons were finished, the questionnaire about confidence of speaking Japanese honorifics were conducted for investigating student's confidence of speaking Japanese honorifics through authentic learning. Japanese honorific speaking skills during treatment. The mean score and standard deviation were calculated to analyze the 5-rating scale of questionnaire. The result is shown as below.

Table 15 Mean score and standard deviation for questionnaire about confidence of speaking Japanese honorifics

| No | Item | \bar{X} | SD | Level of Confidence |
|--------------------------------|---|-----------|------|---------------------|
| a. Language ability confidence | | | | |
| 1 | I can speak honorifics well in the reception scene now. | 4.10 | 0.54 | High |
| 2 | I can speak honorifics well in the request scene now. | 3.85 | 0.65 | High |
| 3 | I can speak honorifics well in the telephoning scene now. | 4.00 | 0.55 | High |
| 4 | I can be willing to tell my answers or opinions about honorifics in the class. | 3.95 | 0.74 | High |
| b. Situational confidence | | | | |
| 5 | I am a good honorific speaker now. | 3.60 | 0.58 | High |
| 6 | My pair or group needs me to speak honorifics in the activities. | 3.65 | 0.57 | High |
| 7 | I don't feel shy to speak honorifics in the class. | 4.00 | 0.77 | High |
| 8 | I have confidence not to make mistakes about honorifics in the activities. | 3.05 | 0.38 | Medium |
| 9 | I can keep clam when I have to speak honorifics without preparation in the class. | 3.15 | 0.48 | Medium |

| c. Communication confidence | | | | |
|----------------------------------|---|-------------|-------------|-------------|
| 10 | I have confidence in practice to speak honorifics to my pair or group member in the activity. | 4.20 | 0.51 | High |
| 11 | I have confidence in speaking honorifics to my Japanese teacher. | 3.75 | 0.54 | High |
| 12 | I have confidence in speaking honorifics to other Japanese teachers. | 3.60 | 0.66 | High |
| 13 | I feel confident when I am speaking honorifics in the class. | 3.80 | 0.60 | High |
| d. Language potential confidence | | | | |
| 14 | I think that I will speak honorifics perfectly someday. | 4.45 | 0.67 | Highest |
| 15 | I think that I will get a great score in honorific speaking test. | 3.85 | 0.57 | High |
| Total | | 3.80 | 0.59 | High |

Item a and b of Table 15 indicates that through the authentic learning activities, students have gotten more confidence to speak Japanese honorifics than ever. In addition, from the item d, it is found that they have confidence in Japanese honorifics skills of the future. On the other hand, item c indicates that some of them feel scared to make mistakes and think that they need more time to practice speaking honorifics. However, the results revealed that overall, students have gotten the high level of confidence of speaking Japanese honorifics through the authentic learning activities.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents a summary of the study, discussion of the finding in accordance with research objectives and recommendations for further study.

Summary of the study

In recent years, in Thailand, as a substitute for traditional teaching, active learning is being incorporated into the classroom. AL is accepted strategy which involves the constructed learning situation based on the real world for learners to gain robust knowledge enabled to transfer to real-life and enhance speaking skills, too. However, currently, there are only few studies describing the relationship between AL and Japanese speaking skills, especially honorific speaking skill in Thailand, also Japan. Therefore, the researcher conducted an experimental study to determine the effects of authentic learning activity in enhancing Japanese honorific speaking skills for Japanese majored students in Thailand. The research has the following three research objectives:

1. To study Japanese honorific speaking skills of students who learn with authentic learning activity
2. To compare the pre-test and post-test of the honorific speaking skills after using authentic learning activity
3. To study confidence of speaking Japanese honorifics for students after using authentic learning activity

The three techniques of authentic learning activity were fulfilled with 20 Japanese majored students who enrolled in “Japanese Conversation for Business” elective course for fourth year student, first semester, academic year 2020, at Naresuan University in Thailand for three lessons, total 20 hours. In order to attain the research objective, two types of Japanese honorific speaking test were implemented; 1) Class speaking test during the lessons to study Japanese honorific speaking skills of students and 2) Pre-test and post-test to compare their scores of Japanese honorific speaking skills. Besides, the questionnaire about confidence of speaking Japanese

honorifics was conducted after all lessons were finished. The data was analyzed in accordance with a quantitative design. The paired sample t-test was used to compare the scores of pre-test and post-test, while descriptive statistics (arithmetic mean and standard deviation) were used to analyze the score of Japanese honorific speaking tests and 5-rating scale of questionnaire about confidence of speaking Japanese honorifics.

The result of this research clearly indicated that there was a statistical significance (positive effect of authentic learning activity) on Japanese honorific speaking skills in post-test compared with pre-test in comparing pre-test and post-test scores. Besides, it revealed that students could have high level of confidence to speak Japanese honorifics through authentic learning activity.

Discussion of findings in relation to the objectives of the study

1. To study Japanese honorific speaking skills of students who learn with authentic learning activity

During the process of lessons with the authentic learning activity, the researcher implemented three class speaking tests (CT) after pre-test and before the post-test. In detail, after the first lesson was finished, CT-1 (about reception) was implemented. After the second lesson was finished, CT-2 (about request) was implemented. Similarly, after the third lesson was finished, CT-3 (about telephoning) was implemented. This was implemented in order to check whether student's honorific speaking skills are enhanced or not and provide feedback to the researcher whether authentic learning activities were functioning or not.

The results indicated that students could reach comparatively high level of Japanese honorific speaking skills through authentic learning activities. Specifically, the mean score of CT-1 was 16.15 out of 20, that of CT-2 was 16.90 and that of CT-3 was 16.00. In other word, students could get more than 80% score on average in each CT. Besides, it should be noted that the highest score of CT-1 was 19 (1 student), CT-2 was 19 (3 students) and CT-3 was 20 (1 student). Overall, from the results, it was found that authentic learning was the effective learning strategy for enhancing Japanese honorific speaking skills of students.

This finding corresponds to the study of Javid (2013) who investigate the effectiveness of simulation learning as authentic learning in developing English oral skills of students. In his study, it was found that simulation using in language classroom the positive was strongly effective by comparing pre-intervention and post-intervention score of students' oral communication. The results from his study indicated that simulation has positive effects on speaking skills of students.

Similarly, this result is consistent with the prior study of Irawan et al. (2018) about Inquiry-based learning. He concluded that Inquiry-based learning strategy was effective for speaking skills of students. In addition, in his study, it can give students a chance to improve their speaking skills in four aspects such as vocabulary, grammar, fluency and pronunciation. Moreover, the most remarkable thing is that the score of vocabulary was increasing the most compared to pre-test and post-test. This also corresponds to the result of CT-2 which was implemented after using Inquiry-based learning in the second lesson. From the results, the score of CT-2 was obviously higher than that of CT-1 and CT-3. In the second lesson conducted inquiry-based learning, students investigated vocabularies and expressions included honorifics often used in the request scene by using every tool such as book and website individually, and then created the script of conversation between boss and subordinate. After that, in the group, they showed their own products and discussed with peer. Through this activity, students could have chance to explore and gained knowledge about vocabularies and expressions more, so it can be conceivable that the score of vocabulary in CT-2 was higher than the score of that in CT-1 and CT-3.

About students-created media, Encalada and Sarmiento (2019) have invested the students' perceptions on using self-recording video activity for speaking skills. From their study, students felt this learning technique was excellent option to practice English speaking skills and helped them to develop their speaking abilities, especially, pronunciation ability. In the present study also, from the scores of five criteria in CTs during treatment, each score of pronunciation was comparatively higher among five criteria. In fact, this result was unexpected because the researcher did not enough time to correct the pronunciation of students during the lessons. If students could get follow-up about pronunciation from teacher in the lessons, each score of pronunciation might be higher than the result. On the other hand, the score of

vocabulary was comparatively lower among five criteria. It is considerable that it is difficult to master vocabulary including honorifics such as Toda and Oyaizu (2012) mention that honorifics is the one of the most difficult area for foreign Japanese learners. In this study, there was limited time in each lesson, so students could not have enough time to practice speaking honorifics and could not master them perfectly.

