



Panel 25 : Culture and Language

1. Treatment of Sex in Carl Muller's Trilogy on a Burgher Family in Sri Lanka 1334
Palitha Niroshan Rathnayake
2. A Corpus-Based Analysis of Specific Vocabulary 1335
in Khmer Sanctuary Context
Prapaporn Sompakdee, Uthaivan Danvivath
3. A study of Japanese Communication Ability of Low Learning 1349
Proficiency Students: A Case of Multimedia Technology Students at TNI
Masashi Inoue, Bundit Anuyahong
4. Impediments to Unemployment: Its Impact to the Well-being of an Individual 1359
Angel Mae J. Fabre

Treatment of Sex in Carl Muller's Trilogy on a Burgher Family in Sri Lanka

Palitha Niroshan Rathnayake

Department of English and Linguistics, Faculty of Humanities and Social Sciences
University of Ruhuna, Sri Lanka
E-mail: palithaniroshan@yahoo.com

Abstract

The award-winning trilogy composed of *The Jam Fruit Tree*, *YakadaYaka*, and *Once upon a Tender Time* by the Sri Lankan Novelist Carl Muller of Burgher origin reveals a Burgher family's struggle for existence. The Von Bloss family resident in a Sri Lanka Government Railway Department quarter located in a line with others as a result of the protagonist's employment as an engine driver has much to share in terms of sexual adventure. Muller whimsically applies sexual humor in the narration of the clandestine relationships among the characters to an extent that it turns sexuality into a common kind of fun, reducing the sacredness and trust it involves in ensuring its sustainability and continuity. However the numerous incidents that are reported in the local media parallel with the escapades of the Von Bloss family. In this context, this paper attempts to examine whether the allusions made to sexuality in Muller's novels are inspired by true-life experiences or just fantasies harboured by imagination.

Keywords: Fantasy, sex, true-life experience



A Corpus-Based Analysis of Specific Vocabulary in Khmer Sanctuary Context

Prapaporn Sompakdee¹, Uthaiwan Danvivath²

¹English Program, Faculty of Humanities and Social Sciences, ²Confucius Institution at Khon Kaen University

^{1,2}Khon Kaen University, Thailand

¹E-mail: prapasompak@gmail.com, ²E-mail: uthaiwand@gmail.com

Abstract

Word lists are important for second language learners as they are useful for several purposes, namely designing syllabi, vocabulary tests, and materials in language learning (Alcantar, 2007). This study aimed to identify specific vocabulary in the field of Khmer sanctuaries. The data for the analysis were collected from two source types, two textbooks and three posters. The program The VocabProfile Compleat Web VP was used to analyze the data of 178,541 running words. It was found that there are 1,686 specific words for Khmer Sanctuaries (22.95 per cent). The specific words are related to Hinduism, Buddhism, and Khmer arts. There are 583 most frequent words appearing in the text, and the highest frequency words down to 100 were categorized into 12 noun groups. Implications can be made in developing learning materials or designing courses for related fields, e.g. tourism, archeology, history, and architecture.

Keywords: English for Specific Purposes. Specific Vocabulary. Khmer Sanctuary. Vocabulary Analysis.

1. Introduction

English is crucial for people who are working in the tourism field because they need to use it to communicate with their customers. It is necessary for the workers to learn the language. In language learning, vocabulary is one of the primary things to acquire. As Krashen & Terrell (1983) stated that vocabulary is important for learning a language because the units of vocabulary are compiled into a sentence which is essential for communication. In Thailand, English is studied at all levels of Thai education; however, the majority of Thais cannot use English to communicate with international tourists. The language problem is especially large in Northeast Thailand (Pattanakiatchai, 2012). Tour guides are people who have an important role in promoting tourism in Thailand. It cannot be denied that English is essential for tour guides. They must be able to use specific English vocabulary accurately and appropriately with fluency since most of the specific English vocabulary is dissimilar to general English vocabulary. Narongrit (2010) studied the English development needs of 148 tourism officials who worked in Khon Kaen, Mahasarakam, Kalasin, and Roi Et. It was revealed that the English abilities of the officers needed to improve in three main aspects: interacting socially, giving information, and providing tours.

