

**EXPLORING THE POSSIBILITY OF AUTONOMOUS
LEARNING IN JAPANESE LANGUAGE EDUCATION
-WITH SPECIFIC REFERENCE TO STRATEGY TRAINING-**

A thesis

SUBMITTED TO

TILAK MAHARASHTRA VIDYAPEETH PUNE

For the Degree of Doctor of Philosophy (Ph.D.)

in Japanese

Under the Board of Arts and Fine Arts



Submitted by

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Under the guidance of

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Department of Japanese

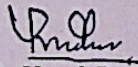
March 2019

CERTIFICATE

This is to certify that the thesis entitled “**Exploring the Possibility of Autonomous Learning in Japanese Language Education- with Specific Reference to Strategy Training**” which is being submitted herewith for the award of the degree of Vidyavachaspati (Ph.D.) in **Japanese** of Tilak Maharashtra Vidyapeeth, Pune is the result of original research work completed by Mrs. Manasi Mandar Shirgurkar under my supervision and guidance. To the best of my knowledge and belief, the work incorporated in this thesis has not formed the basis of the award of any Degree or similar title of this or any other university or examining body upon her.

Place: Pune

Date: 10.3.19



Research Guide: Dr. Umesh Pradhan

CERTIFICATE

This is to certify that the thesis entitled “**Exploring the Possibility of Autonomous Learning in Japanese Language Education- with Specific Reference to Strategy Training**” which is being submitted herewith for the award of the degree of Vidyavachaspati (Ph.D.) in **Japanese** of Tilak Maharashtra Vidyapeeth, Pune is the result of original research work completed by Mrs. Manasi Mandar Shirgurkar under my supervision and guidance. To the best of my knowledge and belief, the work incorporated in this thesis has not formed the basis of the award of any Degree or similar title of this or any other university or examining body upon her.

Place: Tokyo, Japan

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Research Co-guide: Dr. Yoshiko Kubota

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Mrs. Manasi Mandar Shirgurkar

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Chapter I Introduction

1.1 Introduction

The foreign language education in India today comprises many languages. Though there have been changes in the trends, at present, the most popular choice in India seems to be **German and French**, followed by **Spanish, Japanese and Chinese**. The era of Indo-Russian friendship also saw a significant rise in Russian language learners in India. However, it had a downfall after the USSR fell apart. Today, many schools in India offer French as a language option right from eighth or ninth standard, followed by German. Other languages, including Japanese, are learnt as an optional either at the collegiate level or later, out of personal interest and professional needs. Historically, Indo-Japan relations have been very unique. Buddhism travelled to Japan via China and Korea. Along with the religion, many cultural aspects were passed on to and reflected in Japanese culture and society. From a linguistic perspective, Indian Buddhist monk Bodhisena, is known for founding Kegon Buddhism in Japan as well as teaching Sanskrit. Sanskrit is said to have influenced the 47 characters in the Japanese script and also the arrangement of the Japanese syllabary.

1.2 Japanese language education in India

The first Japanese language course in India was established in 1954 by the Ministry of Defence through their affiliated language school. Visva-Bharati (Santiniketan) was the first university to begin a Japanese department in 1954. Japan-India Cooperation Association in Mumbai started a Japanese class in 1958. Whereas in 1971, Indo Japanese Association

began a Japanese language class in Pune. The University of Delhi began Japan Studies Centre in 1969, and Savitribai Phule Pune University (formerly known as University of Pune) started a part-time course in the language in 1977. Jawaharlal Nehru University started offering Ph.D. in the Japanese language in 1982.

Despite the above facts, the language did not catch much attention until the late 1990s. The rise in interest in the Japanese language happened over a relatively shorter period. The Japan Foundation, an organization funded by the government of Japan for promoting Japanese language and culture, opened an office in New Delhi in 1993. The milestones in the history of Japanese language education in India are compiled in a chronological table in Annexure.

1.2.1 An upsurge in Japanese language education

Compared to the earlier time, the Japanese language education in India saw an upsurge in the decade of the 1990s.

1.2.2 The economic causes

The upsurge in the Japanese language education in 1990's was driven by the economy. After the economic reforms, companies from Japan started entering India and exploring it as a market as well as a manufacturing center. As per the latest data¹ published by the Embassy of Japan, the total number of Japanese companies registered in India, as of October 2017, was 1,369(5% YoY growth). The total number of Japanese business establishments in India, as of October 2017, was 4,838(6% YoY growth). They are expected to grow in multiples thereby opening new career avenues to bilingual youth in India. As a result, there was a sudden growth

¹ Retrieved from http://www.in.emb-japan.go.jp/PDF/2017_co_list_en_pr.pdf on 23rd September 2018.

in the number of learners learning Japanese language and Japanese language education began to catch up with other foreign languages which are traditionally more popular in India. According to a Japan Foundation survey conducted in 2006 stated that 369 teachers (teaching in registered organisations only) taught 11,011 learners at 106 different institutions which had almost doubled compared to the previous year. Today, after a decade, the number of learners is more than double, being above 24,000 (Detailed reference given in Table 1.1).

The Japanese Language Proficiency Test (JLPT)², the standardized testing by The Japan Foundation, is offered in six Indian cities as of 2018; Delhi, Pune, Mumbai, Bangalore, Kolkata, and Chennai. The most basic level of this examination, the N5 level (classified as Level 4 till 2010) is for beginners (having less than 150 hours of classroom instruction). It is the most widely attempted level. The numbers decrease at higher levels; least number of examinees for N1 being the topmost and the toughest. The number of examinees has always been rising since 1990s. Chennai has shown the fastest growth rate concerning the number of examinees during this decade. The increasing number of examinees of JLPT can be seen in the data available on The Japan Foundation website³. The remarkable growth in recent five years (after 2012) can be seen in the graph given further.

² JLPT is a multiple choice test with three papers namely, 1. Kanji script and vocabulary, 2. Reading comprehension and grammar 3. Listening and listening with reading

³ Data retrieved on 5-Oct-18 from URL: <https://www.jlpt.jp/e/statistics/archive.html>

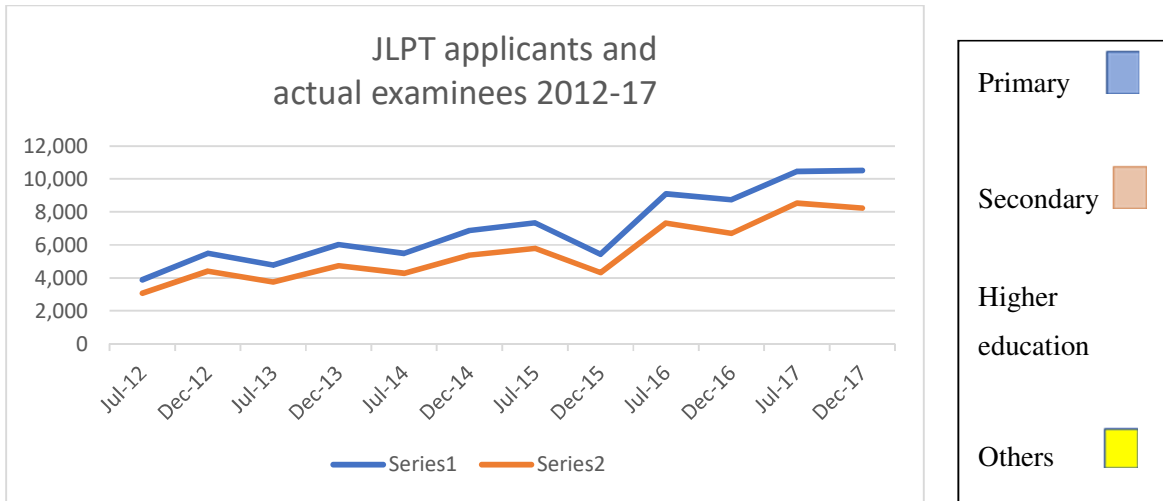
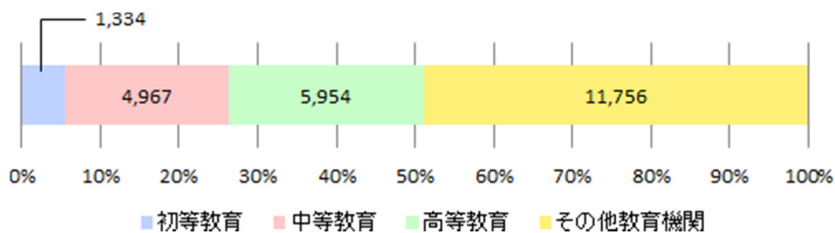


Fig. 1.1 Number of JLPT applicants and examinees from 2012~17

The latest information on the number of institutions, teachers, and learners as of 2016⁴ as per the survey conducted by The Japan Foundation is as follows.

Table 1.1 Number of Japanese Learners at school level as of 2016

No. of Institutions	No. of Teachers	Number of learners				
		Primary	Secondary	Tertiary	Others	Total
184	655	1,334	4,967	5,954	11,756	24,011
		5.6%	20.7%	24.8%	49.0%	100.0%



⁴ Data retrieved on 8.5.2017 on <http://www.jpf.go.jp/j/project/japanese/survey/area/country/2016/india.html>

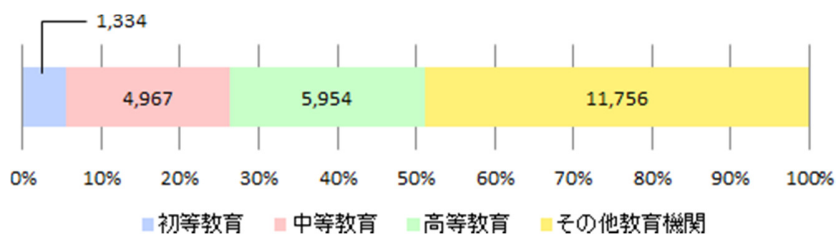


Fig. 1.2 Level wise distribution of the number of learners in India as of 2016

Here, it should be noted that the data shows nearly 45% of learners studying in the category ‘Others’ as they consist of unregistered private coaching classes and company trainings which cater to small groups of learners and prepare them for JLPT.

