Yang Jun. (2024). Development of Second Foreign Language Japanese Course Based on Production-Oriented Approach and Blended Learning to Enhance Listening and Speaking Skills of English Major Students at Xi'an University. Doctor of Philosophy (Curriculum and Instruction). Advisors: Assoc. Prof. Dr. Sombat Kotchasit, Dr. Phithack Nilnopkoon

ABSTRACT

This research and development aimed to 1) study background information focusing on the components and the existing problems of Second Foreign Language Japanese course, 2) develop Second Foreign Language Japanese course based on production-oriented approach and blended learning to improve students' Japanese listening and speaking skills, and 3) measure the effectiveness of the implementation of the developed course. The sample was a class of 25 third-year students at Xi'an University, the People's Republic of China. They were derived from cluster random sampling method. The experimental design was a one-group pretest-posttest design. The research instruments were (1) lesson plans for Second Foreign Language Japanese course which incorporated production-oriented approach and blended learning; (2) Japanese listening test with the reliability index of .85, the item difficulty ranged from .40-.76, and the item discrimination ranged from .25-.88 and Japanese speaking test with the reliability index of .86 and the item discrimination ranged from .73-.91; and (3) student satisfaction questionnaire with the reliability index of .83 and item discrimination ranged from .22-.68. The statistics used for data analysis were mean, standard deviation, t-test for dependent samples, and t-test for one sample.

The research results were as follows. 1) the problems of Second Foreign Language Japanese course included (1) an unbalanced emphasis on language skills, (2) traditional teaching strategies which relied on the passive lecture method, (3) an insufficient incorporation of authentic materials, (4) insufficient cultural integration, and (5) incomprehensive assessment methods. 2) The developed Second Foreign Language Japanese course consisted of six components, including principle, objectives, content, instructional strategy, teaching material, and evaluation. And 3) after the implementation of the course, the students' post-test scores of Japanese listening skill (M = 19.20, SD = 6.25) were greater than the pretest scores (M = 15.32, SD = 6.67) at a significance level of .01 (t = 26.73, $p < .001$); and their post-test scores of Japanese speaking skill (M = 15.20, SD = 2.24) were greater than the pretest scores (M = 12.04, SD = 2.41) at a significance level of .01 (t = 42.23, $p < .001$). In addition, students' satisfaction (M = 4.38, SD = .36) was higher than the determined criterion of 70% at a significance level of .01 (t = 12.12, $p < .001$).

The innovation gained from this research is the six components of Second Foreign Language Japanese course and the 4 teaching steps developed based on production-oriented approach and blended learning as follows: Step1: challenge and preparation (online), Step2: task breakdown and skill practice (offline), Step3: group activities and class assessment (offline), and Step 4: improvement, homework, and assessment (online). These teaching steps can effectively improve students' listening and speaking skills, particularly Step 2: task breakdown and skill practice (offline) and Step 3: group activities and class assessment (offline) which intend to cultivate students' practical language application skills.

Keyword: Second Foreign Language Japanese Course, Production-Oriented Approach, Blended Learning, Japanese listening skill, Japanese speaking skill