One of the most challenging aspects of giving tours is learning the specific vocabulary for the Khmer sanctuaries. This made researchers curious about to what extent do tour guides in Isan region know about specific vocabulary for Khmer sanctuaries. A small study about this question was done by recording video of tour guides giving tours at a Khmer sanctuary. There were three samples from my study about tour guides providing tours at Phimai Historical Park, in Nakhon Ratchasima Province, Thailand. The study shows that the tour guides do not know most of the specific vocabulary for the sanctuary. During the tour, a guide said “I don’t know in English. หน้ากาก in Thai”. That word refers to Kala in English or the animal from the third eye of Shiva. Another interesting example is that the guide knew the word Nak (refers to big snake) which in English it is used as Naga, and she assumed that it would be the same word in Thai, but the tourists did not understand what Nak was because in specific English it is called Naga. The next example is that the guide did not know the name of an item, so she pointed to it and used the word “This” to point out the item. Then she said “And when you see this (pointing to the Yoni base) this is a base, the old base.” She knows that it is a kind of base or a stand for a sculpture, but she could not give the correct name of the item in English.

In addition to observing tour guides giving tours at the historical park, existing training course books for tour guides were also analyzed. Five books were chosen, and checked to see if any of them taught about specific English vocabulary for the Khmer sanctuaries. Surprisingly, three of the books have no information about specific English vocabulary for Khmer sanctuaries, and the two that did include information about Khmer sites, did so only very superficially. Because of this we cannot blame the tour guides for having a small vocabulary related to this specific topic because existing learning courses provide inadequate knowledge for the learners.

Based on Nation's work (2001), vocabulary can be categorized into four main types: general, academic, technical, and off-list. General vocabulary or high frequency words refer to words that are frequently used in both spoken language and written texts. Academic vocabulary is commonly used in academic texts and it is essential for learners who are moving on to special purpose study. Technical vocabulary refers to specialized words that are related to specific areas such as engineering, medicine, and linguistics. Finally, off-list words describe words that are used in fluently in texts (Nation, 2001). The off-list words have smaller proportion in texts, and consist mainly of the names of people, animals, places, etc. Basically, course designers and teachers must choose the word list that is suitable for their learners. This is crucial because it must suit the learners' goals or expectations (McCarthy & Carter, 1997; Simpson & Mendis).

As mentioned in the second paragraph, Khmer sanctuary tour guides face the obstacle of learning specific English vocabulary which knowledge is so significant for their work. In order to help them overcome this obstacle a study needs to be performed to determine the Khmer sanctuaries specific words that would be of most value for them to learn to improve the quality of their tours. In the course of my research it was determined that the off-list was a productive source of vocabulary for this purpose. Meara (1996) states that learners with a greater knowledge of vocabulary are more proficient in language study. This paper will describe the methodology used in determining specific English for Khmer sanctuaries vocabulary list that would be beneficial to teach tour guides that provide tours at Khmer sanctuaries. Currently such a list does not exist. Therefore, this study will focus on the off-list which will be shown to contain the specific vocabulary of the Khmer sanctuaries.

1.2 Purpose of the Study

The purpose of this study is to investigate the specific words used in the context of Khmer sanctuaries.

1.3 Research Question

The study will try to answer the question as follows: What are specific vocabulary appearing in the Khmer sanctuaries context?

2. Method

2.1 Samples

In this analysis there were five samples which are presented in table 1. The samples consist of two books about Khmer sanctuaries in Thailand and adjoining countries as well as information from posters at three Khmer historical parks which were provided by Fine Art Department of Thailand. Table 1 presents the names of the books with corresponding authors and year of publication.

Table 1: List of Resources for Specific Vocabulary Analysis.

No.	Names	Sources	Authors	Year
1	A Guide to Khmer Temples in Thailand & Laos	Book	Michael Freeman	1998
2	Image of Gods: Khmer Mythology in Cambodia, Thailand and Laos	Book	Vittorio Roveda	2005
3-5	Posters at three Historical Parks, Phanomrung, Muengtam, and Phimai	Information Centers	FAD	N/A

Note. FAD refers to Fine Art Department of Thailand.

2.2 Data Collection

The data were derived from two text books as well as posters from three Khmer historical parks in Thailand. There were three main steps in the study which were selection, preparation, and merging. The two books were scanned into a computer and then the OCR Program was used to convert the pdf. file into computer text. The information from the posters was typed into a computer text file. These two computer text files were then merged into a single file. Reference, appendices, and non-word characters such as pictures, tables, and charts were then removed from the text file. The resulting file contains 178,541 words.



2.2.1 Selection

Text Books: Two books which were used in the study are *A Guide to Khmer Temples in Thailand & Laos*, and *Image of Gods: Khmer Mythology in Cambodia, Thailand and Laos*. They were selected because first, the books are about Khmer temple art in Thailand; second, they are written in English; lastly, they are recommended by people who are interested in Khmer temple art. Every content page in the two books was used in the analysis.