In addition, the researcher observed the students' behavior during the lessons. Before the first lesson starts, the students seemed to feel difficult to learn honorifics in their experiences, so the researcher also worried whether the lessons could go well or not. After the lessons start, students seemed to listen earnestly to explanation about authentic learning activities and carried out the activities that researcher gave directions even though they seemed to be not familiar with authentic learning activity like student-centered learning. Before each activity starts, researcher showed the movie of business scene in Japanese company by you-tube, so it seemed to help students to make easier to image about the scene that they would study and to implement activities smoothly. It is assumed that through three authentic learning activities, students could understand how they should do and speak with boss or customer when they meet the situations, so they could get significantly high score of interaction in five criteria.

From the results, overall, the use of three techniques of authentic learning was very useful in enhancing Japanese honorific speaking skills in their own ways. In simulation-based learning implemented in the first lesson, students carried out individual investigation, discussion with peers and acting as their role in simulation. In this learning, when creating the conversation between officer and customer in the reception scene, students used their knowledge about expressions and vocabularies included honorifics that they have ever learned or investigated the proper expressions and honorifics used in the reception scene. After creating the script, they practiced doing role-play. Though this lesson, students could effectively promote not only their vocabulary and grammar mastery, but also the skills of pronunciation, fluency, and interaction. About Inquiry based learning implemented in the second lesson, students investigated about vocabularies and honorific expressions which are used in the request scenes from the boss individually and created the two or three scripts of conversation between boss and subordinate. Then, in the four students' group, they

showed their own scripts and discussed about the scripts. Inquiry based learning was effective their speaking skills, especially, vocabulary in five criteria compared with another two learnings in this study. In student-created media learning implemented in the third lesson, students implemented the individual pre-task and then, shared in pairs and created the movie by role-playing. In the last of each lesson, students shared their products in the classroom and got feedback from peers and researcher. From the observation of students' activities, it was found that students seemed to be familiar with activities gradually and increase the interest, motivation and knowledge. Madsa (2012) mentions that in the classroom, it is expected for students to have motivation to implement the tasks and activities such as socializing, discussion, and presentation which are rooted from real life events. In this study, it is conceivable that through the authentic learning activity, students could be highly motivated to study and as the result, they could also get high score of Japanese honorific speaking skills after each lesson was finished.

Summarizing the above, from the result of class speaking tests and the observation of students during the lessons, authentic learning would be the effective learning strategy for Japanese honorific speaking skills of students.

2. To compare the pre-test and post-test of the honorific speaking skills after using authentic learning activity

After the three lessons using authentic learning activities, Japanese honorific speaking skills of students improved significantly in the post-test as compared with the pre-test (See figure 3 below). The result revealed that Japanese honorific speaking skills of students can be enhanced effectively using authentic learning activities.

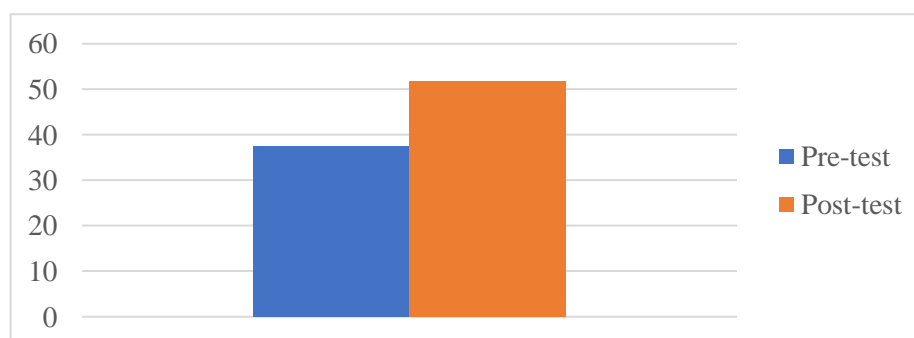


Figure 3 Comparing mean score of pre-test and post-test

There is no prior research that has been investigated about effectiveness of authentic learning for Japanese speaking skills, but the most prior studies were conducted for English speaking skills. Therefore, it is conceivable that investigating how authentic learning is effective for Japanese honorific speaking skills is highly significant.

This result is consistent with the following studies that investigate how authentic learning would be effective for English speaking skills. About the study of the past researcher Javid (2013) who implemented simulation activities in the experimental group and compared with the control group by analyzing the score of oral proficiency tests. The result indicated that both groups have shown reasonable progress in their oral communication skills, but experimental group could get higher achievement of an average score than control group, so he concluded that simulation strategy was effective for communication skills. Likewise, Irawan, Syahrial and Sofyan (2018) conducted the treatment of Inquiry-based learning by pre-test and post-test, and investigated how it could affect speaking ability. The result of the research indicated that Inquiry-Based learning strategy affected increasing score of speaking ability with the four aspects. About created-video learning, Naqvi and Al-Mahrooqi (2016) conducted student-created video project to enhance student's English language skills. It was found from the results that the project was more or less successful in improving students' English language skills as well as subskills such as critical thinking skills, collaborative skills and IT skills. From students' responses, it was suggested that the pedagogical initiative involving this project could be a motivating learning activity that engages learners and leads to improved learning outcomes.

The result of this research clearly indicated that Japanese honorific speaking skills also can be enhanced with authentic learning activities. The time given of this study was only 20 hours, so authentic learning activities conducted with longer time may lead to more findings, but improved results can be accomplished in post-test as well as in the successful management of conducting learning activities and keeping students' motivation to learn.

3. To study confidence of speaking Japanese honorifics for students after using authentic learning activity

After all lessons by using authentic learning activities were finished, the researcher asked students to answer the questionnaire about confidence of speaking Japanese honorifics. As mentioned in the result from the questionnaire, overall, students could have gained the high level of confidence of speaking Japanese honorifics through authentic learning activities. It is conceivable that there are some critical factors leading to the high level of confidence of speaking honorific skills.

Through authentic learning activities in the classroom, students had to use Japanese honorific expressions to gather knowledge or ideas and express their opinions in pair or group. Thus, they started to build their confidence to speak Japanese honorifics gradually. The authentic learning approach in this study provided students the opportunities to use Japanese honorifics and practice to speak them in authentic situations. In addition, in the classroom, the teacher tried to create learning environment for making students friendly and relaxed, and played a role as a facilitator. Therefore, students could reduce anxiety to speak Japanese honorifics and it led to have the confidence of speaking. This is consistent with the prior studies of Park & Lee (2002), Gaya (2018) and Tridinanti (2018) who mention about the importance of making learners reduce the anxiety and build the confidence to speak target language. In addition, they all state that self-confidence has the effect on enhancing speaking skill. Therefore, in the present study, it can be conceivable that students could build confidence of speaking Japanese honorifics through authentic learning, so they could get high score of speaking skills in post-test.

Besides, in the present study, learning process in each lesson also seemed to work well. In the lessons, students were exposed to three techniques of authentic learning activity which they worked together to improve their Japanese honorific speaking skills. Each learning process was constructed according to each technique of authentic learning and characterized to keep motivation for learning. Students were motivated to study using interesting contents and variety of learning activities because they can use the lesson contents immediately when they start to work at Japanese company as an interpreter. From the observation of students in the lessons, when they gave a presentation about each lesson topic in front of the class, some of them still

little hesitated to speak, but most of them seemed to have confidence to speak Japanese honorifics.

