

# Students' Perceptions on CLIL Based Material Development of Japanese Language for Tourism

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## ABSTRACT

The purpose of this study was to determine student perceptions of the development of Japanese language teaching materials for tourism based on Content and Language Integrated Learning (CLIL). Teaching materials are referring to questionnaire data distributed to fifty students in Marketing Management Study Program. The method used is qualitative with data collection techniques using observations, questionnaires, and interviews. The three data sources were then analyzed using triangulation techniques to determine the truth and consistency of student perceptions of the Japanese language teaching material for CLIL-based tourism. The study results revealed that the teaching materials made could improve students' Japanese speaking skills and tourism. Apart from speaking skills, three other language skills (listening, reading, and writing), knowledge of vocabulary and expressions about tourism, basic Japanese grammar used according to the theme of each chapter, and knowledge of Japanese culture also increases. This research implies that the material developed can be used in introductory tourism language courses with new themes relevant to the tourism sector. In addition, further research needs to determine the benefits of the material developed for stakeholders (tourism work world).

**Keywords:** *Content and Language Integrated Learning (CLIL), Japanese language for tourism, Japanese for Specific Purposes (JSP), JLPT N5, teaching materials development.*

## 1. INTRODUCTION

Mastery of foreign language such as English, Mandarin, or Japanese now become one of primary skills for workers employed in tourism services. Mastering foreign speech might provide satisfaction and convenience for foreign tourists during their visit to Indonesia (Juangsih, 2021). It has been a challenge for education institutions engaged in tourism field to create competent graduates especially in communicating foreign language.

As an effort to meet the needs in the world of tourism work, Japanese lecturers in Department of Marketing Management of Tourism in a state university in Bandung conducted some development on Japanese teaching materials. Previously, the teaching materials only focus on writing and reading Hiragana and Katakana. Currently, it focuses on communication skills in Japanese for tourism purposes. In addition, the development of Japanese teaching materials also includes other language skills, reading and writing; vocabulary and expressions in Japanese for tourism context; grammatical review; knowledge of

Japanese culture and answering questions of *Japanese Language Proficiency Test N5* (Juangsih, 2021).

This approach has dual focuses as its' form of instructions which are language and content (Coyle, Hood, & Marsh, 2003; Juangsih, 2021). Further, Coyle, Hood, and Marsh (2003) explained that CLIL is an exact approach to help understanding learning materials as well as cultivating second language as a tool to learn non-lingual subject where language and subject has mutual role. In relation to Japanese educational context, Okuno (2018) confirmed that teaching material development by implementing CLIL approach is not about the students learn Japanese but further about understanding content through Japanese. Thus, in developing the teaching materials, tourism contents are formulated by using Content and Language Integrated Learning (CLIL).

The use of Japanese tourism teaching materials at this basic level is a challenge for researchers. Because the material uses a variety of respectful language which is usually learned at the final elementary level to the middle level, while the students who take the course is only beginner Japanese language learners, and 70% of the

students have never studied Japanese before. Hence, this research is aimed to figure out the students' perception of learning Japanese by Content and Language Integrated Learning approach at the basic level in a state university, Bandung, West Java.

## **2. LITERATURE REVIEW**

### **2.1. Content and Language Integrated Learning**

Coyle (2002) and Okuno (2018) mentioned four factors (4C) that can be discussed in CLIL approach which are: Content, Communication, Cognition and Culture. Okuno (2018) explained that *Content* is the first comes into mind when designing courses by making content and how to understand that deeply through entire learning process and its flow. Further, Okuno suggested three things to understand in *Communication*, which are learning languages; learning language skills; and using language through learning. In capturing content students are required to figure out language structure, expressions, and vocabularies. Meanwhile, there are LOTS and HOTS in *Cognition*. Okuno (2018) explained that Low Order Thinking Skill (LOTS) such as "understanding" content from a text, "*remembering*" vocabularies, grammar, are important things in gaining foreign language skill at the basic level. Nevertheless, "analyzing" and seeking relation between finding job and globalization; "evaluating" job result accomplished to this day; are parts of High Order Thinking Skill (HOTS). Comprehending High Order Thinking Skills requires experiences of *Community* or collaboration. One of the important things in collaboration is working with partner or working on a team. It is not only about confirming others' knowledge or making same answers, but more about sharing thought with another person. That is the core of collaboration activity.

