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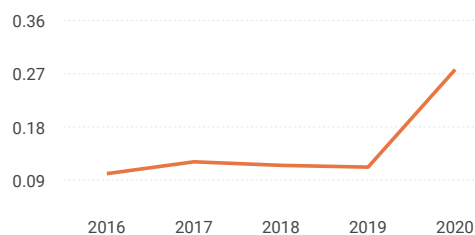
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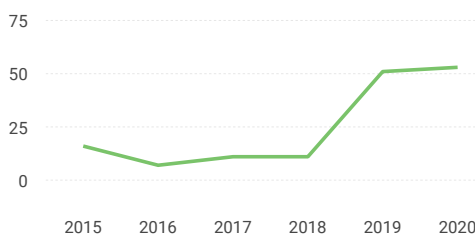
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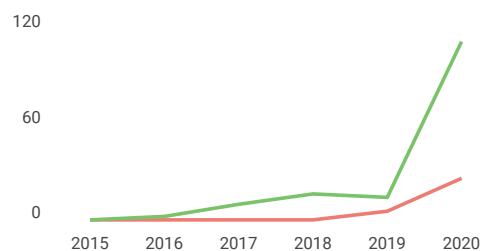


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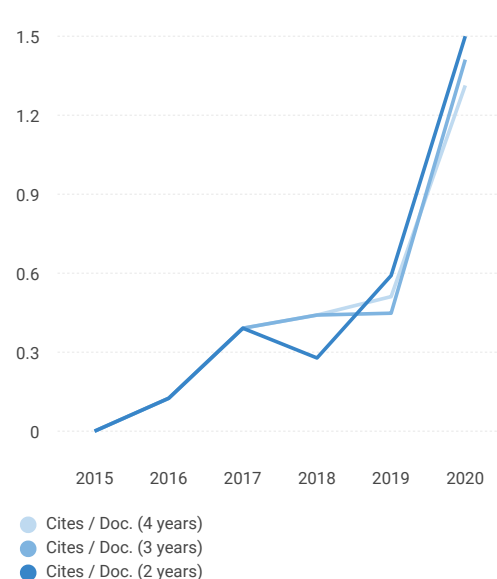


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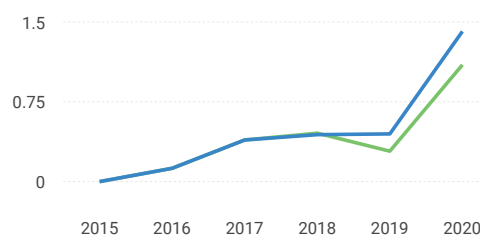


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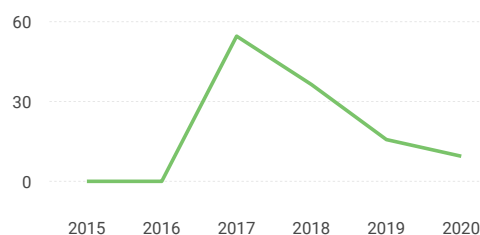


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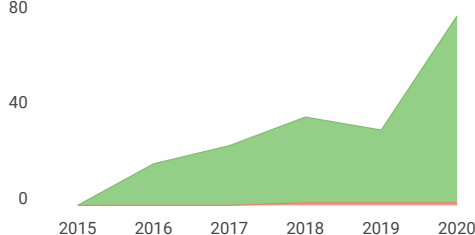


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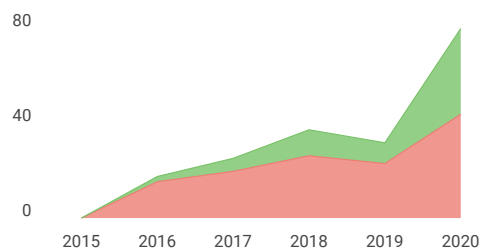
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THE DEVELOPMENT OF JAPANESE LANGUAGE STUDY IN THAILAND

Jintarat Sangsiri, Phetchabun Rajabhat University

ABSTRACT

This article aims to study the development of Japanese language education in Thailand from the past to the present, which is divided into 3 periods as follows; (1) Pre-World War II. (2) During the Second World War. And (3) the post-World War II period to the present. Therefore, this article is a study of various documents related to teaching Japanese in Thailand and presents an overview of horizontal events.

The results showed that Japanese language education in Thailand has three stages of development and continuity. That is, (1) in the pre-World War II period, Japanese language education was the result of cultural propagation policies to various countries, including Thailand. This phase of the study includes funding for Thai students, the establishment of the Japanese Cultural Council to spread culture, traditions and teaching the Japanese language. (2) During World War II, Japan entered World War II, by going to war with the United States with Thailand as an ally. Therefore, the study of the Japanese language is possible because of the close relationship between Thailand and Japan in terms of culture. And (3) from the post-World War II to the present, when Japan recovered from the damage in World War II, there was rapid economic growth and trade, so the demand for Japanese-speaking workers was high. More important. In this era, Japanese language education has progressed and expanded until the opening of teaching the Japanese language. From the tertiary level down to the secondary level.

