Suphin Sanruang
Theodore Maria School of Arts, Assumption University

The Effectiveness of Teaching ～そうです and ～ようです in Japanese through Pictures and The Learners' Satisfaction

Abstract

The objective of this study was to examine the effectiveness of using pictures as a means of teaching Japanese as a foreign language and the learners' satisfaction of this teaching method.This research was quasi-experimental in design. Qualitative data was collected from in-depth interviews with three experts in order to create and develop instruments. The instruments were the course content for teaching そうです and ようです, a pre-test and a post-test, and a course content evaluation form to determine students' satisfaction. Quantitative data was collected from a pilot test to determine the value of reliability, difficulty (p) and the discrimination (r). The participants consisted of two groups who studied through pictures and texts. The findings showed that there was a significant difference between the mean scores of the students' pre-test and post-test from both groups (p = 0.001*), whereas the difference of the value of the mean from the pre-test and the post-test of both groups studying through pictures (M= 4.88) and texts (M= 2.25) was 2.63. The effectiveness index criteria of the group that studied through pictures was 0.52, over the 0.5 criteria, and was higher than the group that studied through texts which was at 0.24. In addition, the students' satisfaction of the group studying through pictures using the course content of そうです and ようです was at 4.75 out of 5.00 higher than that of the group studying through texts at 3.80. The use of pictures was found to help the students overcome their problems in learning. Pictures could also motivate cognitive thinking of the similar grammar structures.

Key words

pictures, teaching, effectiveness, learners' satisfaction

1. Introduction

Teaching and studying Japanese as a foreign language in the traditional classroom at an international university is quite complex for both lecturers and students. As the researcher has been teaching Japanese, a subject offered to Business Japanese students at Assumption University for 6 years, it is found that many students do not seem to understand a situation when these structures, ～そうです and ～ようですare used. Moreover, the students would have a problem conjugating the forms of ～そうです and ～ようですwhen connected with other words or sentences, and every semester the same question from many students arises, "What is difference between～そうです and ～ようですbased on what is seen?", thus the other teaching material should be employed, which should not only be easy to find, but also inexpensive. The researcher has decided to carry out a study to see whether using pictures can contribute to an effective way of teaching そうですandようです.

1.1 Research Objective

The objective of this research is to examine the effectiveness of using pictures contributing to an effective way of teaching Japanese and the learners' satisfaction of this teaching method.

1.2 Research Questions

1) Does the use of pictures contribute to the effectiveness in teaching Japanese?

2) Is there a difference in learning outcomes between the students who study ～そうです and ～ようです through pictures and through texts?

1.3 Research Hypotheses

The hypotheses of this research are as follows:

A Pair Simple T-Test

H_O = the scores of the pre-test and the post-test are not different.

H_A = the scores of the pre-test and the post-test are different.

Independent Sample T-Test

H_{O1} = the scores of using picture and text evaluation before studying are not different.

H_{A1} = the scores of using picture and text evaluation before studying are different.

H_{O2} = the scores of using picture and text evaluation after studying are not different.

H_{A2} = the scores of using picture and text evaluation after studying are different.

2. Literature Review

With reference to ～そうです, there are two meanings which are "hearsay", and "it looks like" but the differences are not only in their semantics, but also in the forms of predicates (Banno, Ohno, Sakane, Shinagawa & Tokashiki, 2003, p. 96). For ～そうです (hearsay～), this expression is used when one has heard from someone or has read from the news, and it is always used with ～によると to show the source of information to make sure of that information (Iroi, Takanashi, Nakanishi & Yamada, 2000, p. 131). According to Mina NihongoⅡ (みんなの日本語Ⅱ, 1998), it is the

expression used to convey the information you have obtained from another source without adding your opinion. Moreover, ～そうです's construction is quite similar to that of と聞いた "I heard that" (Soga & Matsumoto, 1978, p. 280). With regards to ～そうです (it looks like, seemingly), it is used to express a look of something and it leads the speaker to presuppose an occurrence and the supposition is based on such appearance of the object, person, scene, etc. Tomatsu, Miyamoto & Wakui (2007, p. 117) state that ～そうです means "it appears that", which expresses appearance seen or an impression of the speaker and cannot be appended to a noun.「いい」is changed to 「よさそう」and「ない」 to 「なさそう」(日本語文型辞典, 1998, pp. 165-166). When it comes to ～ようです (it seems that), there are many possible meanings of ～ようですsuch as comparison, and conjecture (Terada, Mikami, Yamagata & Wakuri, 2000, pp. 163-168). Also, Tanaka (1990) states that ～ようです can be used to illustrate an example or situation (p. 163). However, this research is concerned only with how the speaker's subjective conjecture is conveyed based on the information obtained through the speaker's sensory organs from what the speaker has seen or smelt (みんなの日本語Ⅱ, 1998, p. 135).