As companies in India target business with Japan, they started increasing their recruitment of bilingual professionals (here, Japanese-English speaking/translating Indians) from technical as well as non-technical backgrounds. This resulted into the rise in numbers of the Japanese language learners over the years planning a career with the language.

1.2.3 Socio-political causes

In recent years, there is a further rise in the number of Japanese language learners due to a social problem in Japan. Japan is in dire need of human resources due to an ageing society. The “working-age population” in Japan dipped below 80 million in October 2013 for the first time in 32 years, and the projections indicate that it will fall below 60 million by 2040. At present, a quarter of Japan's 127-million population is aged 65 or over.

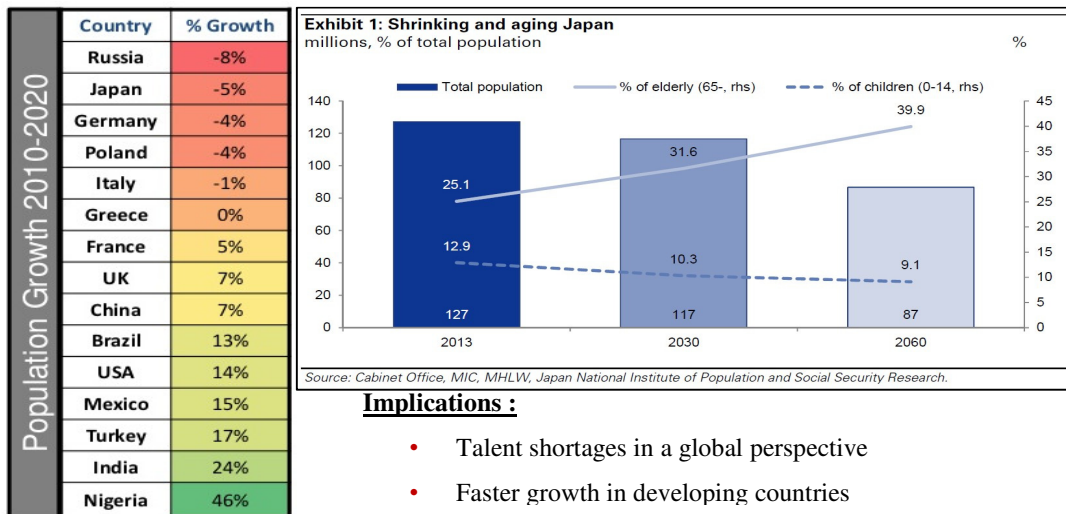


Fig. 1.3 Population growth in Japan compared to other countries

Another crucial reason contributing to the rise in Indo-Japanese collaborations is the renewed Indo-Japan friendship after the Indian elections in 2014. Many bilateral treaties and projects have been signed and are underway as an effect of improved bilateral relations. There is a boost to Japanese investment in India and Indian companies catering to the Japanese market.

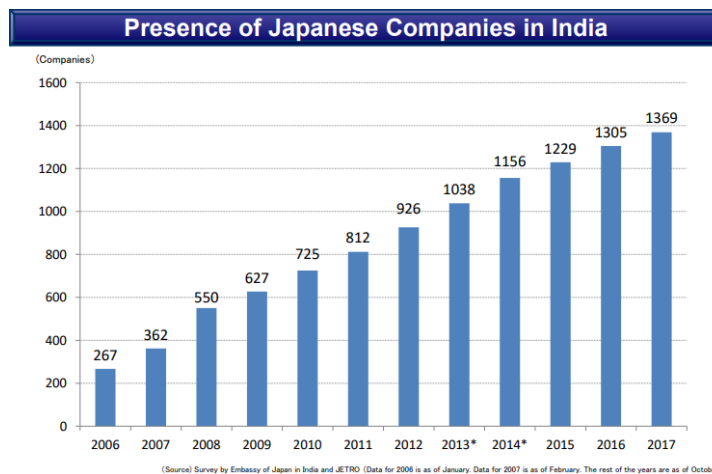


Fig. 1.4 Japanese companies in India⁵

⁵ (Source : Survey of Embassy of Japan, New Delhi conducted in October 2017)

All the above mentioned reasons have resulted into the growth of the Japanese language learners in India. Though the Japanese government is working with organizations in India to address the workforce shortfall in Japan and aims to increase the number of Indian learners learning Japanese, the pace is slow. As the latest move in this direction, both the governments have decided to establish Japanese language certificate courses at 100 higher educational institutions in India as well as training 1000 Japanese language teachers over the next five years⁶. In July 2018, the first such school has started in Jawaharlal Nehru University.

1.2.4 The private sector in Japanese language education

Though there is a growing number of JFL learners in response to the increasing demand, as a result of less action taken by universities in last few decades, the private sector had to take the initiative in Japanese language education. It cannot be denied that private institutions conduct most of the Japanese language teaching in India, in the form of company training programmes or private coaching classes for the above mentioned JLPT. In spite of these efforts, due to the absence of a mechanism and consolidated effort to provide for skilled human resources, there remains a significant shortfall relative to the growing industry needs.

In response to this situation, business process outsourcing and information technology companies took the lead and are responsible for the rise in Japanese language learners in Pune. They initiated internal training courses in the language and started offering appropriate avenues to their employees.

⁶ <https://indianexpress.com/article/education/first-japanese-language-training-centre-on-july-23-jnu-5263693/>

A good example would be Tata Consultancy Services, which had a press release in September 2015 announcing inauguration⁷ of Japan-centric Delivery Center (JDC) in Pune. The new center is said to be augmenting delivery capabilities of TCS' 2,400 strong Japan-based workforce, established in July 2014 in a joint venture with Mitsubishi Corporation as part of the strategic expansion in the Japan market. It is said to “cater to specific business needs of Japanese corporations in alignment with their unique expectations, enabled by way of localization of global business practices and enhanced language support.” It further says, “In order to ensure the perfect cultural and lingual fit, an Academy has been established as an integral part of the JDC, featuring dedicated faculty who will provide extensive language training and cultural seminars for staff at multiple levels. A customized curriculum is also being developed in collaboration with universities from the surrounding Pune area which boasts the largest student population for Japanese-language studies in India.”

1.2.5 Pune's take on Japanese language education

With the background of various transitions occurring on the national level, Pune can be seen as an emerging hub of Japanese language education. The first Japanese language teachers came to the city of Pune in the 1970s, and the Savitribai Phule Pune University (then, University of Pune) established a Japanese language course in 1977 and later developed it to a section in 1978. Initially, the learners gathered for pursuing their interest in Japanese language and culture. Tilak Maharashtra Vidyapeeth in Pune made an entry in Japanese language education in 2004 with a 1- year certificate course and soon developed a department

⁷ Retrieved from <https://www.tcs.com/tcs-inaugurates-japan-centric-delivery-center> and <https://www.thehindubusinessline.com/info-tech/tcs-sets-up-japan-centric-delivery-centre-in-pune/article7603894.ece>

by 2013, and began offering regular BA and MA degree courses. It became the first and is till date the only university in West India to offer graduate and postgraduate degree courses specialising in Japanese.

Pune city being an educational hub in India had an advantage as a Japanese language education center, and it began capturing Japanese business when India's information technology boom began. As early as 2004, software exports to Japan made up 12% of Pune's then-US\$1 billion software industry⁸. The similarity between Japanese grammar and that of Marathi is mentioned as a factor by many in easing their study of the language. Another fact contributing to the increasing number is the rise in Japanese companies particularly in Maharashtra. As per the official report of the Embassy of Japan in India, Maharashtra has the highest number of Japanese companies and establishments (survey conducted in 2017⁹).

1.3 Background of the present study

With the above contributing factors, the demand for bilingual Indian professionals has reached an all-time high. It is evident that the Indian Japanese language education has to produce larger quantity and better quality of Japanese knowing graduates. However, the present scenario poses many challenges. The present study focuses on the quality aspect of Japanese language education. The Indian learners of the Japanese language and the education system as a whole have been blamed for being 'examination-oriented' and not focused on the 'language performance'. Such an 'examination-oriented' approach has been more prevalent in recent

⁸ Thakur, Gaurav (2004-02-18), "*Sayonara USA, Hello Japan*", *The Times of India*.

⁹ Retrieved from http://www.in.emb-japan.go.jp/PDF/2017_co_list_en_pr.pdf on 23rd September, 2018.

years when JLPT certificates became the criteria for considering a candidate for employment, appraisal and even scholarship programmes. The importance attached to JLPT can be attributed to the fact that it is the only standardized testing available worldwide. Though the importance of standardised testing cannot be denied, the nature of examination makes it necessary to consider the training and measurement of other two vitally important language skills, i.e. speaking skills (used in conversation, speech, presentation) and writing skills (emails, business communication, academic writing and so on) which form the core of real-life communication.

A representative example of this concern can be a statement by a representative from the industry. “Most of the Indian/ Japanese companies initially resorted to JLPT scores for hiring new talent as there is no other standardized evaluation system known worldwide to measure Japanese language proficiency. However, after the industry gained some insight in business with the Japanese side, they have recognised the importance of proficiency in speaking and writing communication which is necessary for working with the Japanese counterpart. The number of candidates with such proficiency is very less.”¹⁰ said Mr. Sudhanva Adhyapak, Asst. Vice President, Fidel Softech Pvt. Ltd., in an International Seminar in December 2016. Although the industry seems to have realised and incorporated some change in the screening process of candidates, the education system in many language schools still focusses on the JLPT examination. The ‘Functional and Market-oriented approach to Japanese language education’ is also mentioned by Bedekar (2016). Learners by and large are unaware and not

¹⁰ First International seminar on “Understanding Japanese business culture- Harmonizing the corporate and academic perspectives-” organized by TMV, Pune and Japan Foundation New Delhi on 10th December 2016.

given control of “What to study”. They study the pre-decided and fixed content, which may not necessarily consider the needs of the learners.