Posters: In the Northeastern Thailand, Khmer temples are very common. There are three well-known Khmer sanctuaries in the region. Every sanctuary has an information center



displaying specific information about the sanctuary. In the study, three Khmer sanctuaries which are Phanomrung, Phimai, and Mueng Tam were chosen for two reasons. First, they are the most popular among international tourists. Second, they are big and complex which mean they have a lot of information and things to see. Third, their museums are very informative and provide complete information about the sites both in Thai and in English.

2.2.2 Preparation

Text Books: After the books were selected, they were scanned into a computer by using the OCR program to create pdf files and then convert them into computer text files. The OCR program can be downloaded on the following link <https://softi-freeocr.en.softonic.com/>. Once the scanning was done, all the computer text files were merged into one file. The word file was then checked for misspelling because many times the OCR program did not work well on some words, especially in the corners of the scanned pages. Altogether, there were 112,970 words from the two books.

Poster: Because the posters were attached to the wall, the researcher took photos of them. Only English texts were needed. The English information was typed by hands onto the computer using Microsoft Word into the same word file. Once the word file was done, it was checked for misspelling. Then it was ready for the next step. There were 65,571 words from the all the posters together.

2.2.3 Merging

Before combining the two information sources together, reference, appendices, and non-word characters such as pictures, tables, and charts were then removed from the text file. After that they were checked for misspelling one more time. Then they were merged into one text file (*.txt) using the notepad program. At this point the total of words is 178,541.

2.3 Instrument

The instrument used for data analysis in the present study is the *VocabProfile Compleat Web VP*, a computer-based word profiling program developed by Heatley, Nation, & Coxhead (2002); Cobb (2010). Please see example of the web page in figure 1. It is available online at <http://www.lex tutor.ca/vp/comp/>. The *VocabProfile Compleat Web VP* was selected for the present study due to the following reasons. First, it can be easily accessible online. Users do not need to download and install the program into their computer. Requirements for this program are internet

access and appropriate browsers, which include Internet Explorer version 10, Firefox 20, Safari, and Chrome. As stated on the website, the program runs best on Chrome. Second, the program offers varieties of reference corpora. Third, it can be used free of charge.



Figure 1 Exempel of VocabProfile Compleat Web VP

2.4 Data Analysis

The VocabProfile Compleat Web VP was used to analyze the cleaned data. In the website, there are two methods for analyzing data which are input method A and input method B. Input A is for small to medium size text which can be pasted into the processing window while input B is for larger texts file. Texts that are over 400,000 characters are considering large texts. In this analysis, input method B was used because the data were 1,062,270 characters. First the data were saved as (.txt) file and uploaded (see figure 2) into the input B. A framework was then selected from one of the choices in the right hand side of the program main page (see figure 3). In this study BNC-COCA 1-25c (100-fam lists) was selected. The last step was to submit the file which was done by clicking “Submit_File” button which is found on the lower right corner of the screen next to upload file button. The program provided the information in both number and percentage of the off-list words.



Figure 2 How to upload a file on VocabProfile

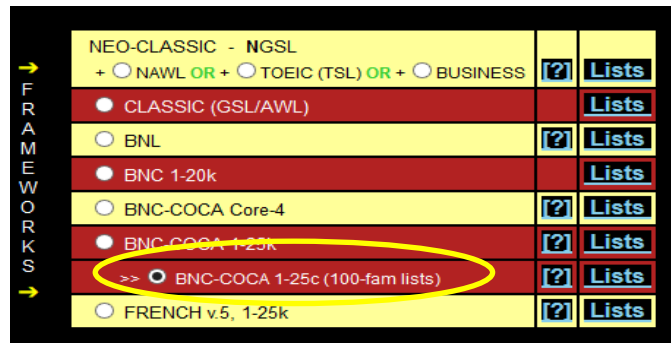


Figure 3 Choosing a framework

After submitting the file, it took about one minute to analyze the data. The program sorted the input file words into the four categories which are general, academic, technical, and off-list. The program also calculated the percentage of word in each of these groups.

3. Results

The total number of words that were collected from the books and posters was 178,541 words. The study indicated that there are 1,686 specific vocabulary. The vocabulary list will be called *A Specific Vocabulary List for Khmer Sanctuaries*. The frequency of the specific vocabulary in Khmer sanctuary contexts are shown on table 2. The specific vocabulary list was ordered from the highest frequency to the lowest. The most frequent word is “Shiva” which has a frequency of 583. The least frequent word was found only once.

Table 2: High Frequency Words (Frequency from 583 down to 100).