Therefore, in order to make the students understand the appropriate way of using the forms of ～そうですand ～ようです, the method of teaching is truly important. Only using the "text" to explain is not enough to explain the deeper meaning of the said forms; thus, visual aids as "pictures" should be applied. In order to make the acquisition of language more meaningful for students, visual aids should be integrated in the language classroom and a picture is one type of visual aids that can convey messages to students directly as "a picture is worth a thousand words" (Ryan, 2017). Frey and Fisher (2008, p. 1) state that Burger (2006, p. 681) refers to human language concerning first sight and recognition before reading and writing. This means that seeing comes before understanding words. Furthermore, Kluth (2008, p. 169) states that students with disabilities often struggle with a traditional lecture, so the students would appreciate studying in the classroom where the use of visuals such as picture books can support their learning. A visual is a tool that can be used to promote effective learning and teaching, and therefore should be applied to use in the classroom. In addition, Rokni & Karimi (2013) did an experiment which compared visual learning with the tradition method of the Iranian students who learned vocabulary. The result revealed that visual instruction using the Oxford photo dictionary, some flash cards and the real objects could help to improve the students learning to remember the vocabulary. Carter (2008, p. 48) states that mixing words and images is a great way to foster comprehension and memory skills. Also, Wright (1989, p. 3) indicates the criteria for choosing pictures as easy to prepare, easy to organize, interesting, meaningful and authentic and having sufficient amount of language. In order to be effective and to increase students' interest,

pictures should be used in teaching and learning because pictures can translate various aspects of meaning and can motivate students to study as well. In history, human beings used pictographs to record important events in their daily life. A pictograph entails people in the ancient time drawing images or pictures in the caves for communicative purposes (Margulies & Valenza, 2005). A research study by Ariningsih (2010) entitled, "The Effectiveness of Using Picture Series to Improve the Students' Writing Skill Viewed from Their Learning Motivation" also reflects the importance of pictures in learning. The findings from this research suggest that using pictures is more effective in teaching writing skill. In addition, Phillips (2016) conducted a study entitled, "The Effects of Visual Vocabulary Strategies on Vocabulary Knowledge" and found that it was very effective to use visuals with adult learners and the study explored the effectiveness of pictures alongside words to teach a foreign language. In addition, the study found that students who used semantic maps had significant improvements on words taught and suggested using these visual strategies. Rowe, Silverman, & Mullan (2013) also used pictures and gestures to teach words to 72 children. Their study was conducted at a university-affiliated preschool in the Atlantic region of the United Stated and found that pictures and gestures could be used as nonverbal support. This means that studying words through pictures and words through gestures yield better results that studying words alone.

It can be concluded that the use of pictures is one effective technique to improve students' writing skill and studying vocabulary. Furthermore, students would have higher motivation to study. Likewise, the use of pictures can help students to learn grammar as well. However, there are many strategies in second language learning to explore teaching. Four ways the teacher should be aware of include "problem solving, seeing what happens by trying the opposite or adapting random teaching behaviors, seeing what is by contrasting what we do with what we think or do and considering what we do and clarifying our feeling" (Richards, 1999, p. 13). From these points, the researcher was made to think of how to solve problems and what should be done because in class there are foreigner students from many countries where English is not their mother tongue and Thai students as well. Still, they have to study Japanese through English, and finding a way to familiarize students with learning is another way of teaching where the use of pictures comes into play.

3. Methodology

This study is quasi-experimental research. Both qualitative and quantitative methods were applied to achieve the research objectives. The ADDIE model (Gagne, Wager, Golas, & Keller, 2005) was adopted, divided into analysis, design, development, implementation and evaluation.

The analysis comprised the review of literature on～そうですand ～ようです, the course content, the test design and the analytical

tools. The design covered the course content, the assessment (pre-test and post-test) and the course content evaluation form.