Keywords: Development, Japanese Language, Thailand

INTRODUCTION

Today it is recognized that Japan is one of the most important countries in the world in terms of economy. Thailand has been in contact and relationship with Japan since the Ayutthaya period. Currently, Thailand has economic relations with Japan in terms of international trade and tourism, the Japanese Chamber of Commerce in Thailand. According to the BOI and Tourism Organization of Thailand, more than 1 million Japanese tourists visit Thailand each year. The labor market, therefore, needs more and more people with knowledge of the Japanese language to prepare for investment and economic growth that requires Japanese. In addition, it can be seen that Japan plays an important role in the economic development of Thailand, such as the policy of supporting trade between Thailand and Japan. The investment of Japanese companies in Thailand is very valuable and the demand for Thai workers in Japanese industries (Jonpeng, 2010).

Moreover, Japanese multinational companies rely on personnel who have the ability to communicate in Japanese in terms of operations with Japanese investors such as executives, managers, heads of departments who are directly Japanese in order to understand and transfer the transfer. Complete the task successfully. They may also need personnel with an understanding of Japanese culture to achieve business objectives. Therefore, personnel who are proficient in the use of Japanese to communicate are essential (Juntawongsri, Whattananarong, Soprasong & Boonthima, 2020). This is because when large investments are made by Japanese companies, it is necessary to employ workers to run the business. This is one of the reasons why so many people are interested in studying Japanese to gain a practical understanding of the practice (Fukushima, Numtong & Na Ranong, 2013).

In the case of Thailand, a 2015 survey by the Japan Foundation (Japan Foundation) found; There are 465 Japanese language learning institutions in Thailand, and there are 129,616

Japanese language learners. The reason for the increase in Japanese language learners is because the Japanese language is more necessary for work. It also explored the motivation for learning Japanese among Thai people in Bangkok. According to the survey, it was found that the number one motivating reason for Thai learners to learn Japanese is that Japanese is the need for work (Japan Foundation, 2015; Maneephong, 2013). It was also found that in Thailand the number of Japanese language learners increased by about 35 percent. The following are the reasons for wanting to learn Japanese (Daily News, 2013): 85.49% want to increase their chances of finding a job or for the benefit of work. Followed by percentage 84.66 Wants to follow information about the subject of interest, such as information about celebrities, singers, actors, cartoons, songs, dramas, movies, games, etc. Next, 82.16% are interested in studying because their parents or close people want to study.

However, over the past few years, Japanese arts and culture have become increasingly involved in Thai society such as Japanese food, Japanese music, Japanese dramas, Japanese cartoons. These are all absorbed into the daily life of Thai people unknowingly, thus making students and the general public. Increased interest in studying Japanese. In Thailand, the popularity of learning Japanese as a foreign language is widespread; not only at the tertiary level but also at the secondary level more schools are offering the Japanese language (Thongnork, 2009). Therefore, it is estimated that since the Japan Foundation promotes training High school Japanese teachers exponentially increase the number of Japanese language learners. At present, it is estimated that at least 35,000 Japanese language learners in various educational institutions throughout Thailand (Methapisit, 2004).

Objective and Methodology

This article aims to study the development of Japanese language education in Thailand since when, why, and how it has continued. This study is a documentary study and is presented in chronological order and is a horizontal view, which is divided into three periods:

- (1) Before World War II
- (2) During World War II
- (3) The period after World War II to the present.

RESULTS

The results of this study were divided into three sequences as follows:

Studying Japanese in Thailand before World War II

Japanese language education in Thailand from past to present is the result of relations between Thailand and Japan. According to historical evidence and facts, Thailand and Japan have been linked for more than 600 years, since the Sukhothai period (Ishii Yoneo & Yoshikawa Toshihar, 1999). The relationship between the two parties continued until the end of the Ayutthaya period in 1767.

The relations between Thailand and Japan during the period officially began after 1887 when the signing of "the Declaration on Royal Amity and Trade between Siam and Japan" (Asawai, 2001; Tonsiengsom, 1977; Chanthakhon, 1976).

Thus, the relationship between Japan and Thailand began again in 1887. However, "The Declaration of Amity and Commerce between Japan and Siam in 1887 signed by Somdej Krom Phraya Devawong Waropakarn, Chancellor of the Ministry of Foreign Affairs at that time. The essence of this treaty is that the two countries have diplomatic exchanges with each other, promoting commerce and navigation. Therefore, in 1887, Thailand and Japan appointed the Ambassador to Japan and Mr. Ikanagi Manjiro as the Japanese Ambassador to Thailand

(Kopatta, 1996). Which, in addition to directly affecting the economic relations between the two countries. The vows also affected cultural ties.

Cultural ties between the two countries were strengthened when the Siam Society or Thai-Japanese Association was established in Tokyo in 1927 which this association is responsible for "Strengthening relations between the two countries, cultural exchange, industrial cooperation, which will bring happiness and prosperity to both countries". However, when comparing its cultural role with western countries such as France, England, and the United States, Yet, Japan's role is still very sparse as Westerners have been spreading their culture long before that. At least since the reign of King Rama III such as the establishment of printing houses, hospitals, schools. In this regard, the elites in Thai society have adopted and inherited such influences (Ratchatapattanakul, 2002).