Furthermore, Dalton-Puffer and Smit (2013) elaborated the parameters used in implementing CLIL, as these followings:

- a. CLIL is about applying foreign language or lingua franca, not a second language.
- b. CLIL is commonly implemented after students gain their first language skill
- c. CLIL teachers are commonly non-native speakers of the target language, but a foreign language speaker.

Balagiu and Patesa (in Marasabessy, 2017) discuss about CLIL characteristics which are: a) foreign language as a learning tool; b) students can use their foreign language skill; c) using language regularly; d) tasks are assigned to adjust students focus and how they use new language as well as its new content. From Balagiu and Patesa's point of view, it can be investigated that

characteristics of CLIL as language instruction during learning process can be used to learn new content taught.

### **2.2. Language Teaching Materials Development**

Tomlinson (2016) stated that teaching materials is any mean that can be used to facilitate a language learning including textbooks, videos, multilevel readers, flashcards, games, websites and mobile interactions. Brown (1995) defined teaching materials as systematic description of techniques and exercises that will be applied in the classroom. That definition is wide enough to encompass lesson plan such as textbooks, audio visual aids, games, or other activities that are particularly done in a classroom. The development of teaching materials includes language and non-language aspects. The development of language teaching materials consists of four primary language skills. Meanwhile, the development of non-language teaching materials includes vocabularies, grammar, linguistics, language awareness and cultural awareness (Tomlinson, 2003).

### **2.3. Japanese Language for Tourism**

Japanese for tourism purposes is part of Japanese for services (*saabisu nihongo*). In Japanese for services, according to Okabe (2013), there are two aspects to be focused on. Firstly, Japanese for services is expressions used to convey hospitality. Okabe defined hospitality as general vocabularies commonly used at hotel, hospital, as hosts, as women staff who take a leading role in welcoming, serving, attending to the needs of their guests wholeheartedly. Japanese language for services also includes vocabularies and expressions used to deliver hospitality, manner of speaking, then thinking of perfect timing to act and use proper vocabularies. Eye contact and smile becomes non-language factor to be focused on.

Secondly, Japanese for services is where the sequence of activities and its human relations are limited. In Japanese for services, all scenes are limited around tourism sector. Then then each human relation for all scenes has been determined. On the other words, students who learn Japanese for services are those who provide services, not the ones who receive it. Tsal (2019) stated that as tourism becomes main growing point of China on 21<sup>st</sup> century and Japanese tourists are its main resource, then many vocational high schools provided Japanese courses for tourism.

Okabe (2013) stated that there are two specialties on Japanese for services which are firstly, Japanese for services is part of education for employees. Thus, there are some differences from common Japanese such as: teaching materials, evaluations, students, and subject options. Secondly, it can provide modification of language directly and efficiently. The modification to be made is in term of these following points.

### 1. Situational syllabus.

In particular Japanese texts, teaching materials are composed based on grammar difficulty level. However, in Japanese for services, it is composed based on the service situation. Regular services are considered low level of difficulty. While personal requests from guests or complains are categorized as high level of difficulty.

### 2. The development of language structure on Japanese for services.

For example, when offering drinks, there are several expressions in Japanese that can be used according to the situation at that time, such as “*Onomimono wa ikaga desuka?*”, “*Onomimono wa naniga yoroshii desuka?*”, or “*Onomimono wo goyoui shite orimasu*”. Nevertheless, for non-native speaker, and beginner in learning the language, understanding the implementation of Japanese for services can be considered as high level of difficulty. In order to facilitate the beginner level of Japanese learners to understand its language structure for services, then it is important to provide rules of the language use. For example, the difference of condition when using sentences “*Onomimono wa ikaga desuka?*” and “*Onomimono wa nani ga yoroshii desuka?*”. “*Onomimono wa ikaga desuka?*” is used for the first time when offering drinks to guests and do not know whether the guest want to drink or not. While the sentence “*Onomimono wa nani ga yoroshii desuka?*” is used to guests who at that time had ordered for dessert (which is normal if the guest needs to drink).