The course content for teaching and learning ～そうです and ～ようです consisted of the course objectives and the course content itself. The objectives were for learners to be able to consider using the forms and to be able to know the nuance meaning of ～そうですand ～ようですand use them in appropriate situations when connected with the other word or sentence. The similar course content was provided in two forms. One was only in the texts, and the other one was in the texts used with pictures to explain the Japanese grammar of ～そうですand ～ようです via 39 PowerPoint slides. The content covered in this research was based on lessons 43 and 47 in Minna no Nihongo Ⅱ.

For assessment, it consisted of using a pre-test and a post-test. The tests consisted of 15 items. The questions were in the form of multiple choices and the questions both in the pre-test and the post-test were the same. The objectives of using the tests were to evaluate if the students were able to 1) conjugate the word form appropriately based on different positions in the non-final positioned and the final positioned sentences and 2) consider using ～そうですand ～ようですappropriately in the specific context. The content validity of the tests was checked by three experts through the IOC (Index of Item Objective Congruence). The pilot test was initially administered with 38 students who finished Japanese Ⅲ in the first semester of 2017 to determine the difficulty (p), and discrimination (r) according to Chung Teh Fan's 27 percent technique and reliability check based on KR-20 (Kuder Richardson).

The course content evaluation form was made into two sets. One was for the students who studied through texts only. The other one was for the students who studied through texts and pictures. Both of the forms were an open-ended questionnaire to investigate the students' opinions, suggestions and satisfaction. The researcher consulted three content experts in order to revise and develop the questionnaire. A five-point Likert scale was used to best measure the effectiveness of the course content.

The development started from the first draft of the course content that was made and proved by three content experts and content revision was then made and developed based on the experts' comments and suggestions. This qualitative aspect involves an in-depth interview with the three experts.

In the implementation phase, there were two sample groups. The first experiment was with the first group who studied through pictures and texts conducted in class in week 7 in the second semester of the year 2017, and the study period was about one hour. The second experiment was with the second group who studied through texts via the PowerPoint slides, which were the same in content as the first group, conducted in class in week 6 in the first semester of the year 2018. The study period was one and a half hours. The students were asked to do the pre-test. Then,

the researcher taught the students using the designed course content for teaching ～そうです and ～ようですand the students had to do the post-test afterwards. Finally, the students were asked to complete the course content evaluation form to explore their opinions and satisfaction.

The evaluation phase was conducted to find out the effectiveness of learning using a t-test by comparing the pre-test and post-test scores. The Effectiveness Index Criteria (E.I.) was also undertaken by calculating the students' scores after learning via teaching and learning of the course content of ～そうですand ～ようです. Then, the course content evaluation form was used to evaluate the students under study.

3.1 Sampling

Two groups of participants were the students majoring in Business Japanese who were studying Japanese at Assumption University. The first group represented 42 students from all two sections available of Japanese III (JA2702) in the second semester of the year 2017 who studied the content through the pictures and texts. The second group consisted of 36 students from all two sections available of Japanese III (JA2702) in the first semester of the year 2018 who studied the content through the texts. Another group of participants was three experts who have been teaching Japanese language using Minna no Nihongo (みんなの日本語). The three experts were included mainly to validate the research design and the research instruments.

3.2 Data Collection

The qualitative data was gathered from the suggestions and comments from three content experts using in-depth interviews whereas the quantitative data was obtained from student assessment (pre-test & post-test) to prove the effectiveness and the effectiveness index criteria (E.I) of the course content in teaching and learning ～そうですand ～ようですwith a paired samples t-test and independent sample t-test. Statistical measurements, including the means and the percentile were determined using SPSS (Standard Statistical Packages for Social Sciences). Furthermore, the quality of the assessment was measured according to the difficulty (p), the discrimination (r), and the reliability of the test based on Kuder Richardson's criteria.

4. Results

The results of the pilot test, the pre-test and the post-test, the effectiveness index criteria and the course content evaluation form will be presented hereafter.