1.3.1 Need of the Study

The researcher being a Japanese language teacher in practice, finds it necessary to address the problem of learners not meeting the quality expectations. For addressing the problem, there is a need to make some substantial quality improvement in Japanese language education. Apart from the vital factors such as curricular aspects, teachers’ training, implementation of better processes, relevant organizational rules and regulations, the goal of “quality education” will be realised only when we nurture ‘motivated and self-directed learners’.

Though ‘cultivating motivated and self-directed learners’ can be seen as one of the objectives of quality education, it certainly can be seen as a parallel process and also as the main driving force for the betterment of education. We, as teachers should aim at nurturing self-directed and self-initiating learners who learn to be inter-dependent, work in a team and become independent with the progressing level. This path will train the learners for the self-reliant professional life in the future. We need to do away with the system that creates learners who are dependent on teachers for solving problems, and try to find motivation in external sources, and who turn to others for their goals and aspirations. In short, we should aim at developing ‘Autonomous Learners’. This study is dedicated to these very ideals.

When we think of the term ‘Autonomy’, it is a quintessential element of higher education. It can be interpreted in various ways; in terms of Self Governance in institutional operations, decision making, in self-directed learning in an educational institution, and as a goal of education as a whole. The present study focusses on Autonomous Learning interpreted as Self

Governance of learners. An autonomous learner is the one who has developed the capacity to take at least some control over the learning, and is responsible for one's learning. It is today's need to develop such a capacity which requires a set of personal qualities and also involves a set of skills. As explained in the earlier section, due to the exam-oriented nature of Japanese language studies in India, one of the goals of autonomy, i.e. to control and bear the responsibility of the decision over "what to study" still remains a distant goal. However, it is possible to initiate autonomy at the level of skills and strategies and help learners to get independent.

1.3.2 Research Problem

In India, particularly in Pune, with an isolated environment concerning opportunities for Japanese language usage, learners and teachers need to concentrate on and maximize efforts during the classroom time. Most of the language schools conduct part-time courses where the syllabus needs to be completed in a short span of time.

Apart from the JLPT preparation, the Japanese language classes are varied in the objectives and content. As against the language classrooms in many countries, an Indian JFL classroom is large numbered. Moreover, in line with the worldwide trend of 'diversity in Foreign Language learners', Japanese language learners in India also have various goals such as: pursuing a hobby, getting a job in a Japanese company, pursuing a career in the language such as translation and interpretation.

In such a scenario, the teacher is unable to guide each learner as per his/her needs individually. With a focus on completing the set portion with a specific number of vocabulary, grammar patterns, perhaps the learners are not given a chance or trained to explore own ways of

learning if met with challenges regarding oral communication or comprehension of unseen texts. In such a case, we can say that the objective of foreign language teaching should not be merely to introduce them to a foreign language but to enable them to perform well when they graduate from a course and the teachers are no longer beside them to support.

The private classes and some of the open courses at the universities are usually grammar and kanji-vocabulary oriented classes. Eventually, the learners tend to concentrate more on knowing “about the language”. For example, it can be observed that the learners read and comprehend unknown texts one by one and in a unit of single words and sentences and try to solve the questions given after that¹¹. By and large, the learners and teachers seem to be more occupied with “What to read” and “What to answer” than “**How to read**” or generally speaking, “**How to learn**”. For the variety of goals and texts likely to be faced in future, the learners need to be equipped with various strategies and trained to apply appropriate range strategies from a considerable repertoire. Similarly, **learners tend to have weaker oral/written communication skills and almost lack of global strategies**. Because of **large numbered classes** and limited hours, and due to the lack of awareness on teachers’ side, there is hardly any opportunity for the learners to look objectively at their learning process. With the above deliberation on the topic, the research title was decided as the following.

Exploring the Possibility of Autonomous Learning in Japanese Language Education

-With Specific Reference to Strategy Training-

¹¹ “Bottom Up” process of reading is found common in Indian classrooms

Whereas, the problem statement for the study was decided as further.

To develop and examine the effectiveness of a strategy training programme for initiating Autonomous Learning in JFL learners.

1.4 Objectives

In order to meet the requirement specified in the problem statement above, the following objectives were set for the present study.

1. To investigate the JFL learners' beliefs about and readiness for autonomous learning
2. To develop a programme for training in 'Japanese conversation and learning strategies'
3. To test the effectiveness of the programme in 'Japanese conversation and learning strategies'
4. To develop a programme for training in 'Japanese reading and learning strategies'
5. To test the effectiveness of the programme in 'Japanese reading and learning strategies'

The present study can be seen as the first step towards the long-term objective; i.e., to establish that Learning Strategies may motivate learners to handle tasks interdependently and independently instead of relying heavily on teachers.

1.5 Assumptions of the study

1. There is a similarity in syntax of Japanese language and Indian languages. Therefore, it is easier for Indian JFL learners to learn Japanese to a certain extent.
2. In India, there are less opportunities for Japanese Language Usage outside the classroom.

3. The Indian JFL classrooms have been Language Knowledge (kanji, grammar, vocabulary and comprehension) oriented in most of the cases.
4. Principle of Conscious Approach: Conscious learning plays an important role in language acquisition, enlarges intellectual capacities of learners, and helps to understand new concepts and express new ideas in the target language.
5. Principle of differentiated teaching: Teachers should differentiate between teaching speaking and writing; teaching listening comprehension and speaking.

1.6 Conceptual definitions

The terms have more than one conceptual definitions because, the field of this study is not very old and is still in the stage of theory building. There are various interpretation of the terms such as 'Autonomous Learning' or 'Learning Strategies'. The conceptual definitions referred in the present study are given below.

1. Learner autonomy: According to Holec (1980:4), the full-fledged autonomous learner can make decisions with regard to five domains: learning goals, learning content and progression (the syllabus), learning methods and techniques, monitoring of learning progress, evaluation of learning achievement. The attainment of autonomy in each of these five domains would empower the learner to tailor learning to his or her own needs. When learning decisions are made, exclusively by the learner in all five areas, the learning is entirely self-directed and the learner completely autonomous.
2. Learning strategy: As stated by Oxford (1990: 17), there is no complete agreement on exactly what strategies are; how many strategies exist; how they should be defined, demarcated, and categorized; and whether it is – or ever will be – possible to create a real,

scientifically validated hierarchy of strategies”. However the present study finds the definition given by Rebecca L. Oxford as it sufficiently shows the complexity of the term Learning Strategy for language learning: “Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (1990:8). This definition stresses that learning strategies can be helpful and supportive to the learner but also require self-direction and learner autonomy.

3. Direct and indirect strategies: Learning strategies that are directly related to the learning of a language are called Direct strategies—for example, memory techniques to remember vocabulary. Indirect learning strategies are the strategies that are not directly related to a specific part of learning, but to the overall learning process—for example, affective strategies like techniques to reduce anxiety, social strategies such as looking for opportunities to learn with peers or seniors, and meta-cognitive strategies such as planning, monitoring and evaluating one’s own learning.
4. Cognitive and meta-cognitive strategies: Cognitive strategies are basically to know how to reach a goal, such as how to read or remember a particular Kanji character (a study method). Metacognitive strategies are to make sure that the goal was reached successfully, such as double checking the correct answer (like a confidence builder), monitoring your learning and evaluating yourself.
5. Reading strategies: Reading strategies can be defined as "deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of text" (Afflerbach, Pearson & Paris, 2008, p. 368).

6. Co-operative language learning: Cooperative language learning is based on the idea that second language learning can be best done in heterogeneous groups when all learners work collaboratively and cooperatively for one common goal. It replaces the idea that learners have to work competitively against one another. On the contrary, it instead supports the idea Vygotsky claimed in his Sociocultural (S-C) Theory, which states that “Interaction not only facilitates language learning but is a causative force in acquisition.” (Saville-Troike 2006: 111).

1.7 Operational definitions

Based on the above conceptual definitions, the selected research method and the available sample size, the following operational definitions were used.

1. Learner Autonomy or Autonomous Learning is interpreted as ‘making a well informed decision regarding learning methods and techniques to perform the language tasks, monitoring of learning progress, and evaluation of learning achievement’. The learners being still untrained for taking the control and being autonomous in other areas like syllabus, teaching content and goals, only the decision-making related to language tasks, monitoring and objective evaluation of own learning is considered to be the goal, and the first stage of autonomy. It is a means to empower the learner to tailor learning to his or her own needs.
2. Learning strategy: Keeping the classification by Oxford (1990) as the main reference point; the relevant Direct and Indirect strategies were selected for each of the 2 training programmes. Direct learning strategies in the training mean the skill specific cognitive strategies and compensation strategies, whereas Indirect learning strategies were mainly

dealing with, social strategies such as peer learning and meta-cognitive strategies such as planning, monitoring and evaluating one's own learning.

3. Reading strategies: Reading strategies were interpreted as techniques to deal with unseen text and make sense out of it. They were not divided explicitly into local and global strategies, but were seen as ways to decode text, understand words, sentences, interrelation between sentences and paragraphs, and construct meanings of the whole text with the help of linguistic clues.
4. Co-operative language learning: Cooperative language learning was incorporated within the regular class activities in the form of peer feedback and discussions, when all learners needed to work collaboratively and cooperatively for one common goal. It also comes in the realm of 'social strategy' in the Oxford classification of Learning Strategies.