Rank	Vocabulary	Frequency
1	Shiva	583
2	Krishna	487
3	Vishnu	475
4	Gopura	470

5	Rama	377
6	Khmer	345
7	Phnom	296
8	Angkor	295
9	Banteay	294
10	Buddha	278
11	Phimai	269
12	Preah	259
13	Naga	250
14	Lintel	223
15	Meru	207
16	Bayon	198
17	Prasat	198
18	Muang	195
19	Jayavarman	177
20	Sita	169
21	Ravana	167
22	Pediment	164
23	Prang	160
24	Cambodia	157
25	Purana	156
26	Brahma	154
27	Baphuon	147
28	Indra	145
29	Reliefs	144



30	Healthcare	135
31	Buddhist	125
32	Lakshmana	124
33	Garuda	114
34	Sandstone	114
35	Wat	113
36	Ramayana	104
37	Hindu	100

Note: for those who want the complete words list, please contact prapasompak@gmail.com

Table 2 shows the highest frequency to 100 frequency words ranked from the highest which is Shiva (583 frequency) to the lowest which is Hindu (100). Essentially, as mentioned before, there are 1,686 specific vocabulary in total, but in this section, only the highest to 100 most frequency are presented. From the highest frequent to 100 frequent words, there are 37 words. Because the specific vocabulary list is long, only these words example are presenting in this paper. If you wish to access the full list, please send your email to prapasompak@gmail.com.

Word function of all the 37 words that appear in table 2 is in noun form. The result in table 2 was categorized into 12 small groups as Architecture Name, City Name, God Name, King Name, Place Name, Structure Name, Animal, Character from Ramayana Story, Construction Material, Ethic Group, Religious, and Sculpture.

Table 3: Categories of words from 583 frequencies down to 100 frequencies.

Word Function	Categories	Words (Frequency)
Noun	1. Architecture name	Angkor (295), Banteay (294), Bayon (198), Baphuan (147), Phnom (296)
	2. City name	Phimai (269), Cambodia (157)
	3. God name	Shiva (583), Krishna (487), Vishnu (475), Buddha (278), Brahma (154), Indra (145)
	4. King name	Jayavarman (177)
	5. Place name	Meru (207), Wat (113), Pheah (259), Muang (195)
	6. Structure name	Gopura (470), Lintel (223), Prasat (198), Prang (160), healthcare (135)
	7. Animal	Naga (250), Garuda (114)
	8. Character from Ramayana Story	Sita (169), Rama (377), Ravana (167), Lakshmana (124), Ramayana (104)
	9. Construction material	Sandstone (114)
	10. Ethic group	Khmer (345)
	11. Religious	Hindu (100), Buddhist (125), Purana (156)
	12. Sculpture	Reliefs (144)



4. Discussion and Conclusion

If we look at the first 10 most frequent words, there are five words which are names of religious gods, for example, Shiva (n.), Krishna (n.), Vishnu (n.), Rama (n.), and Buddha (n.). All Khmer temples were built as a place to worship gods such a Shiva and Vishnu, therefore, the words Shiva, Vishnu, and Krishna (who is an avatar of Vishnu) appear most frequently in the list. Therefore people who are interested in Khmer temples should at least acquire these first three words. Moreover, many times when you visit Khmer temples, you will see carved pictures of Krishna, Rama, and Buddha on the lintels or pediments. These are just some example of the Gods' names that are mentioned above. Visiting the Khmer sanctuaries is even more interesting if we know names of the characters in the pictures.

Here are some examples of the uses of three most frequency words (Shiva, Krishna, Vishnu, Gopura, and Rama) that are appearing in the Khmer texts and posters. The word Shiva is the highest frequency word in the analysis. It appears in every text samples that were used in this analysis. For example, "...**Shiva** was considered most important..." – Freeman (1998), "*The latter is conventionally considered to be a symbol of **Shiva**.*" – Roveda (2005), and the last one is from a poster at Phanomrung Historical Park, Thailand which is "*Moreover, one of this lintel was depicted the marriage of the God **Shiva** known as "**Kalyanasundramuti**".* Krishna is the second his frequency word. It also appears in all samples. For example, in Michal Freeman book (1998) the word "Krishna" is appeared as "...and scenes related to his 8th incarnation as **Krishna**, such as the conquering of naga Kaliya..." An example of the word Krishna in the Image of God book is "*This lintel depicts Lord **Krishna**, Vishnu's eight incarnations.*" At Phanomrung Historical Park, an example also presents, "*There are only few narratives on **Krishna**'s heroic deeds at Prasat Phanomrung.*" Examples of the word Vishnu that found in sample texts are "***Vishnu** rapidly gained importance and popularity, though Shiva had only a comparatively small role.*" – Freeman (1998), "*This epic poem tells the story of prince Rama, one of the earthly incarnations of **Vishnu**.*" – Roveda (2005), and the last one from a poster at Phanomrung Historical Park, "*There is no doubt that Shivaite worship was well established at Phnom Rung, but **Vishnu** images have also been found, and are referred to in another inscription.*"