4.1 Pilot –Test (IOC, Reliability, Discrimination and Difficulty)

The pilot test was checked by three experts for the validity of the content. The qualitative method using the in-depth interview was employed to elicit comments on 25 items in the pre-test and post-test and it was found that 18 items were appropriate, and 7 items needed to be deleted. After that the three experts completed

the IOC (Index of Item objective Congruence) form and the results revealed that all 18 items rated with "1" were effective, which means that the pre-test and post-test met the objectives set. The pre-test and post-test with 18 items was then used in the pilot test in order to check the reliability, difficulty (p), and discrimination (r). The pilot test was held in the Japanese Intermediate (JA3701) class in the first semester of 2017. There were thirty eight students who completed the pilot test and the results showed that the value of reliability of the pilot test was 0.662, which is acceptable. The values of discrimination of the question numbers 2, 5, and 6 were 0.1, meaning 'poor'. The value of difficulty (p) of the question number 5 equaled 0.87, with the number 6 at 0.89, and the number 8 at 0.82, which are over the criteria, meaning they were too easy (Thieanthong, 2005, pp. 213, 223, L.Saaiyot and A.Saaiyot 1995, pp. 199-218). Thus, question numbers 5, 6, 8 were deleted, but for question number 2 even though the value of discrimination was poor, this question was one part of the conversation in the pre-test and the post-test related to question number 3, so it was revised and kept. Therefore, the remaining questions in the pre-test and post-test were of 15 items.

4.2 Results of the Effectiveness of "The Course Content of～そうです and ～ようです"

The researcher had two groups of the students do the pre-test. After that the students studied the designed course content of ～そうですand ～ようです. They did the post-test, and the results are as follows;

4.2.1 A Pair Sample T-Test

The pre-test and post-test scores between the group studying through the pictures (1st group) and the group studying through the texts (2nd group) are compared.

Table 1 shows that the results from two groups show that there was a statistically significant difference between the pre-test and the post-test as shown from the p< 0.01 level. Anyway, the values of the mean between the pre-test and the post-test of first group was different by 4.88 compared to those of the second group which was different by 2.25. This shows that the group who studied through pictures was better in terms of performance than the group who studied through texts as the progress of a second language learner can be measured by means of the test (Rutherford, 1995).

Table 1: A Pair Sample T-Test between 1st Group and 2nd Group

Sampling Unit		N	Mean	S.D	t	Sig.
1st group (Pictures)	Pre-Test	42	5.60	2.846	13.705	0.000*
	Post-Test	42	10.48	1.864		
2st group (Texts)	Pre-Test	36	5.86	2.706	4.072	0.000*
	Post-Test	36	8.11	3.395		

*p<0.01

4.2.2 Independent Sample T-Test

The results of both first group and second group were in the same way as the results from a pair simple t-test. There was a statistically significant difference. Anyway, the value of mean for the first group equaled 10.48 higher than that of the second group equaling 8.11. It shows that the students who studied through the pictures were better in their performance than the students who studied through the texts only. In order to know the effectiveness of learning through the pictures, the value of E.I was verified.

4.2.3 Results of the Effectiveness Index Criteria

Table 3 presents the total marks of pre-test and post-test of the course content of ～そうです and ～ようです with the effective Index Criteria. The value E.I of the first group was 0.52, above the criteria of 0.50 (Kitrakarn & Phatthiyathanee, 2002). In contrast, the E.I value of the second group was 0.24, meaning the effectiveness of studying through the texts is under the criteria. Even though there was a statistically significant difference between the pre-test and the

Table 2: Independent Sample T-Test between 1st Group and 2nd Group

Sampling Unit		N	Mean	S.D	t	Sig.
Pre-Test	1st group (Pictures)	42	5.60	2.846	0.421	0.675
	2nd group (Texts)	36	5.86	2.706		
Pre-Test	1st group (Pictures)	42	10.48	1.864	3.725	0.000
	2nd group (Texts)	36	8.11	3.395		

$$\text{E. I.} = \frac{\text{Total marks of total students after studying - Total marks of total students before studying}}{\text{(Number of students x Full marks) - Total scores of total students before studying}}$$

(Vate-U-Lan, 2011)

Table 3: The Comparison of the Results of E.I between the 1st Group and 2nd Group

Topic	1st group (Pictures)	2nd group (Texts)
Total marks of total students before studying (pre-test)	235	211
Total marks of total students after studying (post-test)	440	292
Full marks	15	15
Number of Students	42	36
The Effectiveness Index Criteria (E.I.)	0.52	0.24

post-test scores of both groups, the value of E.I of the first group was higher than that of the second group and it is possible that employing pictures as a teaching material could develop the effectiveness of learning and teaching.