In conclusion, the result from the questionnaire about confidence of speaking Japanese honorifics indicates that the students had gained the high level of confidence of speaking Japanese honorifics through authentic learning activities. On the other hand, it seems that some students still feel scared to make mistake about honorifics and think that they need more time to practice speaking honorifics in the activity. This might be related with the limited lesson time. If students practice speaking honorifics using authentic learning activity longer in the lesson, they will be able to get rid of their anxiety about making mistake and have more confidence to speak honorifics. In addition, it can be said that it is important for instructor to build confidence of speaking in the student and building confidence is expected the synergistic effect in improving the speaking skills of target language.

Conclusions

1. Authentic learning strategy was effective in enhancing Japanese honorific speaking skills of students.
2. Post-test scores were all significantly higher than pre-test scores after using authentic learning activities.
3. Students have gotten the high level of confidence about speaking Japanese honorifics through authentic learning activities.

Recommendations

1. The Japanese language instructors of Thailand need to research about authentic learning and share the ideas and opinions, then they should be well trained to make lesson plans and conduct authentic learning activities in the classroom. After training, the parties concerned need to monitor its validity and reliability by checking the lesson plans using authentic learning activities, observing the class and taking note of achievement increase.
2. Similar studies should be conducted with a lot of sample groups in university of Thailand, and compare those results with those of studies in the university of Thailand, moreover, in other counties, too.

3. The future research can be conducted in two groups, one is conducted using authentic learning method, another is conducted using traditional learning method. Then, the results of those should be compared and verify the effectiveness of authentic learning method.

4. The future research can also be conducted by using other techniques of authentic learning and compare the findings with different techniques or past researchers.

5. The future researchers can develop authentic learning activity to enhance speaking target language for online learning.



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APPENDIX

APPENDIX A The name of experts

1. Assistant Professor Wichian Thamrongsotthisakul, Ph.D. (Faculty of Education, Naresuan University in Thailand)
2. Assistant Professor Sopa Matsunari, Ph.D. (Faculty of Humanities, Naresuan University in Thailand)
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APPENDIX B Example of Lesson plans

Example: Reception (Simulation based learning)

The first lesson

| Lesson information | |
|---|---|
| Subject : Japanese Conversation for Business | Teacher : Mr. Masashi Okumura |
| Date : 26th August, 2020 | Time : 2 hours |
| Topic : Reception in the company | Teaching of Authentic learning : Simulation-based learning |
| Details of the lesson | |
| Teaching Materials | Computer, Overhead projector, Power Point, Video, Whiteboard, Marker pen, Simulation of office reception desk and hall in the company, Case study of talking discourse with customer in company's reception |
| Lesson objective | <ol style="list-style-type: none"> 1. Can get knowledge about some honorific expressions used in the reception scene 2. Can use suitable words and expressions correctly, effectively and smoothly in the reception scene 3. To make students improve honorific speaking skills in the reception scene 4. To make students imagine the reception scene in the company |
| Lesson contents | <ol style="list-style-type: none"> 1. What is simulation-based learning? 2. How to use the honorific expressions at the reception counter in company. For example, <i>Sonkeigo</i>: omachi-kudasai (please wait) <i>Kenjougo</i>: A to moushi-masu (My name is A), okiki-suru / oukagai-suru (ask) <i>Teineigo</i>: o-namae (your name), ~ yoroshii-desyou-ka (Would you mind if ~) 3. How to tell the boss when customer wants to meet with him For example, <i>Sonkeigo</i>: irasshai-masu /omie-ninaru (come) <i>Teineigo</i>: A sama (Mr./Mrs. A) |

| | |
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| Lesson contents | <p>4. How to guide the customer and take him/her to the meeting room (Boss is available)</p> <p>For example, <i>Sonkeigo</i>: okoshi-kudasai (please come), go-annai-itashi-masu (I will guide), okake-ninaru (sit on)</p> <p><i>Kenjougo</i>: omatase-itashi-mashita (Thank you for waiting), mairi-masu (come)</p> <p>5. How to tell the customer when boss is not in the office</p> <p>For example, <i>Kenjougo</i>: ~itashi-masu (~suru (Verb)), moushi-masu (tell)</p> <p><i>Teineigo</i>: ~de-gozai-masu (~desu (is, are))</p> <p>6. Image the reception scene which is close to the real world as much as possible</p> |
| Learning Activity | <p>1. Preparation (20min)</p> <p>Teacher will prepare for the simulation-based learning shown in the following.</p> <ol style="list-style-type: none"> 1. ensuring student familiarity and confidence with interactive learning 2. assessing students' needs, interests and abilities 3. selecting or writing the simulation about the reception scene in Japanese company 4. organizing the room and gathering resources <p>Teacher will explain about the lesson topic, objectives, goals, learning activity, technique of authentic learning and speaking assessment.</p> <p><Students will know that what they are expected to learn by the end of the lesson.></p> <p>2. Introduction (Total 60min)</p> <p>Teacher will introduce the tasks, student's roles, backgrounds, information to the students. The procedure is as follows.</p> <ol style="list-style-type: none"> 1) Students will know the task and process of this lesson from teacher's introduction; 1. Students will image the situation of the reception in Japanese company and think how to help customer. 2. They will write the vocabulary and sentence which are used in the reception scene. 3. The pair will discuss and make conversation in the reception scene. 4. They will play reception staff and customer respectively with the simulation based on the real world. 5. They will show the conversation in front of the classroom. 6. After each shows, students will discuss about conversation and behavior, and teacher will review. 7. Honorific speaking skill test will be held. (15min) |

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| Learning Activity | <p>2) Student will get knowledge about vocabularies and expressions include honorifics. Teacher and students will discuss about the image the situation of the reception in Japanese company. After discussion, students will individually write how to help and tell the customer on the notebook or paper. For example, “When customer comes to the office, what will you say at first? , “The customer wants to meet your boss, but he is not at his desk. How will you help the customer?”. After that, students will watch one short video of reception scene in the Japanese company. (20min)</p> <p>3) Teacher and students will discuss about some vocabularies and expressions in the various situations of the reception. If students will not think of the vocabularies or sentences, teacher will ask the following questions and introduce some vocabularies and sentences. For example,</p> <ol style="list-style-type: none"> 1. What will you confirm to the customer when he/she came to your office and asked you to announce to Japanese boss? 2. What will you tell the customer if he/she didn't tell the name, company's name or his/her business? 3. What will you tell the customer if boss is available and not available? 4. What will you tell the customer when boss will come soon? 5. What will you tell the customer when you will take him/her to the meeting room? <p>Teacher will write their answers in the write board and explain about it. <If student cannot answer the questions, all students in the class will think together or teacher will guide him/her to answer them.> (25min)</p> |
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The second lesson

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| Lesson information | |
| Subject : Japanese Conversation for Business | Teacher : Mr. Masashi Okumura |
| Date : 31th August, 2020 | Time : 2 hours |
| Topic : Reception in the company | Teaching of Authentic learning : Simulation-based learning |
| Details of the lesson | |
| Teaching Materials | Computer, Overhead projector, Power Point, Whiteboard, Marker pen, Simulation of office reception desk and hall in the company, Case study of talking discourse with customer in company's reception |

