

16th International Conference on Japanese Language Education in Malaysia

1. TITLE

WHY SPEAKING, NOT WRITING?

2. Name of PRESENTER

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3. AFFILIATION

Cakap Jepun (Michi Global Sdn Bhd)

4. OBJECTIVE

- 4.1 Redefining education experience by focusing on the conversation over writing
- 4.2 To create an effective and interesting way to master Japanese Language

5. BACKGROUND OF THE RESEARCH

In the Japanese Language education system, we often being told that we should start the class with writing which includes Hiragana and Katakana.

However, throughout our experience, we found that although the students are good on paper, some of them find it hard to survive in the real-life. As one of the foreign student learning in Japanese university, fully in Japanese Language, we could relate how important it is, to practice speaking in order to master the language. Most of the foreign student have difficulties to communicate with the Japanese friends even though already learned Japanese at least 2 years before went to Japan.

Other studies also showed that it takes a long time to master the Japanese character, which then demotivates the student to converse with the others.

Gkonou C in the 'Studies in Second Language Learning and Teaching (2011)' wrote "*The assumption that foreign language learners experience a high level of anxiety mainly when faced with speaking activities implies that research should focus on those learners prone to anxiety over that skill. Despite not being widely investigated, foreign language writing anxiety also seems to be a concern for a large number of students* "

This proves that foreign language learners have 2 main problems, which are speaking and writing anxiety. In Cakap Jepun, we believe that 'speaking' is the key to master a language. Once they gained their confidence in speaking, they will find it easier to master Japanese character. This is why in Cakap Jepun, we redefining education experience by focusing on the conversation over writing.

6. CONTENT :

In the first 3 months of the class, our main focus is emphasizing on the importance of speaking. Firstly, We believe that to speak, the students must gain their self-confidence. Therefore, in our class, we are not only focusing on teaching Japanese Language, we also create and do many activities that help to boost their self-confidence to speak in front of the others. Besides, these activities also help to boost their interest towards Japanese Language.

6.1 SELF-CONFIDENCE

In order to build their self-confidence, in every class, we will have a pair activity where the students will have a role-play activity using the Japanese language based on the lesson for that particular week. They will be given a certain time to practice with their partner where later they will have to present in front of their classmates. Based on our experience and observation, we can notice their improvement in speaking Japanese for each student compared to the previous class. All of the activities that we conduct in our class help to boost their self-confidence where we can see that some of the students who were shy to speak at the beginning of the class can speak more confidently and freely in front of their classmates after a few lessons.

6.2 ICT ACTIVITIES

After each classes, the students will be given extra task where it will help them to practice their Japanese on top of the 2 hours class that run every week.

We are using technology approaches such as group support telegram, voice message, and video assignment. We try to make it easier for the students to learn the Japanese language, especially for the adult learner. Even when they are not in the class, they can practice Japanese by using the voice message. In terms of the video assignment, it helps them to practice repetitively in order to improve their Japanese and at the same time build their confidence level in speaking in Japanese as they will need to retake the video a few times before submitting it to the teacher.

6.3 CLASS ENVIRONMENT

In our class, we conduct various types of games and share some cultural activities to make the class environment interesting and conducive for the students to learn Japanese. For example, we use Kahoot game to help them to memorize the vocabulary for each lesson. Besides, we also play jankenpon to decide the turn for presentation and do the origami activity in the class. Besides, we give the student a chance to converse with Japanese by inviting Japanese to come to our class so that the students can experience talking with Japanese people.

6.4 TASK

6.4.1 Since our offline class is only available at Kuala Lumpur, Shah Alam, and Bangi, it is difficult for students outside Lembah Kelang to join our class. Therefore, we conduct an online class for these students. However, the online class is not as effective as an offline class.

6.4.2 Our syllabus mostly focusing on speaking skills, hence, we are facing problems with some students who cannot master the basic grammar and vocabularies within the first course. We are still in the middle of improvising the syllabus to help the students understand Japanese Language better.

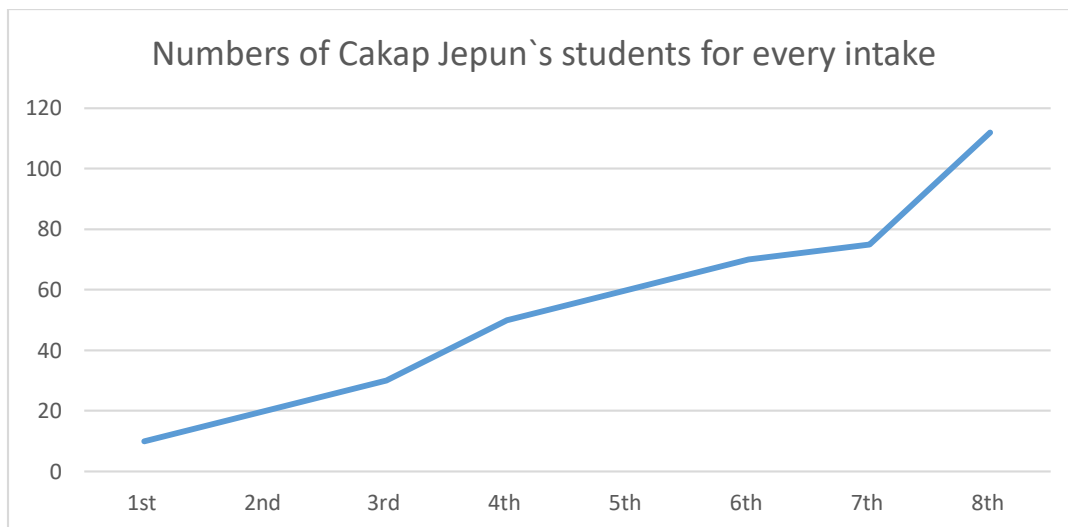
7. SUMMARIZED FINDING / RESULT

7.1 We found that by using this method, students have higher confidence to converse in Japanese. As a result, it helps and makes it easier for them to learn Japanese characters and grammar.

Some of the students that enrolled in our class even manage to secure a job in the Japanese company after fulfilling the Japanese course in our center.



Graduation day for 7th intake students



This also leads to higher demand where the number of students registered this year is 10 times higher compared to the 1st time when Cakap Jepun started the Japanese class.

8. RECOMMENDATIONS

8.1 Besides the offline class that available at Kuala Lumpur, Shah Alam and Bangi, we also offer an online class. However, we found that the speaking capability for students enrolled in online class is lower because they have fewer chances to converse in Japanese with the others.

8.2 Our students came from a very wide background. Some students have difficulty to master the basic grammar and vocabulary that we used in basic conversation. We are still developing the best syllabus and method that will make it easier for students to master the Japanese language within the first course

9. REFERENCES :

<https://pressto.amu.edu.pl/index.php/ssl/article/view/5233/5325>