4.3 The Course Content Evaluation Form

The course content evaluation form was used to ask the students' opinions and satisfaction about using pictures as the teaching material to explain ～そうです and ～ようです. The results are as follows:

4.3.1 The Couse Content through the Pictures

From the results of the questionnaire, the value of the average of all items evaluated was higher than 4.5, meaning that the students were satisfied with the course content of ～そうです and ～ようです. Interestingly, one student suggested that there be a need to review more by herself. The course content evaluation form below is the result of the satisfaction from the students who studied through the text only and is shown as the following;

4.3.2 The Couse Content through the Texts

The average score of the questionnaire item less than 3.5 is only "Only using the texts made me understand the content and the grammar clearly", which means that the students' satisfaction is average. One student commented that only the course content through the text was good because the content was easy to follow and understand. In this case, it could be the case the course content through pictures and texts were the same. Furthermore, four students commented that they needed more teaching materials as pictures to explain and give more examples of sentences.

5. Discussion

The pictures that should be used to explain grammar points should be not similar to the pictures used to teach general vocabulary. There are many research studies that use pictures to teach vocabulary or words in studying a second language, but this research used pictures to

Table 4: Satisfaction of the Students Studying through the Pictures

No.	Evaluation items	Average	Result
1.	The pictures match with the content.	4.71	The most satisfied
2.	The way to present the pictures is appropriate.	4.74	The most satisfied
3.	The order in which the pictures are presented is appropriate.	4.74	The most satisfied
4.	The pictures made me understand the content and the grammar more clearly than the text.	4.74	The most satisfied
5.	The pictures enhance my memorization of the content.	4.71	The most satisfied
6.	I am satisfied with the use of pictures as the teaching material.	4.88	The most satisfied
	Total Average	4.75	The most satisfied

Table 5: Satisfaction of the Students Studying through the Texts

No.	Evaluation items	Average	Result
1	The way to present the content through the texts is appropriate.	4.2	Very satisfied
2	The order in which the texts are presented is appropriate.	3.9	Very satisfied
3	Only using the texts made me understand the content and the grammar clearly.	3.3	Neutral
4	The texts enhance my memorization of the content.	3.8	Very satisfied
5	I am satisfied with the use of texts as the teaching material.	4	Very satisfied
	Total Average	3.8	Very satisfied

explain the nuance of the grammatical forms of ～そうです and ～ようです and it is found that the point which should be considered is as follows:

5.1 Cautions with Using Pictures

Wright (1989) states that pictures contribute to interest and motivation, a sense of context of the language and a specific reference point or stimulus. The challenge is that the picture that is chosen to teach a grammar point may not convey the intended meaning. Thus, the lecturer should be careful in selecting a picture to match with the taught grammar point as in the picture below as used in the experiment. Figure 1 shows that "Mr.Tanaka is angry" and it cannot be used to explain that "Mr. Tanaka looks like he is angry" because ～そうですcannot be used with the things that can be understood objectively at a glance (Tomatsu et al, 2007). Therefore, it should be reminded that the pictures should cohere with the grammar in a sentence as well. However, the teacher can use it to explain another point as to why the students cannot make the sentence with this grammar ～そうです as in Figure 1, making the students understand better as Richard (1974) (as cited in Lightbown & Spada, 2013, p. 42) states that the error can be explained better in terms of learners' developing knowledge. Sometimes it is hard to find pictures that match or are parallel with the forms that the lecturer wants to teach. However, pictures still have an advantage as it can convey the nuance meaning in many dimensions. Furthermore, encouraging the student to have imagination is desirable. Halwani (2017) also remarks that visual aids are so important for second language acquisition and multimedia can help students overcome their obstacles they face in learning. The other obstacle is that one picture may not represent the meaning of all grammar points needed to teach. Sometimes the teacher has to use two or three pictures and can even design one story to match with sentences and grammar points to explain in class.