### 3. Guidance in distinguishing the language use and understanding the language.

In conducting conversational practices, the relationship among the actors is determined. None of the students is the recipient of the service (all act as service provider). For that reason, it is necessary to provide guidance in distinguishing the vocabulary usage or just understanding the vocabularies.

For Example:

Service provider: *Onomimono wa ikaga desuka?*

Guest: *Mizuwari wo kudasai.*

In accordance with the example above, in practicing Japanese for service, learners must be able to use the word “*onomimono*” by saying it many times. However, for the word “*mizuwari*”, the students just need to know it without being able to use it. This is different from learning Japanese in general.

### 4. Practicing listening to important points

For example:

Waiter: *Menzeihin wa ikaga desuka.*

(What about tax-free items?)

Guest: *Maaruboro wo ichi kaaton kudasai.*

(Please give me a pack of Malioboro Cigarettes)

Waiter: *Hai, kashikomarimashita.* (Very well).

*Maaruboro wo ichi kaaton. 1800 en desu.*

(One pack of Malioboro cigarettes. 1.800 yen)

Guest: *5000 en onegai shimasu.* (This is 5000 yen)

Waiter: *5000 en oazukari itashimasu.* (I received 5000 yen)

*Otsuri wa 3200 en desu.*

(Here is the change. 3200 yen)

The important points to be considered in practicing listening above information is not about the amount of change or the cigarette price. It is about what the guests want to buy and how much. In practicing listening of Japanese for services, the learners need to gain information from person providing services (*saabisu teikyousha*).

Thirdly, activity and guidance in practicing Japanese for services is by role playing and manner of speak. In role playing, the thing to note is that all players need to learn vocabularies and expressions that will be used when practicing.

### 2.4. Japanese for Specific Purposes

The term of *Japanese for Specific Purposes (JSP)* is taken from term *English for Specific Purposes (ESP)*. Otilia (2015) defined ESP as teaching and learning English as a second language for certain purposes. Furthermore, Hutchinson and Waters (1987) stated that ESP is an approach to language teaching, in which all decisions about content and methods are based on the learner’s reasons to study. Stevens (1988) supported that idea by stating that ESP is specific case from general category of specific purpose language training. The same principle applies no matter what language is being studied and taught. Adding the opinions from Stevens, Dudley-Evans and St. Jhon (1998), Otilia (2015) agreed that there are two characteristics of ESP, namely: a) ESP based on particular context; and b) ESP based on the specific needs of the learner. Furthermore, Vega and Moscoso (2019) explained that ESP often appears in research related to language teaching through meaningful and useful content. ESP is also affected by educational psychology which focuses on learner behavior. Learners have different needs and interests that have a strong influence on motivation to learn a language. English lessons designed to meet the students’ needs will enhance their motivation that make learning process run better and faster.

These ideas and discourses about ESP then inspired other languages to implement the same things, including Japanese. Iwata (2009) then adopt this ESP model and introduced *Japanese for Specific Purposes (JSP)*. He designed a learning curriculum on Japanese for tourism in University of Guam. According to him, the focus of JSP lies in specific skills in implementing Japanese. This focus is in contrast to Japanese for Academic Purposes

(JAP) which develops more general and process-oriented Japanese language.

**2.5. Japanese Language Proficiency Test (JLPT) N5**

Japanese-Language Proficiency Test (JLPT) is developed in Japan and has become the standard for Japanese language competency certification worldwide since 1984. Certification is generally required to study or work in Japan as well as Japanese institutions and companies in general. As many as 7,000 participants from all over the world took part in the first JLPT test which was held simultaneously in 15 countries on various continents. In 2019, more than 1,268,511 participants in 87 countries around the world participated for the test. Currently, JLPT is the largest Japanese language competency certification exam in the world (The Japan Foundation, n.d.).

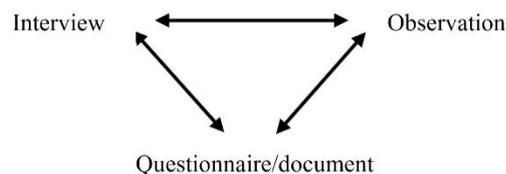
**3. METHODS**

**3.1. Research Site**

This study was conducted on Department of Marketing Management of Tourism at one of state universities in Bandung, Indonesia. In this university, the researcher is a lecturer teaching Introduction to Japanese for Tourism course. The research period was started since February 2018 to July 2018.