Until after the ruling change in 1932, the new elite of Thailand played an important role in strengthening cultural ties between Thailand and Japan. It can be said that about a decade between 1932 and the end of World War II was the time when Japan took the most active role in Thailand's internal activities ever in the history of the relationship between the two countries. This may be due to the trend of Thai foreign policy from 1933 onwards. Also, in line with the role of the Japanese Ambassador to Thailand is Mr. Yatabe Yasukichi of Japan, who took office from 1928-1936, intending to pull Thailand out of European powers especially England, then add the role of Japan in its place. The Yatabe ambassador's stance was also associated with a change in Japan's foreign policy in the 1927s (Ratchatapattanakul, 2002).

As mentioned above, after the change of government, some Thai elites appreciated Japan's success in developing itself economically and militarily into a new superpower in Asia. Apart from the military elite, this trend is also seen in the number of Thai students who go to Japan to study.

According to a survey conducted by the Japanese Embassy in Thailand in 1934, 16 Thai students were studying in Japan, second only to Thai students in the UK with 53 (more than half of them are scholarship students), and in the same number as those who are studying in America. The attractiveness of this self is that all students are privately funded students. Thai students from Japan argue that due to the economic downturn, they choose to study in Japan, which is considered a country with modern technology almost on par with the West, which costs less than studying to many western countries. This makes Japan a new choice for Thai elites to seek knowledge.

Studying in Japan is not only personal. According to the Yatabe ambassador to Japan's foreign ministry in 1934, Jindamanee's article in the Democracy newspaper suggested that the Thai government send students and civil servants to study in Japan thereby reducing the cost. State spending a lot. This article has influenced the decision of the Japanese Ministry of Foreign Affairs to provide more assistance to Thai students, hoping that Thai students, most of them descendants of the elite, will greatly contribute to increasing Japan's influence in Thai society climb. Later in December 1935, the Ministry of Foreign Affairs of Japan established the International Student Office for foreign students from various Asian countries. More than half of all Thai students are in charge of this agency (Kopatta, 1996).

In addition, during this period of a closer relationship between Thailand and Japan, an association related to Thailand was established in Japan, which played an important role in promoting cultural relations between countries. Come to many associations together. For example, the Siam Society of Tokyo, which was established in 1928. Then by playing a role in strengthening cultural relations with Thailand and disseminating the story of Thailand in Japanese society. But the association's activities began to emerge in earnest in 1939 with the release of the Association's journals. In addition, a Japanese-Thai Cultural Education Institute was established in Bangkok in 1937, which has the main activities of teaching Japanese. Including organizations such as the Thai-Japanese Association of Nagoya and the Thai-Japanese Association of Kobe established in 1936, which play a role in providing scholarships to Thai students, who are important members of Most of these associations are businessmen who have businesses in Thailand (Ratchatapattanakul, 2002).

As for the movement in establishing scholarships for Thai students in Japan. It can be said that this is the result of the efforts of the Yatabe Ambassador who submitted a report to the Ministry of Foreign Affairs of Japan in late 1934 to propose to establish scholarships for Thai students to study in Japan.

However, the Ministry of Foreign Affairs did not respond to the proposal. Ambassador Yatabe, therefore, asked for cooperation with the Nagoya Chamber of Commerce, beginning with the establishment of the Japan Siam Association in 1935, which is an association intended to assist students. Thailand especially. The first activity to do was to award 3 scholarships to Thai students. It appears that when the Ministry of Education announces its applications, there are a total of 339 applicants, which is a very high number compared to only three scholarships. According to the results of the entrance examination, 3 students who passed and arrived in Japan in February 1936 are: Mr. Sanae Sarasrai, Mr. Chamnong Phahunrat & Mr. Uthai Songkhram (Ratchatapattanakul, 2002).

In 1935, Japan established the International Student Office (Kokusaigakuyukai). For the scholarships of this International Student's Office awarded to Thai students for the first time in 1937, all 4 scholarships, all 4 of these students are privately funded students studying in Japan already. For example, Thanakorn Worawan, who has been studying since 1933, received a scholarship in 1937. Lek Menaruchi, a medical student who came to Japan in 1933, and the next generation received 4 more scholarships in 1939.

In addition to short-term and long-term scholarships, there are also scholarships for Thai students studying Japanese. Mr. Okazaki Tadao, an important businessman and member of the Japanese Thai Association of Kobe, established this scholarship to provide money for students who are studying Japanese and have good grades to travel to Japan, which was organized as an annual project starting in 1938 for the first time. Selected students from a foreign language school, 5 Japanese majors, and students from a Japanese language school. When I was located at Si Kak Phraya Sri 5 people, this field trip scholarship is one of the incentives for Thai students who are interested in learning Japanese (Ratchatapattanakul, 2002).

In laying out the cultural structure of the Ministry of Foreign Affairs towards Thailand in the beginning, emphasis was placed on the activities of disseminating the Japanese language and Japanese culture. The Cultural Department assigned this task to Mr. Mitsunomiya Ichitada, who is overseeing the Japanese Language Program in America, to supervise the establishment. He came to Thailand with two other Japanese officers, who arrived in Bangkok on July 10, 1938. At this visit, Mr. Mitsunomiya commented on the dissemination of Japanese culture in Thailand that the dissemination of Japanese culture should be more focused on popularity than by providing information on Japanese culture with Japan in simple Thai language.