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| Lesson objective | <ol style="list-style-type: none"> 1. Can get knowledge about some honorific expressions used in the reception scene 2. Can use suitable words and expressions correctly, effectively and smoothly in the reception scene 3. To make student improve honorific speaking skills in the reception scene 4. To make student imagine the reception scene in the company 5. To make student have a confidence to speak honorifics in the reception scene 6. Can get the knowledge about the gesture in the reception scene |
| Lesson contents | <ol style="list-style-type: none"> 1. How to use the honorific expressions at the reception counter in company. For example, <i>Sonkeigo</i>: omachi-kudasai (please wait) <i>Kenjougo</i>: A to moushi-masu (My name is A), okiki-suru / oukagai-suru (ask) <i>Teineigo</i>: o-namae (your name), ~ yoroshii-desyou-ka (Would you mind if ~) 2. How to tell the boss when customer wants to meet with him For example, <i>Sonkeigo</i>: irasshai-masu /omie-ninaru (come) <i>Teineigo</i>: A sama (Mr./Mrs. A) 3. How to guide the customer and take him/her to the meeting room (Boss is available) For example, <i>Sonkeigo</i>: okoshi-kudasai (please come), go-annai-itashi-masu (I will guide), okake-ninaru (sit on) <i>Kenjougo</i>: omatase-itashi-mashita (Thank you for waiting), mairi-masu (come) 4. How to tell the customer when boss is not in the office For example, <i>Kenjougo</i>: ~itashi-masu (~suru (Verb)), moushi-masu (tell) <i>Teineigo</i>: ~de-gozai-masu (~desu (is, are)) 5. Image the reception scene which is close to the real world as much as possible 6. Learn the correct pronunciation and intonation in talking discourse 7. Learn the proper gesture in the reception scene |
| Learning Activity | <p>Before students do activity, students will recall what they learned in the last lesson. Teacher and students will discuss about which vocabularies and expressions are used in the situation of the reception. After that, teacher will explain about today's lesson. (10 min)</p> |

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| Learning Activity | <p>3. Activity (Total 90 min)</p> <p>Students in pairs will play as customer and reception staff with the simulation. The way to make the pairs is to mix a student who can understand Japanese well and one who cannot understand Japanese well as much as possible.</p> <p>Each pair will discuss about the reception scene, make 2 or 3 conversations about reception that customer comes to the office and receive it with the suitable expressions and write the scripts. At the same time, each pair will think about the action in the reception scene with the simulation.<If they stop the task, they can get help from the teacher.> (50min)</p> <p>The pair which finished to write 2-3 scripts will practice to do role-play based on the scripts with simulation. They will change the role during the practice of role-play. They will practice until they can speak smoothly without seeing the scripts.<During the role-play, the teacher will move around to check whether they are on task. If needed, the teacher will correct pronunciations and interactions.> (40 min)</p> |
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The third lesson

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| Lesson information | |
| Subject : Japanese Conversation for Business | Teacher : Mr. Masashi Okumura |
| Date : 2nd September, 2020 | Time : 2 hours |
| Topic : Reception in the company | Teaching of Authentic learning : Simulation-based learning |
| Details of the lesson | |
| Teaching Materials | Computer, Overhead projector, Power Point, Whiteboard, Marker pen, Simulation of office reception desk and hall in the company, Case study of talking discourse with customer in company's reception |
| Lesson objective | <ol style="list-style-type: none"> 1. Can get knowledge about some honorific expressions used in the reception scene. 2. Can use suitable words and expressions correctly, effectively and smoothly in the reception scene 3. To make student improve honorific speaking skills in the reception scene 4. To make student imagine the reception scene in the company 5. To make student have a confidence to speak honorifics in the reception scene 6. Can get the knowledge about the gesture in the reception scene |

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|---------------------------------|--|
| <p>Lesson contents</p> | <p>1. How to use the honorific expressions at the reception counter in company. For example, <i>Sonkeigo</i>: omachi-kudasai (please wait) <i>Kenjougo</i>: A to moushi-masu (My name is A), okiki-suru / oukagai-suru (ask) <i>Teineigo</i>: o-namae (your name), ~ yoroshii-desyou-ka (Would you mind if ~)</p> <p>2. How to tell the boss when customer wants to meet with him For example, <i>Sonkeigo</i>: irasshai-masu /omie-ninaru (come) <i>Teineigo</i>: A sama (Mr./Mrs. A)</p> <p>3. How to guide the customer and take him/her to the meeting room (Boss is available) For example, <i>Sonkeigo</i>: okoshi-kudasai (please come), go-annai-itashi-masu (I will guide), okake-ninaru (sit on) <i>Kenjougo</i>: omatase-itashi-mashita (Thank you for waiting), mairi-masu (come)</p> |
| <p>Lesson contents</p> | <p>4. How to tell the customer when boss is not in the office For example, <i>Kenjougo</i>: ~itashi-masu (~suru (Verb)), moushi-masu (tell) <i>Teineigo</i>: ~de-gozai-masu (~desu (is, are))</p> <p>5. Image the reception scene which is close to the real world as much as possible</p> <p>6. Learn the correct pronunciation and intonation in talking discourse</p> <p>7. Learn the proper gesture in the reception scene</p> |
| <p>Learning Activity</p> | <p>Before students do activity, students will recall what they learned in the last lesson. The pair will rehearse role-play for presentation. For presentation, one script will be chosen by teacher. Teacher will choose the variety scenes of reception as much as possible. (15 min)</p> |
| <p>Learning Activity</p> | <p>3. Activity (Activity and Debriefing is total 90min)</p> <p>Each pair will do role-play with simulation based on one script in front of the class. During role-playing, other students will take a note about the important vocabularies and expressions which they could catch, and actions which was conscious of, too.</p> |

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| | <p>4. Debriefing</p> <p>After each pairs' presentation, teacher and all other students will discuss about the vocabularies and expressions which they could catch and actions during other's role-playing. After that, contents of the discussion will be confirmed to the pair which did role-play. Students will discuss with the whole class and feedback from teacher and friends.</p> <p>Some of the students will be asked to explain about vocabularies and expressions, especially, honorific expressions in the situations of reception. Teacher will explain about them. Then, teacher will summarize the lesson and students can also raise their doubts if any.</p> |
| Assessment | Teacher will assess student's speaking ability individually (outside of class hours). The way to assess is as follows. |

Evaluation tool

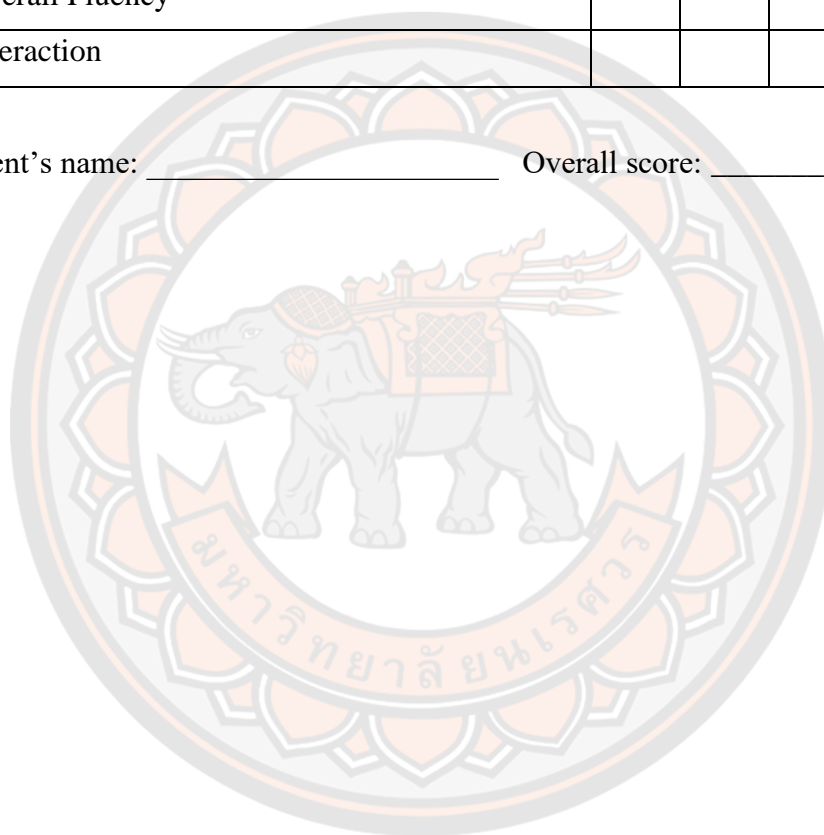
Each student will be asked the questions as follows. "A customer came to the office. He/she wants to meet your boss. But boss is in a call and it takes little time, so please explain about boss's situation to the customer and take him/her to the reception room."