There are also words of architecture in the high frequency and also in low frequency list such as Lintel (n.), Prasat (n.), Pediment (n.), Prang (n.), Pilaster (n.), Sandstone (n.), and Colonettes (n.). These words are not in general English. They are mostly used among people who are interested in specific areas such as archeology, tourism, and anyone who is interested in Khmer sanctuaries. Understanding these words is important when describing Khmer sanctuaries. Some

tour guides will refer to both pilasters and colonettes as pillars. However, a pilaster is a rectangular vertical masonry feature which is only a small distance from the wall while colonettes stand alone as a row of columns. One of the most important things in Khmer sanctuaries is carved pictures on lintels and pediments. Even though lintels and pediments are connected, they are two separate structures with individual functions. Every single item in the construction has its own name even though they are sharing some space. In order to explain or talk about the Khmer architecture, one needs to know and understand the proper name of each architectural feature.

There are also mythical animal names which appear in the list such as Makara (n.), Hamsas (n.), Garuda (n.), Naga (n.), Kala (n.), and Singh (n.), Ananta (n.), Simha (n.), and Nandi (n.). When people visit a Khmer sanctuary, they will always see these animals in the form of carvings, or statues. Most of the time they are similar to normal animals that we know, however, some of the animal representations will be mythical. For example, Naga is a spiritual big snake with crest, Garuda is half bird and half human, and Singh is similar to a lion. Understanding the use of specific language is crucial for any specialists in the field so that they can accurately describe animal features in Khmer sanctuaries.

Surprisingly, there are some adjectives and verbs found on the list such as redented (adj.), subduing (transitive verb), deface (v.), flourish (v.), and depict (v.). These words are used in Khmer sanctuary contexts for telling stories, and describing the art. For example, the word redented is used when describing the building technique that has many corners. The word “depict” is obviously used for describing the pictures on carved stone. These are significantly useful for tour guides as they must use it to describe the arts for tourists.

In the Khmer sanctuaries, each structure has its own specific name such as Gopura (n.) which refers to the big entrance doorway; Linga (n.) which means a sandstone pillar representing Shiva; Baray (n.) which is the name for a big man made reservoir as it is shown in the book of Freeman (1998), for example, “*There is a meter square baray with laterite embankments at the northeast corner*”; Dharmasalas (n.) which are rest-houses or way-stations built a day’s walk apart from each other; Prang (n.) which is a term for an elongated cone-shaped tower.

Furthermore, names of architecture styles were also found in the analysis. In many cases, the art styles were named after the sanctuaries that were built in a certain period of time. For example “*The temple is in Angkor Wat style*” (Freeman, 1998) refers to a temple that was built in the same architecture style as Angkor Wat temple. Examples of the architecture style names are Angkor (n.), Baphuon (n.), Bayon (n.), Bakheng (n.), and Khleang (n.).



All of these words given in the examples above are from the off-list words analyzed in the present study. They are all meaningful and important to know for people who are interested in the area such as Khmer sanctuaries tourism and history.

5. Recommendations for Further Study

From the findings in this current study, further studies should be conducted in order to make benefit of the vocabulary list. Several suggestions are as follows:

5.1 According to the situation of tour guides for Khmer sanctuaries in Thailand, there should be appropriate learning materials for them to use. In this case, we can use Needs Analysis theory and English for Specific Purpose in developing specific learning materials for the learners. The materials should contain some of this vocabulary list, so the learners can make use of it and perform their work successfully.

5.2 The study provided a word list; however, there is no description or meaning of each word. The further study could be developing a glossary with meaning and description in both Thai and English.

6. References

- Alcantar, C. (2007). Construction of a specific corpus to extract the most frequent words in a particular field. **Essex Graduate Student Papers in Language & Linguistic**, 9(1), 1-17.
- Carter & McCarthy, (1997). **Exploring Spoken English**. Cambridge: Cambridge University Press.
- Cobb, T. **Web Vocabprofile** [accessed 22 May 2014 from <http://www.lex tutor. ca/ vp/>], an adaptation of Heatley, Nation & Coxhead's (2002) Range.
- Freeman, M. (1998). **A guide to Khmer temples in Thailand & Laos**. Bangkok : River Books
- Heatley, A., Nation, I.S.P. & Coxhead, A. (2002). **RANGE and FREQUENCY programs**. Available at <http://www.victoria.ac.nz/lals/staff/paul-nation.aspx> .