**3.2. Respondents of the Research**

Respondents of this study were freshman from 2017/2018 academic year on Department of Marketing Management of Tourism in a state university in Bandung, West Java, Indonesia. There are 50 students who take “Introduction of Japanese for Tourism” course. All respondents in this study had various level of Japanese language skill. There were 33 respondents who had never been learning Japanese neither at formal institution or non-formal institutions like local courses. While, 12 students of all the respondents had learned Japanese in formal schools for one to three years. The rest of 5 students had ever learned Japanese both at formal and non-formal institution.



**Figure 1** Triangulation with three data collection techniques (Sugiyono, 2016).

Hence, some of students joining Japanese for Tourism course had recognized Hiragana and Katakana, or read Hiragana and Katakana letters. Even some of the respondents were able to understand and write Hiragana and Katakana. The age range of the respondents were between 18-19 years old, and there were 10 male and 40 female students.

**3.3. Technique and Procedure of Data Collection**

Data collection techniques employed in this research were observation, questionnaire and interview. These three data sources were then analyzed by using triangulation technique to investigate the truth and consistency of students’ perceptions toward teaching materials of Japanese for Tourism course by CLIL approach, as shown in Figure 1.

Previously mentioned above, the research data were collected through observation, questionnaire result and interview. Observation conducted was participative observation activity in which the researcher actively involved to observe all students’ activities during the teaching learning process. Observation data were gained through six class meetings by using observation sheets.

Questionnaires were given to the students was close-ended question by using Likert scale with optional answers of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree. Questions given to the respondents were about topics, discussion themes, language teaching materials and non-language teaching materials (Tomlinson, 2003). Likert scale was applied to figure out students’ perceptions toward the developed teaching materials of Japanese for Tourism course. To validate the data gained from observation and questionnaire, interview was also conducted to the students as the users of new developed Japanese for Tourism teaching materials. The type of interview employed was open and unstructured interview.

**3.4. Techniques and Procedures of Data Analysis**

Analysis technique was done by examining all available data from various sources: observation, questionnaires, and interview. In carrying out data analysis, researchers referred to several stages described by Miles and Huberman (in Sugiyono, 2016), namely: data reduction, data display and conclusion drawing/verification. Data reduction activities were required to be recorded in detail and thoroughly by summarizing, sorting out the main points, and focusing on the important things regarding students’ perceptions of Japanese for Tourism teaching materials using Content and Language Integrated Learning (CLIL) approach. After data reduction, the next stage was the presentation of research data. The presentation of data from

observations and questionnaires was displayed in tabular form. Meanwhile, the presentation of data from interviews were explained in narrative form. The data from the three sources were analyzed in depth to obtain an interactive relationship between those three groups.

## **4. FINDINGS AND DISCUSSION**

This section will discuss the analysis of research data obtained from observations, questionnaires, and interviews.

### **4.1. Results of Observational Data Analysis**

Based on the comments, it is known that the Introduction to Japanese Tourism lecture was carried out with a combined lecturing technique of material that is cognitive knowledge and practical classes. This lecture was held for 150 minutes each week. The material given in the 1st week will be practiced in the 2nd week. Students do not mind this lecture method because they feel free enough to study the material in each chapter for 150 minutes. The materials included listening, speaking, reading Japanese characters, and writing hiragana and katakana characters. In addition to learning grammar and expressions, grammar and cultural knowledge were discussed. The following materials above are in line with Okuno (2018) which says that there are three things to understand in *Communication*, which are learning languages; learning language skills; and using language through learning. In capturing content students are required to figure out language structure, expressions, and vocabularies.

The Japanese Proficiency Test N5 exercise was also given at the end of the chapter. Concerning at the lectures described above, students were very enthusiastic when asked to practice role-play with their friends. Regarding to use role play exercises in learning, Okabe (2013) stated that, activity and guidance in practicing Japanese for services is by role playing and manner of speak. In role playing, the thing to note is that all players need to learn vocabularies and expressions that will be used when practicing. Based on the author's observations, the errors commonly occur in more than 50% of students were mispronunciation and intonation, wrong in pronouncing long and short words, gestures, facial expressions, or non-verbal language are less visible, even though the non-verbal language in Japanese society is an essential part at this time (Tomlinson, 2003). During the role-play, errors will immediately be reprimanded by the teacher discussed during feedback at the end of the lecture. In the feedback session, the lecturer provided comments, corrected each student's mistakes, then gave examples of correct pronunciation and intonation.