Figure 1: The Use of Pictures and Grammar

Source: www.google.co.th/search?hl=en&biw=1366&bih=662&tbm=isch&sa=1&ei=qaSZW4aRH837-Qa64J6gAg&q=イラスト+無料

5.2 The Way to Present the Content

Normally, the teacher teaches the students through texts using the PowerPoint slides. First, the teacher explains the grammar, gives the students examples, has them do exercises and finishes the class. In this study's experiment which emphasized the process, after explaining the forms of grammar, the researcher let the students see pictures, but did not explain anything from the pictures. Rather, the researcher asked them what they thought about the shown pictures and which grammatical forms of ～そうです and ～ようですcould be used to explain. The students thought and tried to apply the grammar that they studied to make a sentence. When they made a mistake, the researcher explained to them at that point. If they had no idea about making a sentence, the researcher guided them how to think. Using pictures to run class makes the students talk and show what they understand or do not understand from their study. The grammar point that always makes many students confused is using ～そうです and ～ようです which is based on what is seen. The teacher can select two situations through pictures based on what is seen between ～そうですand ～ようです as in the pictures below. Then, he or she can ask the students and let them think which grammar point should be used in each case.

Figure 2: Comparing Situations with Two Pictures

Source: https://fish-shu.com/crosscubtrip-summer1/, and https://ganref.jp/m/tekutaku/portfolios/photo_detail/5132b11935a950bcce00baf715c5b572

From the course content evaluation form, the items "The way to present the pictures is appropriate." and "The order in which the pictures are presented is appropriate." had the same value at 4.74, which means the students were most satisfied. For the second group, who studied through the texts, "The way to present the content through the texts is appropriate" was rated at 4.2, meaning "very satisfying" and "The order in which the texts are presented is appropriate." had the score of 3.9, meaning "very satisfying" as well. From students' comments, studying through the texts was hard to understand.

5.3 Pre-Test and Post-Test

When analyzing the post-test results focusing on the percentage of correct answers between the two groups, the percentage of correct answers in the first group was highly greater than that in the second group especially for the question numbers 3 and 15 except for the question number 9 where the percentage of correct answers in the second group was higher. It is to be noted that the question number 3 "あれ、何か音がしますね。ねずみがいるようですね", and the question number 15 "変な匂いがしますね 。なにか燃えているようです"are concerned with sensory organs through sound and smell which are relevant to the course contents using pictures as displayed in figure 3.

Figure 3: Smell

Source: Atachi, Umeda, Kameda, Saito N., Saito Y., & Tsuruta (2004)

Buzan (2000, p. 74) states that "the more you apply your imagination to memory, the better your memory will be". Thus, it is possible that some students who studied the course contents through pictures could understand such questions immediately. Wright (1989) states that pictures help students understand various aspects of foreign languages and pictures have motivated students as well. In the same way, Gafur (2011) argues that the benefits of the picture are numerous from translating abstract ideas to more realistic forms to being usable in different kinds of academic levels. Pictures are also easily perceived by students and can help save lecture time. Therefore, the time used in the experiment for the first group was less than that of the second group by thirty minutes. The results from the questionnaire show that on average studying through pictures made the students understand the content clearly was 4.74. On the other hand, studying through texts got the average mean of 3.30. The average mean score from the item, "The pictures enhance my memorization of the content" was 4.71 while studying through texts received the score of 3.80. Therefore, the teaching material as using pictures signals its effectiveness higher than expectation. About the question number 9 which continues from the question number 8, it is based on a conversation between a doctor and a patient. As the patient coughs, the doctor asks the patient, "口を開けて、のどを見せてください。あかいですね。**かぜのよう**です". The students who studied through texts got higher marks than those who studied through pictures probably because 14 students from the picture group could not remember grammar and how to conjugate the words, so they chose "A: かぜそうです". In order to let students remember the form of grammar, the teacher has to help students review. Buzan (2000, p. 67) states that "the person who does not review is continually

wasting the effort he does put in to any learning task, and putting himself at the serious disadvantage".

5.4 More Practice by Students Themselves

According to the course evaluation form asking about students' satisfaction with the course content, there is a need for more practice through LMS (Learning Management System). There are four sets of cognitive strategies which are practicing, receiving and sending the messages, analyzing and reasoning, and creating structure for input and output, and practicing is among the most important cognitive strategies (Oxford, 1990). Hence, the teacher should provide a way for the student to practice or learn after class by themselves. Nowadays, IT (Information Technology) is fast developing and pervading in every aspect of our life, so it is inevitable to use multimedia to run the class. Thus, the use of multimedia should be considered. Woodall (2010) describes eLearning as "the use of technology to design, deliver, select, administer, support and extend learning". Nowadays, teaching and learning is not like the former "teacher-centered learning" where the teacher used only a blackboard to explain to the students, but now teaching and learning is more "student-centered" and Information and Communication Technology or ICT becomes an important part of teaching and learning. In the Ministry of Education website, Pornsima (2016) argues that Thai teachers with the 3.0 characteristic must know how to use and apply digital learning sources more effectively for teaching and learning. With an increasing popularity of internet learning and teaching, however, a lot of Thai Japanese teachers in schools still lack knowledge in using digital materials in teaching (Kaewkitsadang & Srisattarai, 2012). In order to develop teaching and learning to be more effective, first, the teacher should be trained to use multimedia for teaching. Second, the teacher should provide a way for the students to review or learn by themselves, so the teacher should be trained to use and apply LMS as well.