After Mr. Mitsunomiya returned to Japan on September 10, he wrote a report "Exploring cultural activities between Thailand and Japan". As reported on November 1, this report is 61 pages long, stating the goals of cultural operations in Thailand. "To lay the foundation of cultural enrichment, to establish an organization in Bangkok that disseminates information about Japan and teach Japanese, establish a Japanese Center, and put measures in place for cultural activities in Siam" (Ratchatapattanakul, 2002). As part of the implementation to achieve these objectives, financial support was received from the Ministry of Foreign Affairs of the Japan-Siam Association and donations from the Japanese Embassy in Bangkok. After that, a special committee was set up for such preparations, which consisted of staff from the Japanese embassy. Phraya Sarit Banchong, President of the Japan-Thai Association, President of the Japanese Association in Bangkok, who planned the work in the first phase for Japanese language schools to receive a private school license from the Ministry of Education before moving the association's office of Japan and Thailand go to the same place as a cultural school.

The activities of this cultural school can be divided into five categories; teaching the Japanese language, disseminating information about Japan, opening a Japanese library, advising on studying in Japan, and so on. After that, personnel will be assigned to work in the cultural facility that is about to be established by teaching the Thai language in advance. For example, in the case of Mr. Hoshida Shinko, he began learning Thai at the beginning of 1938 and was sent to

Bangkok in July of the same year for the establishment of the Institute of Japan-Thai Culture. However, an official inauguration ceremony was held on December 22, 1938, with offices on Na Phra Lan Road, including the Office of the Japan Siam Association and the Japanese Language School into one place.

For teaching Japanese, before the opening of The Bangkok Japanese Language School, the goal was to teach the Japanese language with a focus on the general public which is different from language teaching in western countries that focus on high-level languages with difficult content, divided into 3 courses: (1) General course Classes are held Monday-Friday, 2 hours a day, with sessions from 4:00 PM to 6:00 PM and 7:00 PM to 9:00 PM. The duration of the course is 3 years, accepting 100 students, divided into 4 classrooms. (2) Special courses This course is open to students who are preparing to study in Japan. The course is open every day, 4 hours a day, from 4:00 PM to 7:00 PM. The course is one year when the qualification is equal to the general course. (3) Intensive course Study 4-5 hours a week, focusing on Japanese conversation (Ratchatapattanakul, 2002).

In addition to effective teaching and learning, the school has an award system for students with good grades, which is a scholarship to study in Japan for students who complete a course with good grades. It will focus on scholarships for higher vocational education or internship students. Field trip scholarships for students who are currently studying and achieving good grades, awards. In addition, a study in all courses is free of charge at all.

From the general course hours above, it can be seen that the course is focused on conversation, with first-year students taking 6 hours of conversational lessons per week, which is more than half of the total 10 hours per week of the course. After that, it is reduced to 4 and 3 hours in Year 2 and 3 respectively. In addition, the intensive course mainly teaches conversation. It could be said that school Japanese language instruction is more practical, in line with the vocational scholarship or internship system that requires conversational skills rather than literacy. Therefore, it can be said that in terms of teaching Japanese, the Ministry of Foreign Affairs of Japan focuses mainly on the production of Thai personnel to support the expansion of Japanese business in Thailand.

This approach also seems to respond in part to the needs of Thai society itself. As can be seen from the number of students, when it first opened the Na Phra Lan School could accept about 158 students, but the number of applicants reached 318. Among the applicants were civil servants, students, soldiers, merchants, students, monks, etc. And in that academic year, a total of 592 applicants were enrolled out of four semesters. However, the number of students completing the course is only half the number due to the large number of students taking breaks between semesters. Therefore, by the end of the first academic year of the school's opening, a total of 288 students had graduated. However, in the number of students who stopped studying in the middle of the semester Partly due to traveling to study in Japan, which has a total of 24 people.

The establishment of Bangkok Japanese Language School, in addition to the difficulty of the Japanese language for Thai students who received scholarships to study in Japan, this action was supported by the Japanese government in response to Japan's foreign policy of Disseminate Japanese culture. Because besides teaching languages, this school also conducts dissemination of knowledge of Japanese culture (Theerawongseeree, 1981). In the same year, the Japan-Thai Association, the Japanese Association in Thailand, and the Siam Society collaborated to disseminate culture and organize various activities to promote good relations between each other and disseminate Japanese knowledge and culture, such as the establishment of Yamada Nagamasa's court at a Japanese village in Ayutthaya province, for example. In addition, in 1942 there was also an exchange agreement between Thai and Japanese students between Mr. Yasukichi. Yatabe, former Japanese ambassador to Thailand as president of the Kokusai Gakuyu Kai Association, an association established in 1935 with the support of the Ministry of Foreign Affairs To provide assistance services, provide accommodation, educational institutions, teach Japanese, and facilitate foreign students in Japan with the Engineering Tribunal who is the Permanent Secretary of the Ministry of Education. However, with the outbreak of World War II,

the association was transferred to the Ministry of Asian Affairs, which was operated by the military and had 246 Thai students traveling to Japan during this period (Kopatta, 1996).

In summary, the development of Japanese language education in Thailand during the pre-World War II period was due to cultural propagation policy towards Thailand. by the Japanese government in the pre-World War II period, the model in which the Japanese government operates is; providing scholarships to Thai students to study in Japan along with the establishment of a Japanese cultural establishment. Its purpose is to spread Japanese culture and Japanese language teaching, which will lay the foundation for close and close cultural relations between Thailand and Japan during World War II.