Each student will be asked to implement one-on-one conversation with teacher. Student will be evaluated by the rubric score modified from TFU Foreign Language Assessment Rubrics. The scoring rubric provided a measure of quality of performance with five criteria: vocabulary, grammar, pronunciation, overall fluency and interaction on a 5-rubric score. The score sheet of honorific speaking skills shows as next page.

0- Not able to perform, 1- Inadequate, 2- Needs improvement, 3- Meets expectation, 4- Exceeds expectations

| Checking contents | Rubric score | | | | |
|--------------------|--------------|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 |
| 1. Vocabulary | | | | | |
| 2. Grammar | | | | | |
| 3. Pronunciation | | | | | |
| 4. Overall Fluency | | | | | |
| 5. Interaction | | | | | |

Student's name: _____ Overall score: _____



APPENDIX C Quality Checking Form of the Lesson Plan and Experts' Score

1. Quality Checking Form of the Lesson Plan

5 - very good, 4 - good, 3 - average, 2 - fair, 1 – poor

| No | Components of quality check | Appropriateness | | | | |
|----------|--|-----------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Lesson information | | | | | |
| 1-1 | Lesson information shows the detail of the lesson plan clearly | | | | | |
| 1-2 | Lesson information shows topic and teaching method clearly | | | | | |
| 2 | Teaching materials | | | | | |
| 2-1 | Teaching materials are suitable for improving student's honorific speaking skills | | | | | |
| 2-2 | Teaching materials can be used for achieving the lesson objectives | | | | | |
| 2-3 | Teaching materials are suitable for complete the lesson in the classroom | | | | | |
| 3 | Lesson objective | | | | | |
| 3-1 | Lesson objective can be achieved in the classroom by each leaning activity | | | | | |
| 3-2 | Lesson objective can be suitable for improving student's honorific speaking skills | | | | | |
| 4 | Lesson contents | | | | | |
| 4-1 | Lesson contents can cover the lesson objective completely | | | | | |
| 4-2 | Lesson contents are suitable for student to improve honorific speaking skills | | | | | |
| 4-3 | Lesson contents can be learned in learning activity completely | | | | | |
| 5 | Learning activity | | | | | |
| 5-1 | Learning activities are constructed based on the step of authentic learning completely | | | | | |
| 5-2 | Learning activities can make student improve honorific speaking skills | | | | | |
| 5-3 | Learning activities can be implemented in the real classroom | | | | | |
| 5-4 | Learning activities can make student achieve the lesson objectives | | | | | |
| 5-5 | Learning activities can make student continue to engage on the task | | | | | |

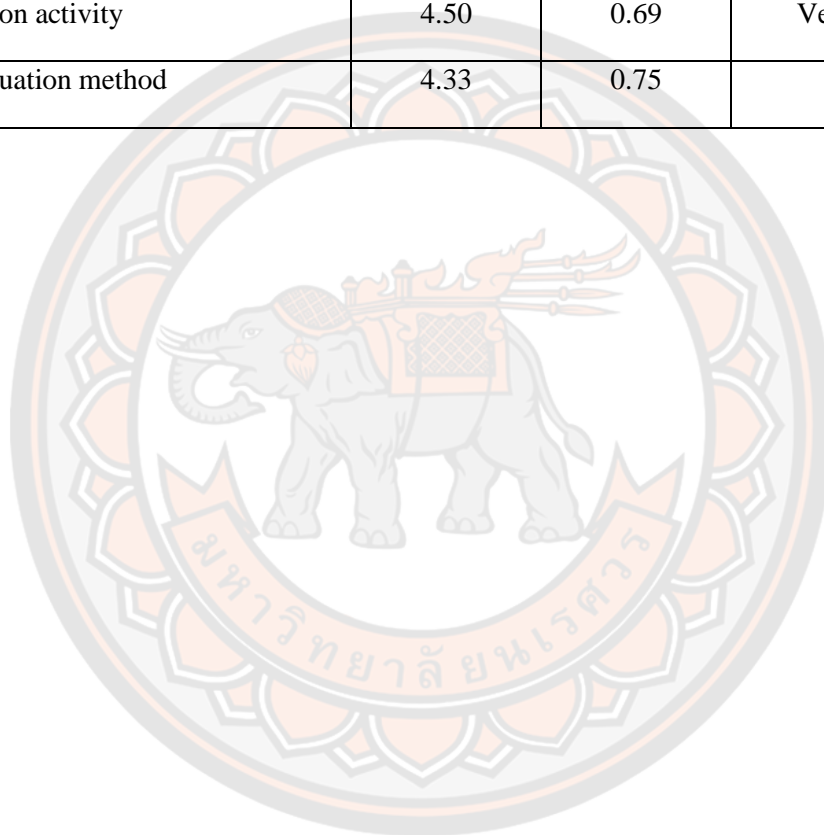
| | | | | | | |
|----------|---|--|--|--|--|--|
| 5-6 | Learning activities include appropriate method to help students to implement the task | | | | | |
| 6 | Evaluation method | | | | | |
| 6-1 | Evaluation method can check whether all objectives are achieved or not by asking the question related the content | | | | | |
| 6-2 | Evaluation method is suitable for checking student's honorific speaking skills completely | | | | | |
| 7 | Evaluator's comments | | | | | |
| | | | | | | |

2. Experts' Score for the Lesson Plan

| Item No. | Exp-1 | Exp-2 | Exp-3 | M | SD | Level |
|----------|-------|-------------------------------------|-------|------|------|-----------|
| 1-1 | 5 | 3 | 4 | 4.00 | 0.82 | High |
| 1-2 | 4 | 5 | 4 | 4.33 | 0.47 | High |
| 2-1 | 4 | 5 | 4 | 4.33 | 0.47 | High |
| 2-2 | 5 | 5 | 4 | 4.67 | 0.47 | Very high |
| 2-3 | 5 | 5 | 4 | 4.67 | 0.47 | Very high |
| 3-1 | 5 | 5 | 4 | 4.67 | 0.47 | Very high |
| 3-2 | 5 | 5 | 4 | 4.67 | 0.47 | Very high |
| 4-1 | 5 | 5 | 3 | 4.33 | 0.94 | High |
| 4-2 | 5 | 5 | 3 | 4.33 | 0.94 | High |
| 4-3 | 4 | 5 | 4 | 4.33 | 0.47 | High |
| 5-1 | 5 | 5 | 4 | 4.67 | 0.47 | Very high |
| 5-2 | 5 | 5 | 3 | 4.33 | 0.94 | High |
| 5-3 | 5 | 5 | 4 | 4.67 | 0.47 | Very high |
| 5-4 | 5 | 5 | 3 | 4.33 | 0.94 | High |
| 5-5 | 4 | 5 | 4 | 4.33 | 0.47 | High |
| 5-6 | 5 | 5 | 4 | 4.67 | 0.47 | Very high |
| 6-1 | 4 | 5 | 3 | 4.00 | 0.82 | High |
| 6-2 | 5 | 5 | 4 | 4.67 | 0.47 | Very high |
| | | Average-\bar{X} | | 4.44 | | |
| | | Average-SD | | | 0.68 | High |

Level of appropriateness for lesson components by experts

| Lesson components | \bar{X} (N=3) | SD (N=3) | Level |
|--------------------------|-----------------------------------|-----------------|--------------|
| 1. Lesson information | 4.17 | 0.69 | High |
| 2. Teaching materials | 4.56 | 0.50 | Very high |
| 3. Lesson objective | 4.67 | 0.47 | Very high |
| 4. Lesson contents | 4.33 | 0.82 | High |
| 5. Lesson activity | 4.50 | 0.69 | Very high |
| 6. Evaluation method | 4.33 | 0.75 | High |