6. Conclusion

As the students in Business Japanese at Assumption University of Thailand have had problems using ～そうです and ～ようです, the researcher is eager to find a way to teach more effectively. Therefore, teaching ～そうです and ～ようです in Japanese through pictures was expected to be used as the material for the lecturer and studying. The quasi-experimental research of ～そうです and ～ようです in Japanese through pictures' objective is to examine the effectiveness of the use of pictures contributing to an effective way of teaching and the learners' satisfaction. The participants are divided into two groups of Japanese Ⅲ students at Assumption University of Thailand. The first group is 42 students from Japanese Ⅲ in the second semester of 2017 who studied through the pictures, and the second group is 36 students from Japanese Ⅲ in the first semester of 2018 who studied through texts. A pair simple t-test and an independent sample t-test are used to check the effectiveness of the course content ～

そうです and ～ようです, and the Effectiveness Index Criteria. Based on the results of this study, the research questions can then be answered. It is found that the use of pictures contributes to a better way of teaching because the results from both the pair simple t-test and the independent sample t-test show that the value of mean between the pre-test and post-test of the group who studied through pictures is 4.88, whereas the mean value of the group who studied through texts equals 2.25. The value of E.I (The Effectiveness Index Criteria) also indicates significant differences between the two groups. It can be said that there is a difference in performance between the students who studied ～そうです and ～ようです through pictures and the students who studied them through texts. In conclusion, pictures can be a good resource as the teaching material and are easy to prepare, and thus can make teaching and learning more effective.

เอกสารอ้างอิง (References)

[1] Ariningsih, D. (2010). The effectiveness of using picture series to improve the students' writing skill viewed from their Learning motivation (An experimental study in the seventh grade of SMPN 1 Tanjunganom Nganjuk in the academic year 2008/2009). Sebelas Maret University, Retrieved from file:///C:/Users/Administrator/Downloads/Dwi%20Ariningsih%20Pdf.pdf

[2] Atachi, A., Umeda, Y., Kameda, H., Saito, N., Saito, Y., & Suguru, T. (2004). 絵で導入・絵で練習. Japan: Bonjinsha.

[3] Banno, E., Ohno, Y., Sakane, Y., Shinagawa, C., & Tokashiki, K. (2003). An Integrated Course in Elementary Japanese Genki. Tokyo: The Japan Times.

[4] Buzan, T. (2000). Use your head. London: BBC Worldwide Limited.

[5] Carter, J. B. (2008). Comics, the canon and the classroom. In N. Frey & D. Fisher (Eds.), Teaching visual literacy: Using comic books, graphic novels, anime, cartoons, and more develop comprehension and thinking skills (pp. 47-60). Thousand Oaks, CA: Corwin Press.

[6] Frey, N., & Fisher, D. (2008). In Teaching visual literacy: Using comic books, graphic novels, anime, cartoons, and more develop comprehension and thinking skills (p. 1). Thousand Oaks, CA: Corwin Press.

[7] Gafur, Y. A. (2011). The advantage of using pictures. Retrieved from http://2teachnarrative.blogspot.com/2011/04/advantage-of-using-pictures-in-teaching.html

[8] Gagne, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). Principal of instructional Design. United States of America: Thomson Learning Academic Resource Center.

[9] Halwani, N. (2017). Visual aids and multimedia in second language acquisition. English Language Teaching, 10(6), 53-59. http://doi.org/10.5539/elt.v10n6p53

[10] Iroi, I., Takanashi, S., Nakanishi, K., & Yamada, T. (2000). 初級を教える人のための日本語文法ハンドブック. Tokyo: Suriieenettowaaku.