1.8 Scope, limitation and delimitation

1.8.1 The scope of the present study

The scope of the present study was determined as given further. The range of Learning Strategies is extensive, from mnemonics to affective and metacognitive strategies. Autonomous Learning and Learning Strategies can be applied to all four language skills and all levels of learning. Therefore, the present study is narrowed down on the survey of the current status of usage and training of selected Strategies.

Secondly, the selected target group was the intermediate level of JFL learners because they were expected to know the basics of Japanese language (said to be covered in approximately 300 clock hours) using which they could apply the newly learnt strategies.

Thirdly, the present study involved experimentation in 2 main parts of the study namely; 1. Training in Japanese conversation (direct and indirect strategies) and 2. Training in Japanese reading (direct and indirect strategies). The study handles strategies specific to the above two representative skills. Conversation skill involves performance in the language in the form of interaction and reading involves comprehension using the language knowledge. The skill specific strategies are meant to assist learners in successful oral communication, comprehension of texts and achieving the related linguistic goals respectively.

1.8.2 The limitation of the study

The limitation of the study was the timing of the training programmes. It had to be decided as per the availability of the participants. In case of the long-term conversation training, the timing was in the evening after working hours. This entailed the factors which were beyond the control of the teacher such as fatigue, inconsistency in attendance of some participants. As a result, although the number of participants in the conversation strategy training was 30 initially, only the participants that attended all sessions could be treated as a sample; i.e. as less as 13.

Similarly, in case of the training in reading, the intensive training was conducted for 10 hours over a weekend. Approximately 7 participants missed some part of training, and therefore are not counted as the sample of the study.

1.8.3 The delimitation of the study

A delimitation is that of sample size and method. Though sample taken for the questionnaire surveys was randomly selected from various cities and was larger in size, the sample for experimentation was purposive because, due to the nature and fixed period of both the

trainings, the participants were not available from all parts of the country. Therefore, a small group design was selected. Subsequently, experiments in both these parts were conducted on Pune and Mumbai learners because the learners needed to consistently attend training over a certain period so that the change (growth/ no growth) could be measured. Hence, the conclusions of the study may not be generalized for all the JFL learners in India. However, the study should be treated as an exploratory study and should be further applied and measured for larger groups.

1.9 Summary

The first chapter introduced the present study with the background of Japanese language education in India, and its challenges. It also explained the nature of the present study as an exploratory study, which experiments to equip learners with strategies for the areas where they find themselves to be weak. It tries to develop and provide a framework for Strategy Training in a Japanese language classroom. It is also an attempt to train JFL learners in looking at their learning objectively and is dedicated to the ideal of developing students who “learn to learn”.

Chapter II Review of Literature

2.1 Introduction

Literature review which is an integral part of any research was undertaken before beginning and synchronously with the present research. This chapter discusses the past research involving key concepts of the present study. The concepts include the literature review and discussion on central ideas such as Autonomous Learning, Learning Strategies, self-review and peer-review, strategy training and skill specific strategies. It involves the review of the relevant teaching materials currently available. The chapter also involves the discussion on the uniqueness of the current study from the perspective of Indian JFL learners.

Since there has not been notable research in India on learning and teaching methodology of Japanese language, it was very crucial for the study to review the previous literature originated in India, in Japan and the literature available on foreign language acquisition in general, Japanese language teaching-learning related research done so far in other countries and the teaching materials. The following focus was determined to review the literature:

1. Understanding the history and trends in research on foreign language acquisition and teaching
2. Understanding the trends in Japanese language teaching
3. Understanding the various experimental designs, data collection, and analysis methods in educational research and help in the selection of the research design
4. Understanding and gaining background knowledge of ideas used by researchers to prepare a questionnaire and opinionnaire surveys

5. Leverage for preparing own guideline for surveys on beliefs of learners and strategy use, which is suitable for Indian learners. Leverage for preparing own guideline of the feedback forms
6. Study of Japanese language materials and selection of materials suitable for the study
7. A perspective and materials to select and create pre-tests and post-tests for both the parts of the study

The literature related to the Research of JFL learners in India was reviewed first. Secondly, the research related to the topic of the present study was reviewed concentrating on the following topics.

1. Learner Autonomy/ Autonomous Learning
2. Learning strategies: Direct and Indirect

These terms proved to be necessary for deliberation of the aims, objectives, methods, and tools. Further, a literature review was conducted for both the parts of the study, first dealing with Speaking skills and strategies, Cooperative learning and Peer review as well as Self-review and self-monitoring which were a part of the first training in strategies.

Later, the literature review was conducted for various models of reading, reading skills and strategies, as well as the teaching materials which dealt with reading strategy training.

2.2 Research on Japanese language education /JFL learners in India

The most recent study on JFL learners in India is by Fukino (2018) 'Comprehension difficulties in understanding segmented Japanese texts and hierarchy structure by Japanese learners in Western India'. This study aims to clarify how Japanese learners in Western India

comprehend Japanese texts and to find out implications for Japanese reading instruction. This study investigates reading comprehension of Japanese learners from two points of view, “imidanraku¹² (meaning-wise paragraph units)”, which Fukino says “is a uniquely Japanese unit of texts, and hierarchy structure.” A survey for this study was conducted at 3 Japanese educational institutions in Western India {61 learners (N1- N3 levels)}. In order to compare the result, 17 Japanese native speakers comprised of graduate students and undergraduate students also participated.

The results indicated that the division of imidanraku was different between Japanese native speakers and Japanese learners. The results of the analysis showed that Japanese native speakers comprehend the coherence relation between each imidanraku by five patterns of combination of central idea and conjunctions. On the other hand, only 4 Japanese learners out of 61 participants could correctly grasp the coherence relations between each imidanraku and showed only one pattern of coherence relation.

Though the findings of the above study are important as a description of present situation, there was no experiment (pre-test and post-test model) or establishment of a teaching method as a solution. Therefore, the present study holds the importance for being more comprehensive in understanding of the problem and experimenting the solution for the problem.

Chauhan(2017) has analysed the errors related to the case particle ‘wo’ found in writing tasks produced by Hindi speaking JFL learners from the perspective of predicate transitivity and L1. She asserts that the relation between the understanding of case particle ‘wo’ and the

¹² ‘Imidanraku’ is translated by the present author as ‘meaning-wise units of paragraphs’, which exists in a formal text of most of the languages and may not be called as “unique” to Japanese.

proficiency level of Hindi speaking Japanese learners is strongly positive. She also observes the negative transfer of the L1 of the learners as one of the reasons for errors.

Naresh Kumar (2017) talks about the current spread of internet and possibilities of using the internet as a good resource for Japanese studies. He reports his experience and observation as a teacher that the JFL learners today use the internet but not for collecting information about Japan nor for learning Japanese. He experiments with peer learning using resources on the Internet with a focus on the development of discussion activities. A set of 4 sessions for three groups of JFL learners (with 3, 3, and 2 in each group, eight learners in total) is conducted. The study observes that a significant development in interaction, exchange of information and opinion occurred during the discussions. He also reports that peer learning had a good affective learning environment.

Nabin Kumar Panda (2012) in his Ph.D. thesis reports research on 'foreign language policy' in secondary education in India. The thesis tries to elucidate the development process and characteristics of foreign language policy. The author focuses on the development of Japanese language education as a part of foreign language policy in India. Next, for comparison, he selects countries that are similar to India in terms of developing foreign language policy and language education and who are undertaking various activities in the field of Japanese language education. Ultimately, after these considerations, he summarizes various suggestions in the sense of what India can learn from various countries for developing/enriching Japanese language education as a foreign language policy.

Sathaye (2010) reports research on developing a syllabus for JFL learners aspiring to become industry interpreters and also experimentation of a teaching method and materials on 12

intermediate-advanced learners from Indo-Japanese Association, Pune. She reports that two professional interpreters evaluated the training before and after the interpretation and after the training, a change was seen in the translation and a certain effect was recognized. Furthermore, as a result of translation analysis, learner's evaluation on activity, and a reflection sheet, it was suggested that the direction of training was appropriate.

Yardi (2007) developed a syllabus for intermediate level focusing on Business Communication, based on a survey of the actual Japanese language usage on the Japan India business site. Based on the survey results she reports to have found the great need of bilingual professionals who understand both the sides (local Indians and Japanese customers) and become a bridge for their communication in business. The factors suggested by the Indian and Japanese businessmen that are contributing to the difficulty in understanding the other side are observed to be similar in several points. She further develops a syllabus for teaching Japanese Business Communication to learners till intermediate level.

Shirgurkar (2004) in her dissertation gives an account of Japanese conversation class activities developed for Intermediate Learners based on the functional syllabus. It incorporated group work and peer feedback as a way to secure the quantity of oral communication practice with feedback for a large numbered classroom. The feedback on the usefulness and effectiveness of sessions was collected from the learners, and it reflected very positive evaluation by the learners. However, the study does not establish the principles through experimental (pre-test-training- post-test) method.

Navin Kumar Panda (2002) discusses the various trends in foreign language teaching and states the need for introducing the Communicative Approach in the Japanese language

teaching in India of that period. He analyses the then contemporary teaching methods through interviews of the teachers, and also the prevalent textbooks. He conducts an experiment of the communicative approach in 11 institutions across the country and collects the data in terms of responses to the questionnaire survey conducted at the end of the session and interviews of teachers. There is a high evaluation by teachers and the learners, but there is some criticism also. The learners seem to complain about not getting a chance to speak because of a large numbered classroom.

The account of research work summarised above clarifies that there has not been any study on the awareness, use, and training of Learning Strategies in case of Indian JFL learners. There has not been any precedence of introducing autonomy in classroom or conducting beliefs survey about autonomous learning as such.