APPENDIX D Rubric for Japanese honorific speaking test and its content validity

1. Rubric for Japanese honorific speaking test

| Categories | 0-Not able to perform | 1- Inadequate | 2-Needs improvement | 3-Meets expectation | 4-Exceeds expectations |
|----------------------|---|---|--|---|--|
| Vocabulary | Not use words and expressions including honorifics at all. (0) Use many inadequate vocabularies or postpositional particles. (more than 5) | Uses only basic, simple vocabulary and expressions including honorifics. (1-2) Some errors in inadequate vocabularies or postpositional particles. (more than 4) | Uses limited vocabulary and expressions including honorifics. (1-2) Some errors in inadequate vocabulary or postpositional particles. (2-3) | Uses a variety of vocabulary and expressions including honorifics. (more than 3) Just a little error in ordinary vocabulary or postpositional particles. (1-2) | Uses a variety of vocabulary and expressions including honorifics. (more than 3) No error in honorific and ordinary vocabulary or postpositional particles. |
| Grammar | Use only basic sentence structures or does not try to use honorific sentence structure at all. | Uses limited sentence structure (1-2). Some errors or does not change to honorific sentence (more than 4). | Uses limited sentence structures (1-2). Some errors or does not change to honorific sentence (2-3). | Uses a variety of sentence structures (more than 3). Just a little error or does not change to honorific sentence (1-2). | Uses a variety of sentence structures (more than 3) with no error in honorific sentences. |
| Pronunciation | Frequent problems with pronunciation, rhythm and intonation (more than 4). Voice is too | Frequent problems with pronunciation, rhythm and intonation (more than 4). In addition, | A few pronunciation, rhythm or intonation errors (2-3). In addition, only 1 part difficult to | Pronunciation, rhythm and intonation are almost clear and accurate. Just a little error (1-2). | Pronunciation, rhythm and intonation are all always clear and accurate with no error. |

| | | | | | |
|------------------------|---|---|--|--|--|
| | quiet to hear. Sometimes make it difficult to understand (more than 3) | only occasionally difficult to understand (2). | understand. | | |
| Overall Fluency | Speaks very little or doesn't speak at all. | Speaks with much hesitation, which often interferes with communication. | Speaks with some hesitation, which sometimes interferes with communication. | Speaks with little hesitation, but it doesn't usually interrupt the flow of conversation. | Speaks smoothly with no hesitation and doesn't interrupt the flow of conversation. Speaks with confidence. |
| Interaction | Can hardly communicate; always misses questions from the teacher and can't respond. | Ideas and purpose is not clear; usually does not respond appropriately or clearly and as the result, needs a lot of help communicating. | Tries to communicate, but sometimes doesn't respond appropriately. Sometimes ideas are not clear and hard to understand. | Focus on the conversation most of the time and communicate effectively; generally responds appropriately and tries to develop the interaction. | Gives clear ideas. Communicates effectively; almost always responds appropriately. Keeps the conversation going by asking follow-up questions. |

2. Content validity for Japanese honorific speaking assessment rubric

| Category | Score | Criteria | E 1 | E 2 | E 3 | IOC |
|---------------|-------|--|--------|--------|--------|------|
| Vocabulary | 0 | Not use words and expressions including honorifics at all. (0) Use many inadequate vocabularies or postpositional particles. (more than 5) | 1 | 1 | 1 | 1.00 |
| | 1 | Uses only basic, simple vocabulary and expressions including honorifics. (1-2) Some errors in inadequate vocabularies or postpositional particles. (more than 4) | 1 | 1 | 0 | 0.67 |
| | 2 | Uses limited vocabulary and expressions including honorifics. (1-2) Some errors in inadequate vocabulary or postpositional particles. (2-3) | 1 | 1 | 1 | 1.00 |
| | 3 | Uses a variety of vocabulary and expressions including honorifics. (more than 3) Just a little error in ordinary vocabulary or postpositional particles. (1-2) | 1 | 1 | 0 | 0.67 |
| | 4 | Uses a variety of vocabulary and expressions including honorifics. (more than 3) No error in honorific and ordinary vocabulary or postpositional particles. | 1 | 1 | 0 | 0.67 |
| Grammar | 0 | Use only basic sentence structures or does not try to use honorific sentence structure at all. | 1 | 1 | 1 | 1.00 |
| | 1 | Uses limited sentence structure. (1-2) Some errors or does not change to honorific sentence. (more than 4) | 1 | 1 | 1 | 1.00 |
| | 2 | Uses limited sentence structures. (1-2) Some errors or does not change to honorific sentence. (2-3) | 1 | 1 | 1 | 1.00 |
| | 3 | Uses a variety of sentence structures. (more than 3) Just a little error or does not change to honorific sentence. (1-2) | 1 | 1 | 1 | 1.00 |
| | 4 | Uses a variety of sentence structures (more than 3) with no error in honorific sentences. | 1 | 1 | 1 | 1.00 |
| Pronunciation | 0 | Frequent problems with pronunciation, rhythm and intonation. (more than 4) Voice is too quiet to hear. Sometimes make it difficult to understand. (more than 3) | 1 | 1 | 1 | 1.00 |
| | 1 | Frequent problems with pronunciation, rhythm and intonation. (more than 4) In addition, only occasionally difficult to understand. (2) | 1 | 1 | 0 | 0.67 |

| | | | | | | |
|-----------------|---|--|---|---|---|------|
| | 2 | A few pronunciation, rhythm or intonation errors. (2-3) In addition, only 1 part difficult to understand. | 1 | 1 | 0 | 0.67 |
| | 3 | Pronunciation, rhythm and intonation are almost clear and accurate. Just a little error. (1-2) | 1 | 1 | 0 | 0.67 |
| | 4 | Pronunciation, rhythm and intonation are all always clear and accurate with no error. | 1 | 1 | 1 | 1.00 |
| Overall Fluency | 0 | Speaks very little or doesn't speak at all. | 1 | 1 | 0 | 0.67 |
| | 1 | Speaks with much hesitation, which often interferes with communication. | 1 | 1 | 1 | 1.00 |
| | 2 | Speaks with some hesitation, which sometimes interferes with communication. | 1 | 1 | 1 | 1.00 |
| | 3 | Speaks with little hesitation, but it doesn't usually interrupt the flow of conversation. | 1 | 1 | 1 | 1.00 |
| | 4 | Speaks smoothly with no hesitation and doesn't interrupt the flow of conversation. Speaks with confidence. | 1 | 1 | 1 | 1.00 |
| Interaction | 0 | Can hardly communicate; always misses questions from the teacher and can't respond. | 1 | 1 | 1 | 1.00 |
| | 1 | Ideas and purpose is not clear; usually does not respond appropriately or clearly and as the result, needs a lot of help communicating. | 1 | 1 | 1 | 1.00 |
| | 2 | Tries to communicate, but sometimes doesn't respond appropriately. Sometimes ideas are not clear and hard to understand. | 1 | 1 | 1 | 1.00 |
| | 3 | Focus on the conversation most of the time and communicate effectively; generally responds appropriately and tries to develop the interaction. | 1 | 1 | 1 | 1.00 |
| | 4 | Gives clear ideas. Communicates effectively; almost always responds appropriately. Keeps the conversation going by asking follow-up questions. | 1 | 1 | 1 | 1.00 |

APPENDIX E Japanese honorific speaking test (Pre-test and post-test)

In order to implement tests and compare the Japanese honorific speaking skills of the students before and after authentic learning activities, 3 types of Japanese honorific speaking test were administered as pre-test and post-test. The topics of the conversation for Japanese honorific speaking test were reception, request and telephoning. Japanese honorific speaking tests were constructed 2 patterns of situation in each topic. Each student was asked to perform 3 questions from each topic on the basis of lucky draw where they pick one speaking test in each topic. To assess Japanese honorific speaking skills, each student implemented one-on-one conversation with teacher in 3 topics. They were given three minutes to prepare themselves before each speaking test. After they finish the 3 topics of Japanese honorific speaking test, those tests were evaluated by the rubric score modified from Speaking Fluency Assessment Rubric of TFU (Appendix D).