Studying Japanese during World War II

On December 8, 1941, Japan declared war on the United States and Britain, along with sending troops to invade Thailand and offer cooperation from the Thai government. The Thai government agreed to allow the Japanese to march through Thailand. But there is a condition to respect the sovereignty and dignity of Thailand. The Thai government, with Field Marshal Plaek Phibunsongkhram as Prime Minister, has agreed to the will of Japan. Subsequently, the Thai government implemented a policy of being in alliance with Japan and cooperating with Japan in politics, military, economy, and culture until the end of the war.

This is because Thailand and Japan have a desire to deepen the friendship between the two countries. The Thai and Japanese governments, therefore, sought to promote mutual cultural understanding by negotiating a cultural agreement called “Cultural Agreement between Thailand and Japan”. Which has been signed at the Ministry of Foreign Affairs of Japan, Tokyo on October 28, 1942, with Mr. Direk Chainam, Thai Ambassador to Japan was authorized to sign and Mr. Masayuki Tani, Minister of Foreign Affairs of Japan was the signatory. The essence is that the two governments will support each other culturally by setting up cultural sites in the countries of the Parties, advertising on radio broadcasting, exchanging students, books, textbooks, films, and promoting language teaching between each other, etc. As for the Japanese, they tried to spread their culture into Thailand by establishing a Japanese cultural establishment in Bangkok at the beginning of 1943. Its purpose is to participate in cultural affairs between Thailand and Japan, to facilitate more effective contact and cooperation, and to advance this cultural establishment. In March 1943, Japan's Ministry of Oriental Affairs gave a grant of 640,000 yen to this Japanese cultural establishment.

In terms of cultural cooperation between Thailand and Japan, there was an exchange program for Thai and Japanese students, first started in 1942. After the Cultural Agreement was signed, Thai students received a cultural scholarship to study in Japan. As for Japan, they have sent their students to study Thai culture such as studying the Thai language at Chulalongkorn University. At the same time, the Japanese Cultural Institute in Bangkok Opened to teach Japanese in 1944, with about 500 students (Plaengsorn, 1997).

As for language teaching, the Japanese side would like to teach the Japanese language widely in Thailand. Therefore, ask for the cooperation of the Thai government in this matter and offer assistance that if Thailand has any problem with teachers, the Japanese government is ready to provide teachers. However, Field Marshal Plaek Phibulsongkhram replied, “Japanese language has been taught in Thailand for a long time and is currently teaching in cadet schools and universities, but the Thai language itself is already difficult, and wasteful. in education, and to teach Japanese, which is more difficult than Thai, is even more difficult.” (Sukkasem, 1979)

As for the reason behind the urge for Japan to urge the Thais to arrange Japanese language education, it is because Japan plans to use Japanese as a medium of communication between the countries that participated in the Joint Embassies Greater Asia Burapha. That is to say, in addition to using the method of creating youth leaders and building a culture of Greater East Asia, the Japanese government also sees that the use of English as a medium of communication between Asians is a barrier to building. Wong Phaiboon's cultural significance is extremely important. Therefore, the policy of using Japanese as the lingua franca for the band has been

started since June 1939. This approach has been implemented in Taiwan, China, and Korea, which fall under Japanese rule. In the case of Thailand, Mr. Hiroshita Fuko, an officer in charge of the Thai-Japanese Cultural Academy, commented that the association between Thais and Japanese still uses western languages and methods, that is using English for communication, including how to shake hands and dance, and “A fundamental cultural problem in building the Greater East Asia Joint Circle is that we have to teach Japanese that is easy to learn” (Ratchatapattanakul, 2002).

After Japan occupied the territories of Southeast Asia, it began to formalize the policy of propagating the Japanese language. Starting from March 19, 1942, the relevant departments held a meeting on the dissemination of Japanese abroad and laid out a basic guideline by creating the Japanese language fast learning textbook for distribution to people in the southern regions. In the Thai section, articles on teaching Japanese will be posted in the Thai-Japanese Association's “Photo Japan” book and photo news newspaper. Later, in August 1942, the Japanese Army and Navy ordered the Ministry of Education to prepare textbooks, set courses and train personnel to be sent as Japanese language teachers in various territories in the Philippines, Malay, Singapore, Indonesia, and Burma, having begun sending trained teachers to the Philippines in January 1943.

For Vietnam and Thailand, which have different statuses from other Southeast Asian countries, Japan has agreed with the Vietnamese government to use Japanese as a compulsory subject. As for the Thai government, it was mentioned that the Paiboon language was first published in April 1942, which the Minister of Education Colonel Prayoon Pamonmontri has informed the Prime Minister that Japan is now starting to teach Japanese in the territories of the countries it seized, by sending teachers from Japan to teach in large numbers and has modified the curriculum to stop using its Original text books and text books. At that time, in France's Indochina, Japan had already agreed to declare Japanese as a compulsory subject, and Thailand had begun to be approached by Japan as well. In addition, the Japanese embassy has also established a cultural department staff in Thailand. Based on the situation, the Ministry of Education predicts that the Japanese side may come to negotiate Japanese language instruction in schools, as well as send in large numbers of Japanese teachers. The government, therefore, had a meeting to improve the teaching of the Japanese language in Thai schools first to control such management by preparing a Japanese language learning plan as follows (Ratchatapattanakul, 2002).