- Krashen, S.D., & Terrell, T.D. (1983). **The natural approach: Language acquisition in the classroom**. San Francisco: Alemany Press.
- Meara, PM. (1996). The dimensions of lexical competence. In: G Brown, K Malmkjaer and J Williams (Eds.). **Competence and Performance in Language Learning**. Cambridge: Cambridge University Press.
- Narongrit, S. (2007). **The survey of English needs for tourism officers in Mahasarakarm**. Master thesis in Tourism and Hotel Management, Graduate School, Mahasarakarm University.
- Nation, P. (2001). **Learning vocabulary in another language**. Cambridge: Cambridge University Press.
- Patanakiatchai, P. (2012). **AEC: The oppportunity for service industry**. Bangkok: Ministry of Cemmerce.
- Roveda, V. (2005). **Images of the gods: khmer mythology in Cambodia, Thailand and Laos**. Bangkok : River Books.
- Simpson, R, Mendis, D. (2003). 'A corpus-based study of idioms in academic speech; **TESOL Quarterly**, 37, 419-441.

A study of Japanese Communication Ability of Low Learning Proficiency Students: A Case of Multimedia Technology Students at TNI

Masashi Inoue¹, Bundit Anuyahong²

^{1,2}College of General Education and Languages,
^{1,2}Thai-Nichi Institute of Technology, THAILAND
¹masashi@tni.ac.th, ²bundit@tni.ac.th

Abstract

The purposes of this research were 1) to study Japanese communication ability of low learning proficiency students at TNI and 2) to study student's self-assessment in communication about Japanese instruction

The subjects were 30 students at Thai-Nichi Institute of Technology during first semester of 2017 academic year which derived through simple random sampling technique. The instruments used in this experiment were the Japanese unit test, the Japanese lessons, and the questionnaire on students' self-assessment in Japanese communication. The data were statistically analyzed by mean scores, standard deviation and percentage.

The research results were as follows; 1) Multimedia Technology students at TNI had Japanese communication ability at high level and 2) Multimedia Technology students at TNI had self-assessment about Japanese communication ability at a level of *can do but worried*.

Keywords: Japanese Communication Ability

1. Introduction

Communication is the most important necessary for people to adapt to the environment and must be theoretically known by individuals in every profession and they must develop their skills in this regard. People have to know the different communication skills that will be positive in their professional lives. Furthermore, knowing different communication skills in the professional groups that need direct contact with people is of a great importance (Yılmaz et al., 2008).

Moreover, the skill of using the language and nonverbal communication which play the most effective role in the realization of the communication, which reflect the skill of establishing an effective communication of the source (Deniz, 2007). Effective communication skills play a crucial role in the human relations. While having a healthy communication ensures it to be meaningful and satisfying and coping with the issues met during the life (Korkut, 1996).

College of General Education and Languages, Thai-Nichi Institute of Technology focuses on teaching English and Japanese. Japanese language is the core course which all undergraduate students have to learn to develop their language skills. Moreover, Japanese communication skill is very important to uplift their ability in Japanese language. Nowadays, TNI students need to improve Japanese communication skill in learning for using daily life.

In conclusion, the researcher created Japanese communication instruction which passes checking from experts. The results derived from research will be guideline in improvement Japanese instruction in next occasion.

Research purposes

- 1) To study Japanese communication ability of low learning proficiency students at TNI
- 2) To study student's self-assessment in communication about Japanese instruction



2. Method

Research Design

The data was gathered and analyzed as follows:

Population and Samples,

The population was Multimedia Technology students at Thai-Nichi Institute of Technology in first semester of 2017 academic year. There were 200 students from all faculties.

The samples consisted of 30 students who enrolled in JPN201(Japanese for business 3), and were derived from a simple random sampling technique.

Variables

Variables in this study were as follows:

1. The Japanese communication ability of Multimedia Technology students after the class.
2. The self-assessment in Japanese communication

Research Instruments

1. The Japanese unit test
2. The Japanese lessons
3. The questionnaire on students' self-assessment in Japanese communication

Data Analysis

The collected data was analyzed using computer program. The mean and standard deviations of scores from Japanese instruction, the questionnaire was used to measure at the end of the class.

Data Collection

The experimental process and data collection were conducted as follows: The subjects were given five Japanese instructions. Then, the five unit tests were used in first semester. After the completion of each unit, and the questionnaire was used for studying the subjects' self-assessment in Japanese communication. The data were statistically analyzed by mean scores, standard deviation, and percentage. This section describes the methodology of the study. It may include sub-sections such as participants, research instruments, data collection, and data analysis.