Test1: Reception

Japanese customer came to the office. The customer wants to meet Japanese boss. Please receive it.

Situation1:

Your boss is on his business and it takes little time. Please explain about boss's situation to the customer and take him/her to the reception room.

Situation2:

Your boss doesn't stay at the office now. Boss goes on business trip and not come back today. According to his schedule, boss will come back to office at 1p.m. tomorrow. Then, you confirm that he will be available at 2 p.m. tomorrow. Please tell the customer about the boss's available time.

Test2: Request

You stay in the office. Japanese boss made a request of you. Please receive it.

Situation1:

Your boss asked you the favor of booking the airplane ticket. Please get some information at least 3 and confirm about them. After you book airplane ticket, please tell boss about it.

Situation2:

Your boss asked you the favor of booking the hotel in Ayutthaya. Please get some information at least 3 and confirm about them. After you book hotel, please tell boss about it.

Test3: Telephoning

You stay in the office. You picked the telephone from customer. The customer asked you to put your boss on the phone. Please receive it.

Situation1:

Your boss is not available to pick the telephone because from now he will have meeting, so you tell the customer the reason to the customer. Then, you tell the customer that your boss will call him/her back. Please ask the customer about his/her telephone number and hang up the phone.

Situation2:

Your boss is out of office right now, so you will tell the customer the reason to customer. Then, the customer will ask you to leave a message. The message is "I will join your company's party tomorrow." Accept it and after the telephone, deliver the message to your boss.

APPENDIX F Content Validity for Japanese honorific speaking test questions

| Items | E 1 | E 2 | E 3 | IOC |
|---|--------|--------|--------|------|
| Test 1: Reception Japanese customer came to the office. The customer wants to meet Japanese boss. Please receive it. | | | | |
| Situation1: Your boss is on his business and it takes little time. Please explain about boss's situation to the customer and take him/her to the reception room. | 1 | 1 | 1 | 1.00 |
| Situation2: Your boss doesn't stay at the office now. Boss goes on business trip and not come back today. According to his schedule, boss will come back to office at 1p.m. tomorrow. Then, you confirm that he will be available at 2 p.m. tomorrow. Please tell the customer about the boss's available time. | 1 | 1 | 0 | 0.67 |
| Test 2: Request You stay in the office. Japanese boss made a request of you. Please receive it. | | | | |
| Situation1: Your boss asked you the favor of booking the airplane ticket. Please get some information at least 3 and confirm about them. After you book airplane ticket, please tell boss about it. | 1 | 1 | 1 | 1.00 |
| Situation2: Your boss asked you the favor of booking the hotel in Ayutthaya. Please get some information at least 3 and confirm about them. After you book hotel, please tell boss about it. | 1 | 1 | 0 | 0.67 |
| Test 3: Telephoning You stay in the office. You picked the telephone from customer. The customer asked you to put your boss on the phone. Please receive it. | | | | |
| Situation1: Your boss is not available to pick the telephone because from now he will have meeting, so you tell the customer the reason to the customer. Then, you tell the customer that your boss will call him/her back. Please ask the customer about his/her telephone number and hang up the phone. | 1 | 1 | 1 | 1.00 |
| Situation2: Your boss is out of office right now, so you will tell the customer the reason to customer. Then, the customer will ask you to leave a message. The message is "I will join your company's party tomorrow." Accept it and after the telephone, deliver the message to your boss. | 1 | 1 | 0 | 0.67 |

APPENDIX G Inter rater scores for Japanese honorific speaking skills test

To check the reliability for Japanese honorific speaking skills test, inter-rater was used, and rater-1 was Japanese lecturer in Naresuan University and rater-2 was the researcher. The following table shows the score of 11 Japanese majored students of third year during the pilot testing.

| Student No. | Test 1 (Reception) | | Test 2 (Request) | | Test 3 (Telephoning) | |
|--------------------|--------------------|---------|------------------|---------|----------------------|---------|
| | Rater-1 | Rater-2 | Rater-1 | Rater-2 | Rater-1 | Rater-2 |
| 1 | 16 | 15 | 17 | 18 | 15 | 14 |
| 2 | 14 | 16 | 15 | 16 | 15 | 16 |
| 3 | 14 | 17 | 13 | 12 | 13 | 11 |
| 4 | 18 | 17 | 17 | 17 | 17 | 18 |
| 5 | 14 | 15 | 15 | 16 | 15 | 13 |
| 6 | 11 | 14 | 14 | 16 | 11 | 12 |
| 7 | 14 | 16 | 16 | 15 | 13 | 14 |
| 8 | 12 | 13 | 14 | 14 | 13 | 12 |
| 9 | 13 | 14 | 14 | 15 | 12 | 14 |
| 10 | 13 | 15 | 16 | 17 | 14 | 15 |
| 11 | 12 | 14 | 16 | 18 | 16 | 17 |
| Correlation | 0.779 | | 0.776 | | 0.768 | |

APPENDIX H Test Scores of Students about honorific speaking skills

1. Pre-test scores of the students about honorific speaking skills

| Student No. | Topic | | | Total Score |
|-------------|--------------|--------------|--------------|--------------|
| | Reception | Request | Telephoning | |
| 1 | 11 | 12 | 14 | 37 |
| 2 | 11 | 13 | 9 | 33 |
| 3 | 13 | 16 | 11 | 40 |
| 4 | 10 | 14 | 11 | 35 |
| 5 | 11 | 11 | 14 | 36 |
| 6 | 15 | 14 | 16 | 45 |
| 7 | 13 | 12 | 14 | 39 |
| 8 | 16 | 18 | 13 | 47 |
| 9 | 11 | 16 | 10 | 37 |
| 10 | 11 | 15 | 10 | 36 |
| 11 | 11 | 17 | 13 | 41 |
| 12 | 11 | 12 | 12 | 35 |
| 13 | 11 | 12 | 11 | 34 |
| 14 | 15 | 15 | 13 | 43 |
| 15 | 8 | 11 | 9 | 28 |
| 16 | 13 | 16 | 10 | 39 |
| 17 | 13 | 15 | 12 | 40 |
| 18 | 14 | 14 | 11 | 39 |
| 19 | 13 | 11 | 11 | 35 |
| 20 | 8 | 12 | 11 | 31 |
| Mean | 11.95 | 13.80 | 11.75 | 37.50 |
| SD | 2.09 | 2.09 | 1.81 | 4.46 |

2. Post-test scores of the students about honorific speaking skills

| Student No. | Topic | | | Total Score |
|-------------|--------------|--------------|--------------|--------------|
| | Reception | Request | Telephoning | |
| 1 | 19 | 18 | 17 | 54 |
| 2 | 20 | 16 | 17 | 53 |
| 3 | 17 | 19 | 15 | 51 |
| 4 | 16 | 17 | 14 | 47 |
| 5 | 18 | 18 | 17 | 53 |
| 6 | 17 | 19 | 17 | 53 |
| 7 | 17 | 16 | 15 | 48 |
| 8 | 16 | 19 | 18 | 53 |
| 9 | 16 | 17 | 16 | 49 |
| 10 | 16 | 17 | 16 | 49 |
| 11 | 18 | 20 | 15 | 53 |
| 12 | 17 | 19 | 17 | 53 |
| 13 | 17 | 19 | 15 | 51 |
| 14 | 20 | 19 | 17 | 56 |
| 15 | 14 | 16 | 17 | 47 |
| 16 | 17 | 19 | 17 | 53 |
| 17 | 18 | 19 | 17 | 54 |
| 18 | 19 | 16 | 18 | 53 |
| 19 | 18 | 17 | 16 | 51 |
| 20 | 18 | 18 | 18 | 54 |
| Mean | 17.40 | 17.90 | 16.45 | 51.75 |
| SD | 1.43 | 1.26 | 1.12 | 2.47 |