1. University level: should start from the night department and should start immediately at the beginning of this year to create a Japanese teacher who is Thai for teaching in a general school or other so that there is no need to send Japanese teachers. To take part in the day department should wait for it to open in Triam Udom School.
2. Pre-university level: Secondary education should begin at the high school level as an elective course for 3 hours per week in which to choose one of the languages: Japanese, German, Italian, French.
3. Vocational Education Level: Wat Bophitphimuk Secondary School, should offer Japanese language courses in this era and should set up a curriculum and arrange teaching to a great extent so that graduates can be interpreters and work which is required. If you can speak Japanese, you should use a Japanese teacher.

To prevent the Japanese government from sending Japanese language teachers into Thailand, the government has mobilized Japanese language personnel by conducting a survey on the list of teachers at public schools who know Japanese, when it is necessary to call these teachers to teach. In government schools. Including asking the Division of Public Schools to survey the many schools that offer Japanese language teaching including translating all textbooks in foreign languages into the Thai language. This should be to defend against the assertion that Thailand still uses textbooks of enemy nations and uses Japanese textbooks instead.

In addition to preparing to teach the Japanese to prevent Japanese officials from interfering, the Prime Minister's Office has issued a statement. "Regulations for joining the association and admission" on April 22, 1942, which has the theme of studying foreign languages Civil servants who wish to study foreign languages in official educational institutions

of Chulalongkorn University, and Thammasat University can do so but must obtain prior approval. For private educational establishments that do not teach only their nationalities, permission must be obtained from the agency first. This is to control civil servants from turning to study foreign languages, and especially Japanese, which will be subject to special scrutiny (Ratchatapattanakul, 2002).

Whereas the Department of Advertising has made a report on the Japanese language school of the Japanese-Thai Cultural Education Institute, presented to the Cabinet on December 5, 1942. According to the report, 219 students were studying Japanese at a language school on Na Phra Lan Road and 91 students at Wat Kaew Fa Lang Japanese Language School. In total, students were studying Japanese at the end of 1942. Approximately 310 people, which reflects the popularity of learning Japanese that is still there with the number of students still large. However, after 1941. The school collects a tuition fee of 6 baht from all students.

The highlight of this language school is that it provides jobs after graduation with separate jobs for male students. If voluntarily, the school will send to be an interpreter stationed in the Japanese army at various locations for a monthly salary of 100 baht. For female students, they will be sent as employees in Japanese department stores with a monthly salary of 50-80 baht. In which during the war, civil servants and clerks in the lower class received a salary, 20-30 baht per month. In addition, educational expansion projects were also planned by establishing similar language schools in regions such as Chiang Mai, Nakhon Ratchasima, and Songkhla including opening Japanese language courses at Thai educational institutions such as Chulalongkorn University.

In addition, Field Marshal Plaek Phibunsongkhram has also ordered to provide additional details about students of Japanese language schools specifying their names, addresses, occupations, and educational purposes, especially students who are in the military which aims to survey to “consider how to learn a foreign language to avoid harm to the nation”. According to the report, most of the students stated the purpose of studying Japanese for the benefit of their careers as much as possible, followed by reasons for studying in Japan, which the Japanese themselves knew well. Therefore, to make these students interested in Japanese culture, they try to include cultural content. For students who are government officials. Field Marshal Por. pays special attention to that, it appears that the total number of students is from the Ministry of Foreign Affairs 1 person, Ministry of Finance 5 people, Ministry of Agriculture 5 people, Ministry of Interior 3 people, Ministry of Commerce 4 people, Ministry of Transport 2 people, Ministry of Public Health 3 People, Ministry of Education 5 people, Bureau of the Royal Household 2 people, and Prime Minister's Office 4 people, a total of 34 people, and students from the Army 4 people and the Navy 10 people (Ratchatapattanakul, 2002).

Therefore, the management of Japanese language education in Thailand began to clearly teach Japanese during World War II, with the Japanese government taking on various roles. That is to say, in 1934, Japan established the Japanese Language Institute named Kokusaibunkashinkookai, and later this institution evolved into the present Japan Foundation. Initially, the provision of Japanese language education in Thailand arose from the needs and efforts of the Japanese side, the department officially started teaching Japanese in 1935 at Wat Bophit Phimuk School, by a Thai teacher, MR Naksatra Ladawan. Then in 1938, the Japanese side opened the first Japanese language school in Thailand at Tha Chang, Bangkok, under the Japanese-Thai Cultural Institute, taught by a Japanese teacher named Tsuso Byoto. And when there is a lot of interest in studying, the branch has been expanded to Nares Road, the teacher is a Japanese language master named Shinobu Suzuki who is the author of the Nihongo Shoho textbook. Later in 1942, Chulalongkorn University's Preparatory School began teaching Japanese, taught by Phraya Thepprida (Jamroen Sawasdichuto). Later, Chulalongkorn University opened a Japanese language course by taking over from students studying at Triam Udom Suksa School. but only taught for 1 year, had to stop teaching because of lack of teachers. Since the teacher who taught was ordered to the Thai embassy in Japan during 1934-1945 due to political and economic influences, during that time the Japanese language was very popular. Later, its popularity declined when Japan lost World War 2, Japanese teachers who taught were

sent back to Japan, so the Japanese language began to stagnate, but after World War 2, Thai teachers who taught Japanese were invited to study Japanese in Japan (Chirasombutti, 2007).