3. Results

1. Results of analyze unit test scores of Japanese communication ability of TNI students. The researcher used 5 units to experiment students' ability as following table:

Table1: Unit test mean scores and standard deviation of Japanese communication ability of Multimedia Technology students at TNI.

	n	Minimum	Maximum	\bar{x}	Std. Deviation	Level
1	30	18.42	94.74	67.8077	21.69785	high
2	30	33.33	100.00	67.5920	19.68639	high
3	30	36.36	100.00	67.5777	16.31232	high
4	30	44.12	100.00	80.0990	14.02475	high
5	30	11.11	83.33	57.5923	18.07487	moderate
total	30	39.78	92.80	68.1337	13.77502	high

The assessment of Japanese learning ability of TNI students, the researcher used Japanese learning ability test which created according to test procedure. Therefore, percentage of scores was calculated from criteria as following; (adapted from Thaweerat, 2000; Wongsothorn, 1995).

81-100 means very high

61-80 means high

41-60 means moderate

21-40 means low

1-20 means very low

The table showed that percentage of TNI students in the total was at 68.1337 (out of 100 %) which referred to Multimedia Technology students at TNI had Japanese communication ability at high level. This section should be organized in order to answer each of your research questions.

Table2: Results of self-assessment in Japanese communication ability of Multimedia Technology students at TNI in the total and each unit

unit	\bar{x}	Std. Deviation	Meaning
1	1.9467	0.39977	can do but worried
2	1.7875	0.42694	can do but worried
3	1.9250	0.38924	can do but worried
4	1.8944	0.46214	can do but worried
5	1.9125	0.40889	can do but worried
total	1.89322	0.417396	can do but worried

The self-assessment in Japanese communication ability of Multimedia Technology students at TNI, the researcher used Japanese listening and speaking ability self-assessment which created according to research procedures. Therefore, mean of scores was calculated from criteria as following; (adapted from Thaweerat, 2000).

0.0-1.00 means can't do

1.01-2.00 means can do but worried

2.01-3.00 means can do

The table showed that self-assessment mean of TNI students in the total were at (M=1.89) which referred to Multimedia Technology students at TNI had Japanese communication ability at a level of *can do but worried*.

4. Conclusion

1. Multimedia Technology students at TNI had Japanese communication ability at high level.
2. Multimedia Technology students at TNI had self-assessment about Japanese communication ability at a level of *can do but worried*.

5. Discussion

According to results of Multimedia Technology students at TNI had Japanese communication ability at high level. This might be because they focus on communicative competence in Japanese and they were aware to the importance of communication which related to the idea of Durukan and Maden (2010) who advocated that communication skills are very important for human life. This skill wants to be conveyed in training for the individual's success in future life.

On the other hand, Multimedia Technology students at TNI had self-assessment about Japanese communication ability at a level of *can do but worried*. It might be because they could communicate in Japanese but they did not have confidence enough to show because of lacking vocabulary. Thus the lecturers should emphasize on effective communication skill with the learners which related to the notion of Sönmez (2003) who advocated that the lecturers must themselves have effective communication skills by interacting with the students in order to have the students acquired the desired behaviours in the educational environment.

6. Acknowledgement

This research is supported by College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand. I would like to express my deep gratitude to new generation researcher development project on intensive course in 2017 academic year for developing my research ability.

Moreover, I would also like to gratefully acknowledge to my research project leaders, Assistant Professor Dr. Bundit Anuyahong and Assistant Professor Dr. Wipanee Pengante, for their commitment of time and instructive guidance and comments through all the stages of my research writing and all my work and for being their mentors and supervisors.

Special thanks to Assoc. Prof. Dr. Banthit Rojarayanont, the president of Thai-Nichi Institute of Technology, Assoc. Prof. Dr. Pichit Sukcharoenpong, Deputy of president of Thai-Nichi Institute of Technology, and Asst. Prof. Dr. Wanwimon Rungtheera, the director for their supporting in research funding and supporting in funding for publishing in all process.

7. References

- Deniz K. (2007). A study on persuading students through speaking and listening at the second stage of the primary education. Unpublished PhD Thesis, Ankara (Turkey): Gazi University.
- Durukan E, Maden S (2010). A study on communication skills of the Turkish teachers. *Journal of Social Science Research*, 1: 59-74.
- Korkut F. (1996). Development of communication skills assessment scale: Reliability and validity studies. *Journal of Psychological Counseling and Guidance*, 2(7): 18-23.
- Sönmez V. (2003). *Historical Foundations of Education. Introduction to Teaching Profession*. Ankara (Turkey): Ani Publishing.
- Thaweerat, P. (2000) *Methodology of Behavioral and Social Sciences*. 8th Edition, Bangkok: Chareonphol Publishing.
- Wongsothorn, A. (1995) *Guideline for Language Testing*. Bangkok: Chulalongkorn University Publishing.
- Yılmaz G, Çimen Z (2008). Communication skill levels of the prospective teachers of physical education. *Journal of Physical Education and Sport Sciences*, 10(3): 3-14.