### **4.2. Results of Questionnaire Data Analysis**

As previously discussed, questionnaires were given to the students was a close-ended question using a Likert scale with optional answers of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree. Questions given to the respondents were about topics, discussion themes, language teaching materials, and non-language teaching materials (Tomlinson, 2003). Based on the questionnaire results to 50 respondents, the themes in the teaching materials developed are relevant to the tourism theme and valuable for them when working in the tourism sector. For this statement, it is known that 22 students agree (S) and 28 people answered Strongly Agree. Then the information that class activities provide opportunities for students to practice conversation using the Japanese language. The statement above is in line with the opinion of Iwata (2009) that the focus of Japanese Specific Purposes lies in specific skills in implementing Japanese. It known that students' perceptions of the statement are perfect, as evidenced by their answers, namely 13 people answered agree and 37 responded strongly agree.

Then the relationship with learning Japanese culture during the Teaching and Learning Process in the classroom, students' perceptions of this activity are perfect. This perception is evident from the questionnaire results showing that as many as 26 students agreed with the action, and the remaining 24 students answered strongly agree. Regarding students' perceptions of the development of teaching materials, 33 students answered agree, and 24 students answered strongly agree. Then they said that after learning by using Japanese tourism teaching materials, their Japanese language skills increased. Student perceptions of the statement above, as many as 31 respondents answered agree and 19 strongly agree. The relationship with the increase in motivation to learn Japanese, 42 respondents agree that the Japanese language increases by using this teaching material. The remaining eight respondents answered strongly agree with the statement. Students are very interested in studying the development of Japanese teaching materials for tourism because they learn four language skills (listening, speaking, reading, and writing) and non-language skills such as vocabulary, grammar, cultural understanding, and JLPT N5 practices. Student perceptions of this matter as many as 35 respondents answered agree and 15 responded strongly agree. Students also agreed (18 respondents) and firmly (32 respondents) that they were taught to recognize pronunciation and intonation in listening skills. Then on speaking skills, they gave an agreed answer to as many as 20 respondents and answered strongly agree as many as 30 respondents to the statement that they practiced imitating the pronunciation they heard from the audio spoken by the expert.

### 4.3. Interview Result Data

Based on the findings from interviews conducted with ten randomly selected respondents, students' perceptions of the development of Japanese learning materials based on Content and Language Integrated Learning are that they can learn the Japanese language of tourism as well as study tourism content (Coyle, 2002; Belagiu & Patesa in Marasabessy, 2017; Okuno, 2018). In addition, with regular role-play exercises, students are required to be able to practice Japanese pronunciation correctly and at the same time practice how to communicate in accordance with Japanese culture. Then, the authors got information that they wanted to get the opportunity to practice directly in the field to increase their confidence in using tourism Japanese. Therefore, the collaboration between universities and the business world is needed to facilitate student requests.

There are several things to be done regarding the results of this research. The first, regarding other tourism themes that need to add to the textbooks that developed. To obtain this data, the author will distribute questionnaires with open answers or in-depth interviews with students of the tourism marketing management program who have used this book before. Then, the author will conduct interviews with stakeholders to obtain information about fields of work that require expertise in the use of Japanese tourism. And will also find out about the urgency and applicability of developing this teaching material in the field.

## 5. CONCLUSION

Based on the findings and data analysis obtained from observation, questionnaire, and interview, the researcher finds out that the students had strongly positive perception toward the developed Japanese teaching materials for tourism context. The students were very motivated in learning topics on each chapter which are about guiding, check-in process, room facility, tourist information, souvenir galleries and restaurants. More than that, the students also enjoyed the roleplay with their partners in classroom for they practicing the available conversation on the textbooks. Cultural knowledge about Japan become additional insight for them when learning topics of conversation on each chapter.

## ACKNOWLEDGMENT

The author would like to thank all parties who contributed to this research, including the students of Marketing Management of Tourism Department who join Introduction of Japanese for Tourism course on 2017/2018 academic year.

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