In short, the development of Japanese language education during the Second World War (1941-1945) continued. And Japan is eager to spread its language and culture to the fullest to harmonize cultural ties with Thailand as a fighting ally in the Asia-Pacific War. However, it should be noted that Japanese language education in Thailand during World War II was due to the political and economic influence that resulted from entering Japan for the sake of war. Therefore, when Japan lost World War II, the study of the Japanese language had to decline.

Studying Japanese in the Post-World War II Period to the Present

Since 1951, Japan's economy has recovered, and Japanese language education in Thailand has started again in earnest. Until 1965, the Faculty of Arts, Thammasat University With the support of Japan's Ministry of Foreign Affairs, the Japanese language was first taught as an undergraduate course. Later, in 1966, the Faculty of Arts, Chulalongkorn University opened a second school. And in 1969, the Japan Information Service, an organization of the Japanese government, supported by the Embassy and the Japan foundation, has offered Japanese language lessons as a service and disseminates Japanese to the general public (Juntawongsri, et al., 2020). However, From the Japan Foundation's information on the status of Japanese language education in Thailand, it is possible to summarize the important events related to teaching Japanese in Thailand as shown in Table 1.

Table 1 HISTORY OF TEACHING THE JAPANESE LANGUAGE IN THAILAND	
Year	Institutions that offer Japanese language classes and milestones
1947	Kasetsart University offers Japanese as a major.
1965	Silpakorn University offers Japanese language courses.
1966	Burapha University offers Japanese language courses.
1971	University of the Thai Chamber of Commerce offers Japanese as a major.
1976	Naresuan University offers Japanese language courses.
1977	Chiang Mai University offers Japanese as a major.
1980	King Mongkut's Institute of Technology Ladkrabang offers Japanese language courses.
	Assumption University offers Japanese language courses.
1982	Naresuan University offers Japanese as a major.
	Prince of Songkla University (Pattani Campus) offers Japanese language courses.
1983	Kasetsart University offers Japanese as a major.
	Silpakorn University offers Japanese language courses.
1984	Burapha University offers Japanese language courses.
1986	University of the Thai Chamber of Commerce offers Japanese as a major.
1987	Naresuan University offers Japanese language courses.
	Chiang Mai University offers Japanese as a major.
1988	King Mongkut's Institute of Technology Ladkrabang offers Japanese language courses.
	Assumption University offers Japanese language courses.
1989	Rangsit University offers Japanese language courses.
1991	Established the Japan Foundation, Bangkok
1995	Naresuan University offers Japanese as a major.
1996	Prince of Songkla University (Pattani Campus) offers Japanese language courses.
	major
1997	Silpakorn University offers Japanese language courses.
	King Mongkut's Institute of Technology Ladkrabang offers Japanese language courses.
	major
	Thammasat University offers a master's degree program in Japanese Studies.
1998	Choose to take the Japanese language course in the university entrance examination.
	Rangsit University offers Japanese as a major.
1999	Chulalongkorn University offers a Master's degree program in Japanese Language and Literature.
	Srinakharinwirot University offers Japanese as a major.

2002	Established the Japanese Language Teachers Association of Thailand (JTAT).
2003	Khon Kaen University Faculty of Education offers Japanese language teaching courses.
2004	Produce textbooks for high school students
2005	Burapha University Faculty of Education offers Japanese language teaching courses.
2009	Established the Japanese Language and Culture Teachers Association of Thailand (JTAT).

Source: Neancharoensuk, (2011)

From Table 1, showing important events related to Japanese language education in Thailand, after World War II above, it can be seen that Japanese language education in Thailand has a long history of more than 60 years. It was initially found that Japanese was taught in schools, later expanded to higher education institutions both public and private. Although Japanese language education in Thailand will begin to be taught in schools first. However, there has not been a large increase in the number of Japanese language schools compared to the number of institutions that offer Japanese language courses in higher education. It can be seen that the number of teaching institutions in higher education is increasing at a higher ratio.

Teaching Japanese at the higher education level, started in November 1965 at Thammasat University. The next semester, he started teaching at Chulalongkorn University, but initially did not teach Japanese as a major. Teaching Japanese as a major in higher education started in 1971 at Chulalongkorn University first, later Thammasat University, Kasetsart University. In 1986, the University of the Thai Chamber of Commerce started teaching Japanese as a major, respectively.

Sitasuwan (1992) described teaching Japanese as a major in higher education at that time that learners had to complete four academic years, and must have earned at least 52 credits (the number of credits may Varies by the institution), upon graduation, students will have enough Japanese language proficiency to read, write and converse in daily life.

In terms of the number of learners and the number of Japanese language institutes in Thailand. A survey in 1979 by Mr. Onishi Haruhiko found that there were 10,651 Japanese language learners in a total of 29 educational institutions. In 1989, the Japan News Agency conducted another survey and found that over 10 years, the number of learners tripled to 29,480, and the number of teaching institutions increased to 137 (Sitasuwan, 1992).