[11] Kaewkitsadang, P., & Srisattarat, S. (2012). A study of the problems of Japanese language education in Thai high schools. Japanese Studies Journal Special Issue: Regional Cooperation for Sustainable Future in Asia, 29, 110-117.

[12] Kitrakarn, P., & Phatthiyathanee, S. (2002). Effectiveness Index: E.I. Journal of Measurement of Education Mahasarakham University, 7(1), 31-36.

[13] Kulth, P. (2008). "It was always the pictures": Creating visual literacy supports for the students with disabilities. In N. Frey & D. Fisher (Eds.), Teaching visual literacy: Using comic books, graphic novels, anime, cartoons, and more develop comprehension and thinking skills (pp. 169-188). Thousand Oaks, CA: Corwin Press.

[14] Lightbown, M. P. & Spada, N. (2013). How language are learned. Oxford: Oxford University Press.

[15] Margulies, N., & Valenza, C. (2005). Visual Thinking Tools for Mapping Your Ideas. United State of America: Crown House Publishing Company LLC.

[16] Oxford, R., L. (1990). Language learning strategies: what every teacher should know. Boston: The University of Alabama.

[17] Phillips, M. (2016). "The Effects of Visual Vocabulary Strategies on Vocabulary Knowledge", Theses, Dissertations and Capstone. Paper 987. Retrieved from http://mds.marshall.edu/cgi/viewcontent.cgi?article=1992&context=etd

[18] Pornsrima, D. (2016). Thai Teacher 4.0. Retrieved from http://www.moe.go.th/moe/th/news/detail.php?NewsID=46603&Key=news_research

[19] Richards, J., C. (1999). Language teaching awareness. United State of America: Cambridge University Press.

[20] Rokni, S. J. A., & Karimi, N. (2013). Visual Instruction: An advantage or a disadvantage? What about it effect on EFL learners' vocabulary learning. Asian Journal of social Sciences & Humanities, 2(4), 236-243. http://www.ajssh.leena-luna.co.jp/AJSSHPDFs/Vol.2(4)/AJSSH2013(2.4-23).pdf

[21] Rowe Meredith L., Silverman Rebecca D., & Mullan Bridget E. (2013). The role of pictures and gestures as nonverbal aids in preschoolers' word learning in a novel language. Contemporary Educational Psychology 38, 109-117.

[22] Rutherford, W., E. (1995). Second language grammar: learning and teaching. New York: Longman

[23] Ryan. (2017). 7 Simple visual aids you've gotta use in your ESL classroom. Retrieved from http://www.fluentu.com/english/educator/blog/esl-visual-aids/

[24] Saaiyot, L., & Saaiyot, A. (1995). Technical of Educational Research (Vol. 5). Bangkok: Suviriyasarn.

[25] Soga, M., & Matsumoto, N. (1978). Foundations of Japanese Language. Tokyo: Thaishukan Publishing Co., Ltd.

[26] Tanaka, T. (1990). Guidance on Japanese Grammar. Tokyo: Kindaibungeisha.

[27] Terada, K., Mikami, K., Yamagata, M., & Wakuri, M. (2000). 日本語の教え方ABC. Japan: Aruku.

[28] Tomomatsu, E., Miyamoto, J., & Wakuri, M. (2008). どんな時どう使う日本語表現文型辞典. Japan: Aruku.

[29] Thienthong, M. (2005). Design and Computer Courseware Development. http://home.dsd.go.th/kamphaengphet/km/information/WBI/index.htm

[30] Vate-U-Lan, P. (2011). An augmented reality book in English for elementary school students under Bangkok metropolitan administration.

[31] Woodall, D. (2010). Getting Started with e-Learning. Eight Question to consider. Retrieved from http://www.skillsoft.com/infocenter/whitepapers/documents/getting_started_with_elearning.pdf.

[32] Wright, A. (1989). Pictures for language learning. Cambridge: Cambridge University Press.

[33] みんなの日本語II. (1998). Tokyo: 3A Corporation.

[34] 日本語教師と学習者のための文型辞典. (1998). Tokyo: Kurosio Publishers.

หน่วยงานผู้แต่ง: คณะศิลปศาสตร์ มหาวิทยาลัยอัสสัมชัญ

Affiliation: Theodore Maria School of Arts, Assumption University

Corresponding email: suphins@gmail.com