2.3 Autonomous learning/ Learner Autonomy

There has been ample study in the world on 'Autonomous learning' or 'Learner's Autonomy' and it is not a new element in the philosophy of education. In the domain of foreign language education, it was Holec's (1981) seminal study 'Autonomy and Foreign Language Learning' which acted as a driving force for interest in the concept of 'learner autonomy' and has continued to grow in the last three decades.

The autonomy debate became one of the most discussed themes of foreign language teaching because it deals with adult education. This debate has given rise to two directions of research. The first of these is concerned with the development of learner autonomy and learner training, whereas the other is concerned with 'describing' the good language learner by emphasizing

learner strategies and the concept of learning to learn or strategy training (Chamot & Kupper, 1989 and Oxford & Nyikos, 1989 to name a few significant studies, further elaborated in 2.4.4). The above studies have made a comprehensive overview of learner autonomy in language learning.

With their research, three dimensions became more evident, namely 1.definitions of learner autonomy, 2.the factors that affect learner autonomy, and 3.the approaches to foster learner autonomy. The next section of this chapter will mainly discuss the literature regarding definition of learner autonomy and its relationship with language proficiency.

2.3.1 Definitions of and Approaches towards Autonomy

Little (2007) stated that learner autonomy is a problematic term because it is widely confused with self-instruction. Since the beginning of the use of the term “Autonomy” has seen various definitions based on different perceptions by the linguists and educationalists. In all, the experts have failed to reach a consensus as to what autonomy is. However, the most often quoted definition of autonomy was put forth by Holec (1981: 3, cited in Benson & Voller, 1997: 1). He describes autonomy as ‘the ability to take charge of one’s learning’. To take charge of one’s own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning:

- Determining the objectives;
- Defining the contents and progressions;
- Selecting methods and techniques to be used;
- Monitoring the procedures of acquisition;
- Evaluating what has been acquired (Holec, 1981).

Learner autonomy is described and defined in many ways in connection with language learning, and there are different viewpoints in literature. Dickinson (1987) talks about 'Self-instruction' and how it is a beneficial concept and why it should be encouraged to address individual differences among learners. However, he does not treat 'Self-instruction' as a synonym to 'Autonomy'. He states that Autonomy is achieved gradually, through struggling, careful training and careful preparation by the teacher as well as the learner, and the first stage in this process is the liberation of the classroom to help the learner become independent and responsible.

According to Benson (2001, p.48), there are many terms related to autonomy, which can be distinguished from it in various ways. As a consensus, experts agree that autonomy and autonomous learning are not synonyms of, 'self-instruction', 'self-access', 'self-study', 'self-education', 'out-of-class learning' or 'distance learning'. These terms describe ways and varying degrees of learning by the learner, whereas autonomy refers to abilities and attitudes (or the capacity to control one's learning). Learning by oneself is not the same as having such capacity to learn successfully by oneself. However, it can be said that autonomous learners may certainly be better than others at learning by themselves, but they do not necessarily have to learn by themselves. Over the last few years, for example, more and more research is conducted on autonomy in the classroom and 'teacher autonomy'. The terms 'independent learning' and 'self-directed learning' also refer to ways of learning by yourself. However, these terms are very often used as synonyms for autonomy.

Dam (1990, cited in Gathercole, 1990: 16), drawing upon Holec (1983), defines autonomy in terms of the learner's 'willingness and capacity to control or oversee his/her own learning'.

We can say that an autonomous learner takes a pro-active role in the learning process, generates new ideas and avails himself of learning opportunities, than merely reacting to various stimuli provided by the teacher (Boud, 1988; Kohonen, 1992; Knowles, 1975).

From the standpoints mentioned above, it is clear that Autonomy is an ambiguous concept because it is proven to be difficult to define precisely.

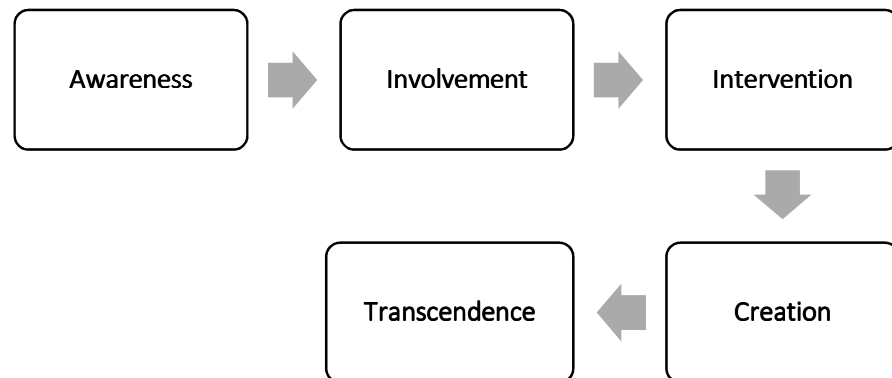
In Little’s terms (1991),

“Autonomy is essentially a capacity - for detachment, critical reflection, decision-making, and independent action... It is not something teachers do to their learners; therefore, it is far from being another teaching method.”

Littlewood’s (1997: 81) three-stage model involved dimensions of language acquisition, learning approach, and personal development. In the context of language acquisition, autonomy involved the following abilities.

Table 2.1 Littlewood’s Three-stage Model of Autonomy

<i>Autonomy as a communicator</i>	ability to operate with the language independently and use it to communicate personal meanings in real and unpredictable situations
<i>Autonomy as a learner</i>	(classroom context) ability to take responsibility for one’s own learning and to apply personally relevant strategies
<i>Autonomy as a person</i>	(broader context)a higher-level goal of greater generalized autonomy as individuals



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2.3.2 Implementation of Learners' Autonomy

It can be said that broadly the experts agree that autonomous learners understand ‘the purpose of their learning programme , explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness’ (cf. Holec 1981; Little 1991). In short, the prerequisites for implementation of learner autonomy requires acumen, a capacity for self-evaluation, and readiness towards peer learning and interdependence. Though these attributes give us a holistic definition that recognizes cognitive, metacognitive, affective and social dimensions of language learning, it also entails the challenges for the practical implementation in a language classroom.

The path given by Nunan (1997) in the Levels of Implementation for Learners' Autonomy can be summarised in a diagram the following way:

Fig. 2.1 Levels of Implementation for Learners' Autonomy

1. Awareness: Learners made aware of language tasks, learning content and materials. In this stage, the learners identify strategies required for those particular pedagogical tasks and also choose their preferred strategies.
2. Involvement: Learners are involved in the process of selecting their goals from a range of goals that is offered.
3. Intervention: Learners are involved in the modification and adaptation of the goals and content of the programme.
4. Creation: Learners are encouraged to create their own goals and objectives as well as their own tasks.
5. Transcendence: Learners on their own go beyond the classroom restrictions and relate classroom learning and the world beyond developing into teachers and researchers.

Nunan's (1997: 195) attempt involved a model of five levels of 'learner action' which could inform the sequencing of learner development activities in language textbooks. These levels also involved dimensions of 'content' and 'process'.

The present study aims at the first, and second level from the above steps of implementation of autonomy and the remaining steps may be explored as the way forward.

Benson (2001), identifying autonomy with certain practices, specifies six approaches that support the goal of autonomy or are intrinsically supportive of autonomy.

Table 2.2 The 6 approaches stated by Benson (2001) identifying autonomy with practices

<i>Approach</i>	Practices
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<i>Resource-based approaches</i>	emphasize independent interaction with learning materials
<i>Technology-based approaches</i>	emphasize independent interaction with educational technologies
<i>Learner-based approaches</i>	emphasize the direct production of behavioral and psychological changes in the learner
<i>Classroom-based approaches</i>	emphasize learner control over the planning and evaluation of classroom learning
<i>Curriculum-based approaches</i>	extend the idea of learner control to the curriculum as a whole
<i>Teacher-based approaches</i>	emphasize the role of the teacher and teacher education in the practice of fostering autonomy among learners

At the beginning of the present study, from among the six approaches stated above, the first 2, resource-based and technology-based approaches could not be experimented because of unavailability of 1.variety of materials that are easily accessible to learners and 2. Easily accessible technology. Therefore the learner based approach and the classroom-based approach were considered for the study. The curriculum-based and teacher based approaches can be said as the further path for fostering the Learner Autonomy.

2.4 Autonomy and Learning Strategies

As Oxford (1990b) suggests, “learners need to know how to learn and teachers need to learn how to facilitate this process”. The study of “Autonomous Learning” so far suggests many ways such as changes in the contents of the course or teaching and learning methods. However, as the first step, exploring the possibility of strategy training was chosen in line with the Learner-based and Classroom-based approaches stated in 2.3.2.

After reviewing the related literature, it can be said that we can divide Language Learning Strategies broadly into two categories.

1. ‘Learning strategies’ as ways to learn a new language more effectively (Indirect strategies)
2. ‘Skill specific strategies’ which help to develop some skills specific to a language skill such as reading/ writing/speaking / listening (Direct strategies)

In other words, the goal is to train students in handling linguistic goals as their challenges and using Direct and Indirect Strategies as ways to win over those challenges.