In 2004, the Japanese language was taught at 35 universities, 23 public universities, 12 private universities (Excluding Rajabhat Institutes and Rajamangala Institutes) (The Japan Foundation, Bangkok, 2015). Most of them teach Japanese as a service course or general elective course, only 12 are taught as a major or minor at the bachelor's level, and only 2 have been teaching Japanese since 1989, and have raised the degree is a minor to students of tourism and hotel programs. It aims to provide students with the ability to use a foreign language as a second language to help strengthen their careers in tourism and hospitality. As a result, graduating students can find jobs easily and get good jobs with the advantage of knowing Japanese. In addition, Japanese as a general service course is also popular with many students interested in enrolling. It is one example of the importance of Japanese as a second foreign language well.

It can be seen that the early Japanese language education was concentrated in Bangkok. Subsequently, it began to expand to the provinces. In the region, Chiang Mai University was the first higher education institution to start teaching Japanese, which began in 1974. Later in the year 1985, Prince of Songkla University, Khon Kaen University, Naresuan University have opened Japanese language courses respectively, it can be seen that teaching Japanese as a major in higher education in the region started in the northern region before the other region.

Another important expansion of Japanese language education is the expansion from teaching Japanese at the university level to the secondary level. Such expansion has resulted in an increase in the number of Japanese language learners in Thailand. And in 1998, Japanese came to play a role as a foreign language used for university entrance examinations in Thailand as well.

To date, there are about 400 Japanese language-teaching institutes in Thailand, of which about 200 are high-school schools, 16 are teaching Japanese as a major in higher education. It can produce approximately 400 graduates with Japanese language proficiency per year (Jongsutjarittam, Skulkru & Sadyapongse, 2004).

As for Rajabhat University Currently, there are 38 Rajabhat Universities across the country, originally 41, however, Kalasin Rajabhat University and Nakhon Phanom Rajabhat University have taken control with other institutions, formerly Kalasin University, Nakhon Phanom University, and Suan Dusit University which were renamed from Suan Dusit Rajabhat University. A survey of the Japan Foundation in October 2010 found that 13 Rajabhat Universities offer Japanese as a major. However, 3 places have closed the Japanese language course. Uttaradit Rajabhat University, Bansomdetchaopraya Rajabhat University, Nakhon Si Thammarat Rajabhat University due to lack of readiness for teachers, full-time course instructors, and instructors in charge of the curriculum. Therefore, the remaining 10 places are teaching Japanese as major and 4 minors, 18 free electives, The details mentioned above are summarized in Table 2.

Table 2 SHOWS THE NUMBER OF RAJABHAT UNIVERSITIES NATIONWIDE THAT OFFER JAPANESE AS A MAJOR, MINOR, AND FREE ELECTIVE COURSE.				
No.	Institute	Major	Minor	Free electives
1	Chiang Rai Rajabhat University	✓	✓	✓
2	Chiang Mai Rajabhat University	✓	-	-
3	Uttaradit Rajabhat University	-	-	✓
4	Phibunsongkhram Rajabhat University	✓	✓	✓
5	Udon Thani Rajabhat University	-	-	✓
6	Nakhon Ratchasima Rajabhat University	✓	-	✓
7	Rajabhat Maha Sarakham University	-	-	✓
8	Sisaket Rajabhat University	✓	-	✓
9	Ubon Ratchathani Rajabhat University	-	-	✓
10	Thepsatri Rajabhat University	✓	✓	✓
11	Ayutthaya Rajabhat University	✓	-	✓
12	Rajabhat Rajanagarindra University	✓	-	✓
13	Chandrakasem Rajabhat University	✓	-	✓
14	Suan Sunandha Rajabhat University	✓	✓	✓
15	Bansomdetchaopraya Rajabhat University	-	-	✓
16	Kanchanaburi Rajabhat University	-	-	✓
17	Songkhla Rajabhat University	-	-	✓
18	Phuket Rajabhat University	-	-	✓
19	Phetchabun Rajabhat University	-	-	✓

Source: Juntawongsri, Whattananarong, Soprasong & Boonthima (2020).

From the above information, it can be seen that the current Japanese language teaching in Thailand has made great progress, whether it is the number of learners, the number of teachers, or institutions that offer Japanese language lessons. In addition, the Association of Japanese Language and Culture Teachers of Thailand was established in 2009.

Conclusion and Recommendation

Teaching Japanese in Thailand began before World War II, initially, teaching Japanese was aimed at making friends with Thailand, which encourages Thai people to study in Japan so that they can become supporters of Japan in the future.

Japanese language education in Thailand began to be taught systematically in the mid-1960s and has now evolved over 40 years. Starting from the higher education levels such as Thammasat University and Chulalongkorn University, which offer Japanese language courses from the basic level as electives and minors. After about 10 years, that is, around the mid-1970s, Chulalongkorn University changed the course to major. Then, into the 1980s, the Ministry of

Education included Japanese as an elective course at the high school level. And later, around the mid-1980s, Rajabhat University began to offer Japanese as an elective and minor course.

It can be seen that Japanese language education in Thailand has continued to develop. However, it is important to study Japanese at a basic level. This is because it is the time when the foundation of Japanese language education is laid and it is the level that all learners have to go through to reach a higher level. If students have a good foundation, they will be able to continue their studies at higher levels smoothly and eventually successfully.

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