Bio data

Masashi Inoue is a Japanese lecturer of College of General Education and Languages at Thai-Nichi Institute of Technology. He obtained Master of Arts in Japanese Language Teaching from Himejidokkyo University, Japan.

Assistant Professor Dr. Bundit Anuyahong is an English lecturer at the College of General Education and Languages, Thai-Nichi Institute of Technology. He got a Ph.D. in Curriculum and Instruction-Teaching English from Silpakorn University. He also obtained double degrees for his master. One is a Master of Education in TEFL from Silpakorn University and a Master of Education in Educational Administration from Naresuan University, Thailand.

A APPENDIX

	N	\bar{x}	Std. Deviation
I can ask for permission in Japanese.	30	1.90	0.403
I can explain the reason in Japanese.	30	1.87	0.434
I can listen and understand what permission in Japanese is.	30	2.00	0.525
I can listen and understand the reason in Japanese.	30	1.97	0.49
I can listen and understand what prohibition is in Japanese.	30	2.00	0.455
I can explain the things that connect plural adjective and noun in Japanese.	30	1.87	0.507
I can introduce yourself for more information in Japanese.	30	1.83	0.531
I can use correctly "รู้จัก" and "จำ" in Japanese	30	1.80	0.61
I can explain who give, receive that in Japanese.	30	1.67	0.547
I can listen and understand the things that connect plural adjective and noun in Japanese.	30	1.77	0.568
I can listen and understand that introduce someone in Japanese.	30	1.77	0.568
I can listen and understand that 「知っている」「覚えている」.	30	1.77	0.626
I can listen and understand who give, receive that in Japanese.	30	1.83	0.531
I can talk about my hobby in detail.	30	1.97	0.49
I can tell you what to move for.	30	1.90	0.481
I can listen and understand to someone's hobby.	30	2.07	0.521
I can listen and understand what to move for.	30	1.77	0.626
I can talk about what I can.	30	2.00	0.525

Asked what you can do, you can answer properly.	30	1.97	0.556
I can talk about what is permitted in one place.	30	1.73	0.64
I can listen and understand to someone's ability.	30	1.97	0.49
When I am asked about my ability, I can understand the contents of the question.	30	1.83	0.531
I can understand by listening to permission in a certain place.	30	1.87	0.571
I can tell you about duty.	30	1.90	0.548
I can tell you that it is unnecessary.	30	1.90	0.548
I can say about a specific situation by using "~ とき".	30	1.90	0.662
I can offer to the opponent.	30	1.90	0.607
I can understand by listening to sentences about duty.	30	1.90	0.481
I can understand by listening to a sentence about unnecessary things.	30	1.97	0.49
I can understand by listening to sentences about a certain situation where "~ とき" was used.	30	1.90	0.548
I can listen and understand that the other party is offering.	30	1.93	0.45
Total	30	1.88	0.54

Impediments to Unemployment: Its Impact to the Well-being of an Individual

Angel Mae J. Fabre

BSED-General Science Student
Department of Science and Mathematics Education
College of Education, MSU-Iligan Institute of Technology, Philippines
E-mail: angelmae.fabre@g.msuiit.edu.ph

Abstract

This study aims to investigate qualitatively the factors that impede employment among the working-age population in the Municipality of Balingasag, Misamis Oriental Philippines. Data were obtained through Focus Group Discussion to one hundred forty five unemployed residents ages eighteen to forty five years old. Data were examined by identifying patterned meaning of the responses through thematic analysis. This study utilized the Grounded Theory Methodology (GTM) to generate theoretical constructs which explain unemployment of the working-age population. The results showed five significant factors that impede working-age population to get a job which include low level of education, job vacancy, work experiences, lack of technical skills and reluctance to work. When asked about governments' intervention, majority of the respondents commonly answered for the provision of livelihood program, business capital, free skills training, short-term courses and alternative learning system. Though the Philippine government has made educational reforms and offered various opportunities from different agencies, only very few of the respondents have benefitted the program. The stress of being jobless has aggravating effect and decline in the well-being of many individuals. While unemployment decreases an individual's financial capacity, it increases satisfaction levels with leisure time. Thus, it is recommended for the government to intensify its efforts to help reduce the impediments of unemployment through entrepreneurship and creation of funding mechanisms and other appropriate programs that could help improve the individuals' economic status.

Keywords: educational reforms, impediments, intervention, well-being, unemployment