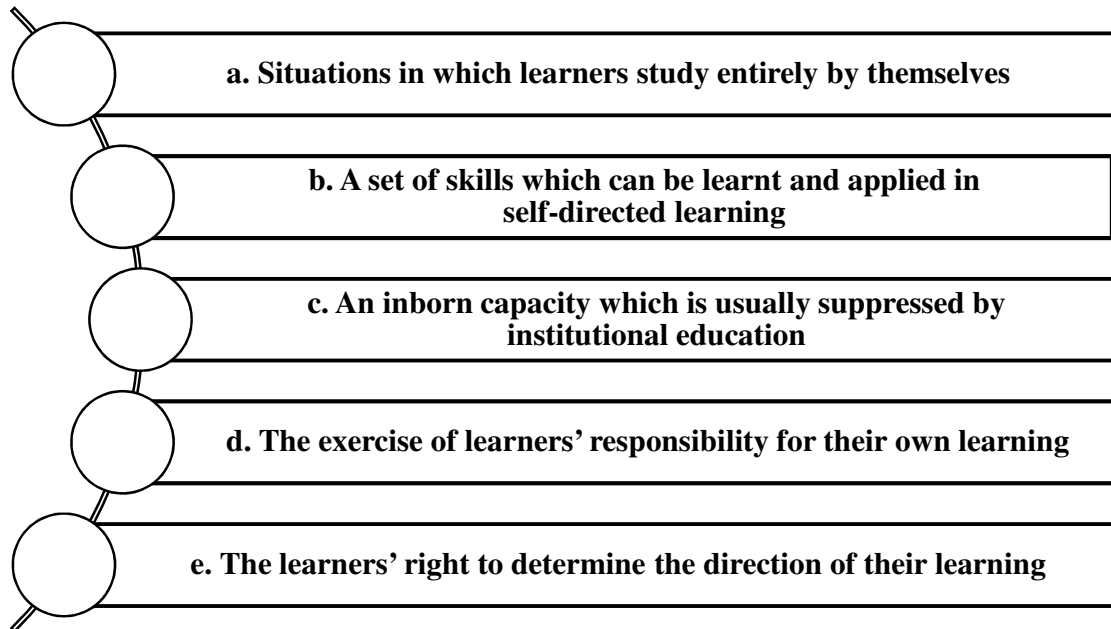


Fig. 2.2 Various Aspects of Autonomy depending on the definitions

The above definition diagram was referred to in the present study because it proved to be comprehensive by taking care of different aspects of the term “Learner Autonomy”.

Presently, because of lack of exposure to practices supporting Autonomy, our learners cannot be said to be ready for the following aspects/ manifestation of autonomy from the above list:

a. ‘studying entirely on their own’,

d. ‘taking the responsibility for learning’, and

e. exercising ‘the right to determine the direction of their own learning’.

Therefore, in the context of Indian JFL learners, point b. stating a facet of Autonomy as ‘a set of skills which can be learned and applied in self-directed learning’ was taken as the goal of the study. Whereas, nurturing the ‘inborn capacity’ which is otherwise ‘suppressed by the institutional education’ can be seen as the long-term goal of our teachers.

2.4.1 Definition of Language Learning Strategies

There are various definitions given in the literature for the term ‘Language Learning Strategies’.

As stated by Oxford (1990b: 17), there is no agreement on exactly what strategies are or how many strategies exist, and the way to define, demarcate and categorise them. It is also difficult to know whether it is possible to create a scientifically validated hierarchy of strategies. O’Malley and Chamot (1990: 1) define Language Learning Strategies as “the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information”. However, the definition given by Rebecca L. Oxford is found relevant for the present study as it sufficiently shows the maximum aspects and also the complexity of the term as follows:

“Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (1990:8). This definition stresses that learning strategies can be helpful and supportive to the learner but also requires self-direction and learner autonomy.

Cohen (1998) further differentiates between language learning strategies and language use strategies. Language learning strategies are the strategies used in order to identify the material to be learnt from all the available materials, grouping it and memorise it. Whereas he classifies

the language use strategies in four categories namely; retrieval (recalling the learnt material), rehearsal (practicing), cover (compensation) and communication strategies.

All above definitions have a common stand in saying that Language Learning Strategies are initiatives, or more precisely, conscious actions, usually in the initial stages of learning by the learners in order to support their learning and become more proficient and autonomous learners.

2.4.2 Oxford's classification of Learning Strategies

Learning strategies are many times divided into Direct and Indirect strategies. In 1990, Oxford developed a taxonomy for categorizing strategies under six headings. Three of them are direct strategies and another three are Indirect Strategies.

Mnemonic	<ul style="list-style-type: none">•Memory techniques such as associating between new and priorly known information by using formula/ phrase/ verse and so on
Cognitive	<ul style="list-style-type: none">•Grasping new information through deduction, analysis, and organisation of new information
Compensatory	<ul style="list-style-type: none">•Using various techniques and context while reading and writing to make up for one's insufficient knowledge or proficiency

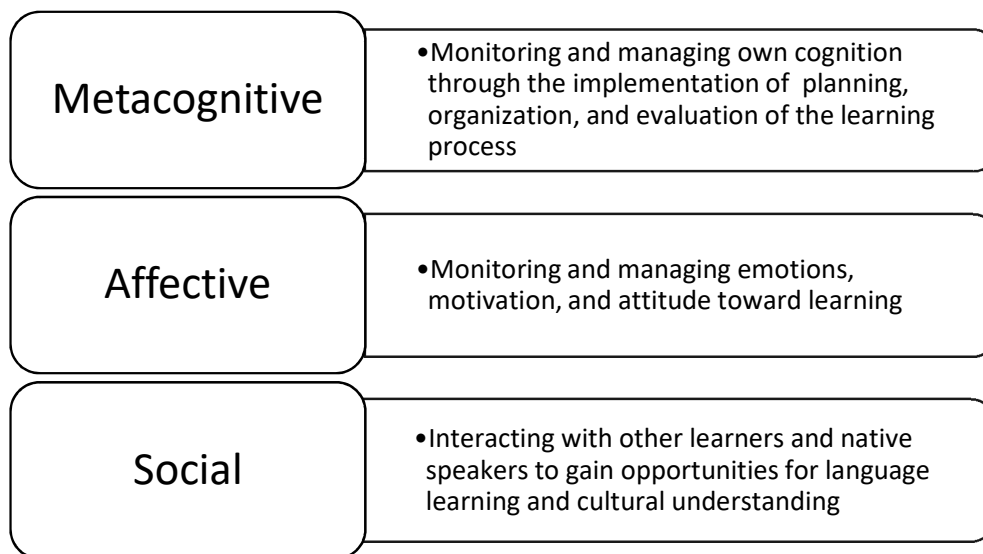


Fig. 2.3 Oxford classification of Learning Strategies (Direct and Indirect)

The diagrams of the categories and subcategories of all strategies that are elaborated in her book (Oxford, 1990b pp.18-21) are given in Annexure.

Although later on this classification was criticised for its problems in separating mnemonic strategies from cognitive strategies, as many consider mnemonics a sub-group of cognitive strategies. Secondly, it was criticised by some for including compensatory strategies, because they are related to the actual usage and not a way to learn a language. However, *Oxford's classification was taken as a reference in the present study as it was found to be a comprehensive classification of all direct and indirect strategies.*

2.4.3 O'Malley and Chamot's classification of Learning Strategies

Another reference with a detailed categorization was referred for the study. O'Malley and Chamot (O'Malley et al. 1985a, 1995), where the learning strategies have been differentiated into three categories depending on the level or type of processing involved. As per Brown et

al. (1983), **Metacognitive strategies** are placed on the higher end of administrative skills continuum as they require planning for, and monitoring as well as evaluating the success of a learning activity. Among the processes that would be included as metacognitive strategies for receptive or productive language tasks are:

1. Reading/listening: Selective attention for particular aspects of a learning task, planning to read/ listen for keywords and repetitive phrases;
2. Reading / listening: Planning the organisation of written or spoken discourse;
3. All four skills: Monitoring /reviewing attention to a task, monitoring comprehension for information or monitoring production of language; and
4. All four skills: Evaluating and checking comprehension after completing a language activity, or evaluating language production after it has taken place.

O'Malley and Chamot (1995 p.197) explain that

“Cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. In these strategies, the learner interacts with the material to be learned by manipulating it mentally or physically.”

The interaction may happen in the form of creating mental images, elaboration on previously acquired concepts, information or skills. Similarly, it may involve physical activity such as grouping items to be learned into categories, taking notes on relevant information that needs to be retained.

Typical strategies that have been discussed in the **cognitive category for listening and reading comprehension** are (O'Malley and Chamot, 1995 p.45):

1. Rehearsing the language information that has been heard;
2. Organising/ grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes;
3. Inferencing/ using information in the oral text to guess meanings of new linguistic items, predict outcomes, or complete missing parts;
4. Summarising/ synthesising what one has heard to ensure the information has been retained;
5. Deduction/ applying rules to understand language;
6. Imagery/using visual images (either generated or actual) to understand and remember new verbal information;
7. Transfer/ using the known linguistic information to support a new learning task; and
8. Elaboration, i.e. linking ideas contained in the new information or integrating new ideas with known information.

From the survey conducted during the study, an immediate need to focus on all the meta-cognitive strategies the points 2, 4, 5 and 7 from cognitive strategies (organising, inferencing, summarising, deduction and transfer) from above was felt, keeping in view the JFL learners in India.

The Social/affective strategies represent a broad grouping that involves either interaction with another person or control over own affect. Generally, they are considered applicable to a wide variety of tasks. The strategies that would be useful in listening comprehension are (O'Malley and Chamot, 1995 p.45):

1. Cooperation/ working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity;
2. Questioning or clarification, or eliciting from a teacher or peer additional explanation, rephrasing, or examples; and
3. Self-talk, or using a mental control to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

2.5 Training of Language Learning Strategies

Chamot and Kupper (1989) summarise the findings of an extensive study which continued as a three-year project. They investigated the use of learning strategies by foreign language students and their teachers, and also suggest specific classroom applications for learning strategy instruction. In all, three studies were conducted under this project: (a) a Descriptive Study identifying learning strategies used while learning foreign languages, (b) a Longitudinal Study identifying differences in the strategy-use of effective and ineffective language learners. It also analysed changes in strategy use over time, and (c) a Course Development Study, in which foreign language teachers taught students how to apply learning strategies. They conclude that students of all levels and abilities use strategies when working with a foreign

language, but differences exist in the ways of strategy use, which in turn contribute to the different degrees of success in language learning. Effective use of strategies apparently leads to more effective language learning, particularly it is true for the use of the core learning strategies such as self-monitoring and elaboration.

