

A Study on the Self-Assessment of Japanese Proficiency of Japanese Majors

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ABSTRACT

In this paper, 170 junior Japanese major students are taken as the research objects. Through the Japanese ability Self-evaluation Scale, the self-evaluation level of Japanese major students and the relationship between self-evaluation and Japanese international ability test (JLPT) scores are investigated. The results show that the students' self-evaluation of the Japanese abilities tested by JLPT is basically in line with their own actual level, and the self-evaluation of the grammar reading level is slightly higher.

Keywords: Japanese majors, self-assessment, JLPT results

I. INTRODUCTION

Among the methods of evaluating language ability, self-evaluation is a controversial one. However, some scholars have confirmed through empirical research that self-assessment promotes the self-discipline of foreign language learners' continuous learning and learning initiative plays an important role. MacIntyre, Noels, & Clement (1997) pointed out that the self-evaluation of foreign language learners is often not based on objective criteria, but is biased towards subjectivity, either overestimating their foreign language ability or underestimating their foreign language ability. At the same time, it is pointed out that the deviation of this language ability evaluation is mainly caused by emotional factors based on subjective cognition. Tiansuo (2002) studied the relationship between psychological adaptability and self-evaluation and self-esteem of Japanese students in California, USA. The study found that the degree of psychological adaptation to English use has a strong correlation with self-evaluation and self-esteem.

What is the self-evaluation level of Japanese majors? Is the student's self-assessment consistent with the actual Japanese level? Are there any differences in the self-assessment of the vocabulary, grammar reading, and listening skills of the JLPT test? Are there significant differences in student self-assessment in different sub-arrays? These issues need further study. The author hopes that this research can answer the above questions and provide a certain reference for exploring a variety of evaluation methods in the Japanese teaching process.

II. RESEARCH DESIGN

A. Respondents

This survey distributed 181 self-assessment scales to 181 students enrolled in the JLPT, effectively recovering 170 copies. The respondents were all from the second semester of the second year of a Japanese major in a college. Since the Japanese language proficiency test examines the three Japanese proficiency of the candidate's "vocabulary", "grammar reading" and "listening", the Japanese proficiency in this study is only these three proficiency, not including the students' ability to "write" and "speak".

B. Survey tool

The items of the self-evaluation scale are set by referring to Liu & Jackson (2008). Both scales are translated into Chinese, and the "English" in the scale is replaced by "Japanese", using the five-point scale of Likert, with 1 to 5 points for scoring.

C. Investigation process

First of all, one week before the students take the proficiency test, they will conduct a questionnaire survey on the students' Japanese self-evaluation scale to organize and save the data. After the examination results are announced, with the consent of the college, students will obtain language knowledge of Japanese language proficiency test, single reading and listening scores, and finally use spss21.0 to analyze the above questions on the data of the two scales and student scores.

III. RESULTS AND ANALYSIS

A. JLPT results overall

Judging from the scores of JLPT scores, the vocabulary (41%), grammar reading (43%) and listening (42%) scores are not different, and the vocabulary score is the lowest. This is different from the feelings of teachers and students in the teaching process. Because first of all, from the usual test and students' reaction during class, it seems that the degree of fear of listening is higher. From the results of students' self-evaluation of the above three abilities, it also can see that the self-evaluation score of listening is the lowest. Secondly, judging from the current curriculum of Japanese majors in Chinese colleges and universities, the basic Japanese lessons (the teaching content is mainly vocabulary and grammar reading) are 6-10 hours per week, while the listening lessons are 2-4 hours per week. Because vocabulary and grammar are considered to be the basis of listening, students naturally spend the most time and energy on basic knowledge. Correlation analysis results also show that the three abilities are significantly positively correlated. It can be seen that the higher the score of one of the abilities, the higher the other two abilities and the total score. Therefore, Japanese students can improve JLPT's overall performance regardless of their ability to invest time and energy in the learning process.

B. The overall situation of self-evaluation

Among the four self-assessments of vocabulary, grammar reading, listening and overall scores, students have the highest evaluation of grammar reading, reaching 3.1 points, which is above the "average" level. The self-evaluation of Japanese vocabulary, listening and overall level considers that he has not reached the "average" level, with scores of 2.7, 2.6 and 2.6 respectively, which are not much different. Judging from the actual scores of students' ability tests, the vocabulary score rate is 41%, grammar reading 43%, listening 42%, and the total score is 42%. The student's grammar reading score is indeed the highest among these items, scoring rate It is 43%, but it is not much different from the other three. The pass rate of the Japanese international proficiency test is 50%. So on the whole, students' self-evaluation of their Japanese abilities basically accords with their actual level, and their self-evaluation of grammar and reading is slightly higher. Anderson (1982) [8] pointed out that students have a negative attitude towards self-evaluation of spoken language and writing ability of foreign languages, while they have a positive attitude towards specific grammar. The Japanese International Proficiency Test currently does not test the ability of speaking and writing Japanese output. Combined with the actual ability test scores, the students' evaluation of

vocabulary, grammar reading, listening and overall is basically in line with their actual level.

C. Comparison of self-evaluation of high score and low score

According to the 27% ratio of the Japanese international proficiency test scores and total scores, they are divided into high and low groups. Based on the results, the specific number of people in the two groups is determined. As a result, the word high group score is 29 points or more, 48 people, the average score It is 34 points, the low group score is below 20 points, 48 people, the average score is 16 points; the grammar reading high score composition is 31 points or more, 43 people, the average score is 37 points, the low group score is 19 points or less, the average score is 15 points among the 41 students; the high-listening score is more than 30 points, 42 people, the average score is 36 points, the low group score is less than 19 points, 40 people, the average score is 16 points. The total score is higher than 87 points (including 87 points), a total of 47 people, with an average score of 101 points, and low score is less than 63 points, a total of 47 people, with an average score of 52 points.

The score difference between the high group and the low group is large. From the average score, language knowledge, grammar reading, and listening are all higher than the low group by more than 100%, and the total score is higher than the low group by 94%. Independent sample t test showed that students in high and low groupings had Japanese vocabulary ($t=3.376$, $p<0.05$), grammar reading ($t=4.331$, $p<0.05$), and listening ability ($t=3.814$, $p<0.05$) and the overall Japanese level ($t=6.547$, $p<0.05$) have significant differences. The self-assessment of these Japanese skills by the high group is significantly higher than that of the low group. From the average point of view, the self-assessment of vocabulary level of high group and low group is lower than the average level (<3). Judging from the high scores of JLPT, it is also the lowest score among these abilities. It can be seen that regardless of the high or low group, students can make self-evaluation of their Japanese ability in accordance with the actual level.

IV. CONCLUSION

This study explores the Japanese language self-evaluation level of Japanese majors through empirical analysis. The results of the study show that Japanese students can make appropriate self-evaluation of their Japanese levels regardless of whether they have high or low JLPT scores. Therefore, in the process of exploring multiple assessments and evaluations of students' abilities, self-evaluation can be introduced as one of the evaluation methods into the evaluation system of students' learning effects, that is, students' self-

cognition of the learning process can be improved. It is also helpful for teachers to better understand and master the actual learning situation of students, so as to achieve the same teaching.

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