3. Class test scores of the students about honorific speaking skills

| Student No. | Topic | | |
|-------------|--------------|--------------|--------------|
| | Reception | Request | Telephoning |
| 1 | 17 | 18 | 18 |
| 2 | 16 | 17 | 14 |
| 3 | 16 | 18 | 18 |
| 4 | 14 | 15 | 16 |
| 5 | 14 | 18 | 16 |
| 6 | 17 | 18 | 17 |
| 7 | 15 | 17 | 17 |
| 8 | 17 | 19 | 20 |
| 9 | 17 | 14 | 17 |
| 10 | 17 | 16 | 15 |
| 11 | 16 | 19 | 13 |
| 12 | 16 | 17 | 17 |
| 13 | 16 | 17 | 16 |
| 14 | 17 | 17 | 17 |
| 15 | 14 | 14 | 15 |
| 16 | 16 | 18 | 15 |
| 17 | 18 | 19 | 17 |
| 18 | 16 | 15 | 15 |
| 19 | 15 | 14 | 13 |
| 20 | 19 | 18 | 14 |
| Mean | 16.15 | 16.90 | 16.00 |
| SD | 1.28 | 1.64 | 1.73 |

APPENDIX I Questionnaire and its Content Validity

1. Questionnaire about confidence of speaking honorifics

Dear student, read the next sentences and answer from 1 to 5 in front of each one. Score 1 shows that you strongly disagree with the item and 5 shows that you strongly agree with the item.

5. Strongly agree, 4. Agree, 3. Neither disagree nor agree, 2. Disagree, 1. Strongly disagree

| No | Item | Rating scale | | | | |
|---|---|--------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| a. Language ability confidence | | | | | | |
| 1 | I can speak honorifics well in the reception scene now. | | | | | |
| 2 | I can speak honorifics well in the request scene now. | | | | | |
| 3 | I can speak honorifics well in the telephoning scene now. | | | | | |
| 4 | I can be willing to tell my answers or opinions about honorifics in the class. | | | | | |
| b. Situational confidence | | | | | | |
| 5 | I am a good honorific speaker now. | | | | | |
| 6 | My pair or group needs me to speak honorifics in the activities. | | | | | |
| 7 | I don't feel shy to speak honorifics in the class. | | | | | |
| 8 | I have confidence not to make mistakes about honorifics in the activities. | | | | | |
| 9 | I can keep clam when I have to speak honorifics without preparation in the class. | | | | | |
| c. Communication confidence | | | | | | |
| 10 | I have confidence in practice to speak honorifics to my pair or group member in the activity. | | | | | |
| 11 | I have confidence in speaking honorifics to my Japanese teacher. | | | | | |
| 12 | I have confidence in speaking honorifics to other Japanese teachers. | | | | | |
| 13 | I feel confident when I am speaking honorifics in the class. | | | | | |
| d. Language potential confidence | | | | | | |
| 14 | I think that I will speak honorifics perfectly someday. | | | | | |
| 15 | I think that I will get a great score in honorific speaking test. | | | | | |

2. Content validity for questionnaire about confidence of speaking honorifics

| No | Item | E1 | E2 | E3 | IOC |
|----|---|----|----|----|------|
| 1 | I can speak honorifics well in the reception scene now. | 1 | 1 | 0 | 0.67 |
| 2 | I can speak honorifics well in the request scene now. | 1 | 1 | 0 | 0.67 |
| 3 | I can speak honorifics well in the telephoning scene now. | 1 | 1 | 0 | 0.67 |
| 4 | I can be willing to tell my answers or opinions about honorifics in the class. | 1 | 1 | 1 | 1.00 |
| 5 | I am a good honorific speaker now. | 1 | 1 | 0 | 0.67 |
| 6 | My pair or group needs me to speak honorifics in the activities. | 1 | 1 | 1 | 1.00 |
| 7 | I don't feel shy to speak honorifics in the class. | 1 | 1 | 1 | 1.00 |
| 8 | I have confidence not to make mistakes about honorifics in the activities. | 1 | 0 | 1 | 0.67 |
| 9 | I can keep clam when I have to speak honorifics without preparation in the class. | 1 | 1 | 1 | 1.00 |
| 10 | I have confidence in practice to speak honorifics to my pair or group member in the activity. | 1 | 1 | 1 | 1.00 |
| 11 | I have confidence in speaking honorifics to my Japanese teacher. | 1 | 1 | 1 | 1.00 |
| 12 | I have confidence in speaking honorifics to other Japanese teachers. | 1 | 1 | 1 | 1.00 |
| 13 | I feel confident when I am speaking honorifics in the class. | 1 | 1 | 1 | 1.00 |
| 14 | I think that I will speak honorifics perfectly someday. | 1 | 1 | 0 | 0.67 |
| 15 | I think that I will get a great score in honorific speaking test. | 1 | 1 | 1 | 1.00 |

**APPENDIX J Mean and standard deviation for questionnaire about confidence
of speaking honorifics**

| Que. No. | Level of Perception | | | | | \bar{X} | SD | Level of Confidence |
|--------------|---------------------|-------|----------------------------------|----------|----------------------|-------------|-------------|------------------------|
| | Strongly agree | Agree | Neither disagree nor agree | Disagree | Strongly disagree | | | |
| 1 | 4 | 14 | 2 | 0 | 0 | 4.10 | 0.54 | High |
| 2 | 3 | 11 | 6 | 0 | 0 | 3.85 | 0.65 | High |
| 3 | 3 | 14 | 3 | 0 | 0 | 4.00 | 0.55 | High |
| 4 | 5 | 9 | 6 | 0 | 0 | 3.95 | 0.74 | High |
| 5 | 1 | 10 | 9 | 0 | 0 | 3.60 | 0.58 | High |
| 6 | 1 | 11 | 8 | 0 | 0 | 3.65 | 0.57 | High |
| 7 | 5 | 11 | 3 | 1 | 0 | 4.00 | 0.77 | High |
| 8 | 0 | 2 | 17 | 1 | 0 | 3.05 | 0.38 | Medium |
| 9 | 0 | 4 | 15 | 1 | 0 | 3.15 | 0.48 | Medium |
| 10 | 5 | 14 | 1 | 0 | 0 | 4.20 | 0.51 | High |
| 11 | 1 | 13 | 6 | 0 | 0 | 3.75 | 0.54 | High |
| 12 | 1 | 11 | 7 | 1 | 0 | 3.60 | 0.66 | High |
| 13 | 2 | 12 | 6 | 0 | 0 | 3.80 | 0.60 | High |
| 14 | 11 | 7 | 2 | 0 | 0 | 4.45 | 0.67 | Highest |
| 15 | 2 | 13 | 5 | 0 | 0 | 3.85 | 0.57 | High |
| Total | | | | | | 3.80 | 0.59 | High |

APPENDIX K SPSS Analysis

Paired sample t-test analysis for the overall pre-test and post-test

Paired samples statistics

| | | Mean | <i>n</i> | Std. Deviation | Std. Error Mean |
|--------|-----------|-------|----------|----------------|-----------------|
| Pair 1 | Post-test | 51.75 | 20 | 2.47 | 0.55 |
| | Pre-test | 37.50 | 20 | 4.46 | 1.00 |

Paired samples correlations

| | <i>n</i> | Correlation | Sig. |
|-----------------------------|----------|-------------|------|
| Pair 1 Post-test & Pre-test | 20 | .416 | .000 |

Paired Samples Test

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|-------------------|--------------------|----------------|-----------------|---|-------|-------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Posttest -Pretest | 14.25 | 7.13 | 5.04 | 12.16 | 16.34 | 15.16 | 19 | .000 |

LEARNING ACTIVITIES