Oxford & Nyikos (1989) discuss variables affecting the choice of learning strategies used by university foreign-language students (n=1,200). If the number of subjects is considered, this is one of the largest completed studies in language learning strategies. The study addresses the types of strategies university students report using while learning a foreign language and the variables which influence the use of these strategies. They indicate that learners with high motivation for learning will likely use various strategies. As far as language learning is concerned, achievement can be viewed as one of the indices of motivation because motivation can lead to and support all activities.

Considerable research has been conducted on the ways to improve L2 students' learning strategies. There have been two viewpoints on the training of Learning Strategies. Some studies show positive results whereas some studies show that the data does not necessarily support the statement that Strategy training improves the learning or language performance of the learners. In many investigations, efforts to teach students to use learning strategies (strategy training) have fetched good results (Thompson & Rubin, 1993). However, all second/ foreign language strategy training studies have not been successful. Some trainings were effective in certain skill areas but were not so for other skills within the same study (for details, see Oxford & Crookall, 1989).

2.5.1 Strategies related to 4 language skills and their training

Specific strategies or groups of strategies are linked to particular language skills or tasks. In the case of ESL and foreign language studies, there has been ample study on Strategy training and its effectiveness. For example, L2 writing (similar to L1 writing), benefits from the learning strategies of planning, self-monitoring, deduction, and substitution. L2 speaking demands strategies such as risk-taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation. L2 listening comprehension gains from strategies of elaboration, inferencing, selective attention, and self-monitoring, while reading comprehension uses strategies like reading aloud, guessing, deduction, and summarizing (Chamot & Kupper, 1989). Oxford (1990b) gives a detailed chart mapping relevant strategies with listening, speaking, reading, and writing skills. In the case of strategy training in Japanese classrooms, there have been various studies in Speaking (conversation) as well as Reading Strategies.

Here, it is necessary to clarify the difference between skills and strategies as far as the four language skills, namely; reading, writing, speaking, and listening are concerned.

In the present study, the reference for the above differentiation is based on Carrell's explanation (1998). According to her, Strategies for reading comprehension refer to concrete strategies and action plans which learners select actively to achieve a specific learning goal. On the contrary, Skills refer to the passive (innate) ability of learners. She quotes (1998) as given below:

“Skills refer to information-processing techniques that are automatic. Skills are applied to a text unconsciously ... In contrast, strategies are actions selected deliberately to achieve particular goals. An emerging skill can become a strategy when it is used intentionally.

Likewise, a strategy can “go underground” and become a skill.” Paris, Wasik and Turner(1991, p. 611)

The above differentiation holds high importance from a strategy training perspective. The trainers should be well aware of this gradation while guiding the learners.

2.5.2 Metacognitive Learning Strategies and their training

Many poor language learners are not able to choose useful strategies. They do not realize when to incorporate these strategies while taking up the challenge of learning. The metacognitive ability to choose a particular strategy for a particular task or on a particular time implies that the learner is thinking about his own learning and making conscious decisions about the learning process. However, in order to select and use strategies, the learners should be familiar with a wide range of strategies that can be used. This fact emphasizes the importance of explicit training of the strategies in the classroom. As per the literature available, the key components of Metacognition are

1. To develop an action plan
2. To retain the plan over a period in order to monitor the learning.
3. To reflect on and evaluate the performance.

Planning a strategy before beginning a particular language task orients us and consciously keeps us on track during the activity. It also leverages judgments from time to time, assessment of readiness for various activities with higher difficulty, and monitoring our comprehension, decisions, performance, and behaviors.

Meta-cognitive strategies are recognised as a higher level of strategies by the researchers. Metacognitive strategies are higher order administrative skills that may entail planning for, monitoring, or evaluating the success of learning activity (Brown et al. 1983) They are classified as indirect strategies by Oxford and also have significance in O'Malley and Chamot as stated in the previous section. Wenden (1983) was also found to be effective to incorporate Metacognitive Strategies in training. Her study concentrated on self-directed learning among adult foreign language learners. Based on interviews, she explored self-directed language learning activities in a variety of social settings.

O'Malley & Chamot (1990) assert that a number of strategies can also develop motivation. E.g., self-evaluation is an important driving force to increase motivation because learners can learn to attribute their degree of achievement to their own efforts than to some unchangeable innate ability.

Compared to direct strategies concerning four language skills, there have been lesser experiments with training in metacognitive strategies. CALLA was developed as a Metacognitive Strategy Training model by O'Malley & Chamot. CALLA is said to help teachers to plan a lesson and bring together language and content with learning strategies. The main principles of CALLA model are to provide opportunities to learners to compare new learning against their prior knowledge. Secondly, it provides for training and practice in self-evaluation. This model has five instruction phases (Chamot and O'Malley, 1994, p. 43-44). They are: Preparation, Presentation, Practice, Evaluation and Expansion. *The above-said model was adapted and modified as per the needs of JFL learners in Western Pune. Points 1, 4 and 5 were written down on self-review forms. The medium of writing was English.*

Planning	<ul style="list-style-type: none"> • Advance organisers: Preview the main ideas and concepts of the material to be learned (skimming the text to find the organizing principle)
Directed attention	<ul style="list-style-type: none"> • Decide in advance to attend to a learning task in general and to ignore the irrelevant distractions.
Functional planning	<ul style="list-style-type: none"> • Plan for and rehearse linguistic components necessary to carry out the upcoming language task.
Selective attention	<ul style="list-style-type: none"> • Prior to the input, decide to attend to specific aspects of input (scanning for key words/ concepts, and/or linguistic markers)
Self-management	<ul style="list-style-type: none"> • Understand the conditions that facilitate learning and arrange for the presence of such conditions
Monitoring	<ul style="list-style-type: none"> • Self-monitoring: Check own comprehension during listening/reading or check the accuracy and/or appropriateness of one's oral/ written production during its delivery.
Evaluation	<ul style="list-style-type: none"> • Self-evaluation: Check the outcomes of one's language learning against a standard after its completion.

Fig. 2.4 Meta-cognitive strategies O'Malley J.M. & Chamot A. U (1995)

The above detailing is taken from O'Malley J.M. & Chamot A. U (1995, Pg. 119, which is adapted from O'Malley et. al. 1985a.) Based on the survey, a need to focus on the direct strategies was felt and focus on points 1, 3, 6 and 7 was finalised for the training course.

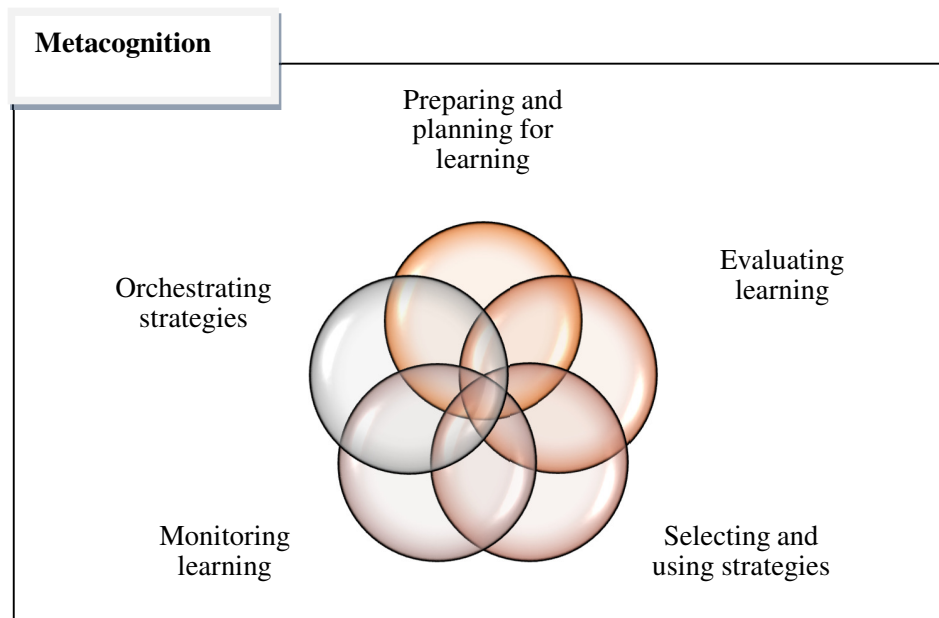


Fig. 2.5 A suggested representation of meta-cognition

The above diagram is a suggested representation in the present study, based on Neil J. Anderson (2008), ‘Metacognition and good language learners’, where he says that Metacognition is not any one element in isolation. It is the blend of all five metacognitive skills into a “kaleidoscopic view”. It is not a linear process from preparing up to planning and evaluating, but more than one processes can happen simultaneously.

Yuh Huann, Seng-Chee Tan(2010)give a detailed account of their study based on CALL instrument and the intervention focusing on scaffolding students in metacognitive reflection on their own oral performances. They report that a remarkable improvement was seen in the mean scores of pre-test to post-test of oral performance. Such an improvement indicated the

benefits of training in metacognitive reflection. The learners were found to adopt a systematic approach in their reflection with the sequence 'evaluating → monitoring → planning', with special attention devoted to the monitoring strategy. However, a disproportionate distribution of metacognitive knowledge usage was found in students' self-assessment. Task knowledge was the predominant metacognitive knowledge used by students, whereas person knowledge and strategy knowledge were neglected by the students. They suggest that teachers who are keen to implement a similar instructional approach could develop strategies to focus the students' attention on the latter two types of metacognitive knowledge.

2.6 Literature review related to conversation training

There has been a more extensive study on writing and reading strategies than on speaking strategies. When it comes to Speaking, there is a wide range of language performance. Speech, presentation, conversation, and discussion are some of them. Among these, speech and presentation have received more attention for skills. However, there is less literature available on Japanese conversation skills and strategies.

2.6.1 Conversation Strategies and their training

Communicative competence was defined by Canale and Swain (1980) and Canale (1983) identifying the following four key factors.

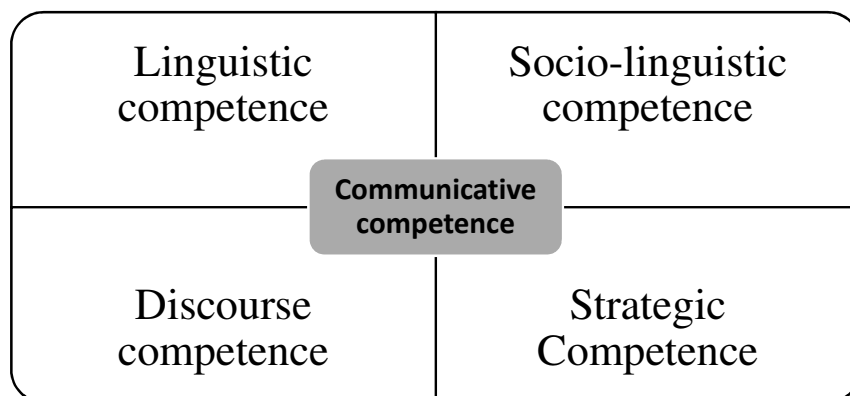


Fig. 2.6 Communicative Competence (by Canale and Swain , 1980)

A typical Indian JFL classroom has always focused on linguistic competence in terms of grammar, vocabulary, and expressions. However, there is a need to give inputs on and practice to the learners for other three aspects.

Canale and Swain (1980) define ‘Strategic Competence’ as “the mastery of verbal and non-verbal communication strategies in L2 used when attempting to compensate for deficiencies in the grammatical and sociolinguistics competence or to enhance the effectiveness of communication”. However, the present study has not focused merely on the compensatory strategies suggested above. That is because there is a debate on the usefulness of such compensatory strategies. Among many, Yule and Tarone (1989) were on the side of Communication Strategies instruction. Dörnyei (1995) reports his study and asserts that “by using communication strategies learners feel a sense of security and allowing them to cope with difficulty in L2”. However, there was a controversy in the ‘teachability’ of Communication Strategies. Bialystock (1990) and Kellerman (1991) have expressed the opposite view. Bialystock’s goal in *Communication Strategies* is "to find a means of explaining how strategies function in the speech of L2 learners" (1990: 13). She criticises the

focus on theoretical ambiguity in the definitions of Communication Strategies and argues that there should be a clearer view of identification, explanation of Communication Strategies. She asserts that the teachers “should teach language not strategy” and Kellerman (1991) asserted “there is no justification for providing training in compensatory strategies in the classroom Teach the learners more language and let the strategies look after themselves” (p. 158).

Therefore, Instead of concentrating only on compensatory strategies, the present study focused on other Japanese Speaking strategies such as composing an appropriate discourse and using negotiation strategies for successful communication. From the training point of view, the viewpoint by Marianne Celce-Murcia, Zoltan Dörnyei, Sarah Thurrell (1995:14) was found to be crucial. The present study on Training in Japanese Conversation tried encompassing most relevant strategies from among those proposed by them.

2.6.2 Cooperative learning and Autonomy

The principles of co-operative learning are aligned with the social strategies specified in Oxford’s classification of strategies and also with the social/affective strategies from O’Malley and Chamot’s classification. Peer cooperation and peer review or feedback can be seen as a manifestation of cooperative learning.

It can be said that through peer feedback, we can ensure the compliance of the Five Key Elements of cooperative learning proposed by Johnson et. al. (2006) to differentiate from merely putting students into groups to learn. The five elements are as stated further.

Table 2.3 The five key elements of cooperative learning (Johnson et.al.2006)

<i>Element</i>	<i>When is it achieved</i>
<i>Positive Interdependence</i>	When learners perceive that they “sink or swim together.” The whole team believes that each person’s efforts benefit not that individual, but the whole team.
<i>Individual Accountability</i>	When “students learn together, but perform alone.” A lesson’s goals are set in such a way that it can be measured whether (a) the team is successful in achieving the goals, and also (b) each team-member is successful in achieving them. Although cooperative learning requires teamwork, it entails individual accountability.
<i>Face-to-Face (Promotive) Interaction</i>	When team members become personally committed to the goals of other members through face-to-face interaction. Significant cognitive activities and interactions occur when learners promote each other’s learning. It includes oral explanations of solving problems.
<i>Interpersonal and Small Group Social Skills</i>	When learners learn academic content (language task) and also interpersonal skills within a small team (team-work).

Group Processing

When the learners are encouraged to analyse the team dynamics and the application of social skills after completion of individual tasks. However, it is not idle time, but tasks with specific goals are given, where the above two aspects are revealed.

In the present study, the face-to-face interaction was encouraged in both parts of the study. After each learner's individual effort to solve the problems, the answers were discussed among learners.

2.6.3 Peer review as a social strategy and its training

There are many studies which report the benefits of providing students with opportunities to give feedback to, and receive it from, their fellow students (see e.g. Falchikov, 2001; Liu and Carless, 2006). Falchikov introduces the methods and practice of "peer tutoring" focusing on how to set up schemes and how to cope with common problems. She discusses the rationale behind this learning form and its benefits. Liu and Carless (2006) report a large-scale survey of teachers and students in Hong Kong showing resistance to peer assessment using grades. They state that peer feedback helps learners to take an active role in managing their learning. They also claim that it can be quicker and more accessible sometimes than the feedback provided by a tutor, and it does not normally give rise to the anxiety which is often linked with the peer assessment with marks or a grade.

The experimental study by Kurt and Atay (2007) claims that results of the quantitative data showed that the group which received feedback from peers experienced significantly less anxiety while undertaking writing tasks than the group which received feedback from teachers at the end of the study. The interview results also revealed that the learners benefited from the process of peer feedback as it was through their friends that they became aware of their writing mistakes. Additionally, during the feedback, they received opinions as readers from their friends to elaborate. It helped them look at their writing from a different perspective. According to them, overall there are very positive effects of peer feedback in class.

From the above literature, we understand that the first benefit of peer-feedback is that it provides an alternative for teaching and feedback method against the traditional way of teacher's feedback. In these sessions, learners work with their peers to improve their writing skills. Secondly, the anxiety is lowered and learners are more motivated because they become aware of common problems faced by them and the peers. Thirdly, peer feedback helps learners to take more responsibilities for their learning. They feel responsible for reading the peer's text with care and giving constructive feedback. Lastly, the significant benefit is that such sessions provide opportunities to inculcate social affective strategies in learners.

However, there are also some *drawbacks of peer feedback*. According to Connor and Asenavage (1994), teacher feedback has more influences on learners' writing. Only five percent of peer feedback during their study influenced the writing. Learners respect and respond more to the teacher's feedback compared to their peers' feedback. Eventually, they tend not to make corrections based on peer feedback. Therefore, the teachers' strict instructions to do revisions is critical for incorporation of feedback given by a teacher or a

peer. Besides, some learners cannot actually give peer feedback because of insufficient knowledge. In such cases, learners hardly learn from others, resulting into a peer feedback defeating its original purpose and rationale to help peers to improve.

In his work on “Chinese EFL Students’ Attitudes to Peer Feedback and Peer Assessment in an Extended Pair work Setting”, Tim Roskams (1999) discusses the patterns and perceived usefulness of peer interaction, feedback and peer evaluation in the light of cultural values of Chinese learners. He States that about 5% of students did not enjoy the collaborative assessment. Overall response to peer assessment as a learning experience was favourable, but students were unsure about its fairness and felt less comfortable about it as an assessment exercise than a learning exercise.

Peer review has been widely used in Japanese language instruction before. However, most of the studies have focused on Peer Learning for Improving Writing Skills or Reading with peers (See Ikeda 1998,1999,2004, Tateoka 2000, 2005, Kageyama 2001). Ikeda, Tateoka (2007) give a detail introduction of Peer Learning as a way to design creative learning.

In her Ph.D. research, Nguyen Song Lan Anh (2015) explored the Peer Feedback and Self Feedback for extempore speech activity of Vietnamese JFL learners. She reports that the following phenomena were observed. Change1) Appearance of “Presentation of improvement plan”, Change2) Appearance of “meta-viewpoint”, Change3) Appearance of “Feedback from listeners’ viewpoint”, Change4) Appearance of “Evaluation by designating specific parts”, Change5) The emergence of “expression of willingness to learn”

She reports that the learners seem to be consciously observing his / her speech “before” in comparison with the speech “after” the feedback and noticed the problem in their speech and began to think about a plan to correct it. Secondly, she examined the relevance of change in self-feedback with the change in peer feedback but found no clear evidence that there was a causal relationship, but common points in the direction of change in both. She also observes the emergence of autonomy to a certain extent with the help of collaboration.

2.6.4 Self-review and self-assessment

Self-assessment and self-review can be perceived as one way to facilitate the practice the use of the meta-cognitive strategies.

Based on recommendations for the teachers, it was decided to bring the learning process and value addition through peer feedback to learners’ notice in a concrete way. Therefore, self-review and peer review sheets were formulated and improvised throughout the training as per the response of the learners.

It is noted in several studies that there is a difficulty faced by students when they self-assess. Most difficult factor is the accuracy of scores. Orsmond, Merry, and Reiling (1997) found that students many times misjudged the assessments. They used a science class assessment project and compared students’ self-assessment scores with the scores given in teacher’s assessment. The study showed that there was an overall disagreement between the markings of 86%. While 56% of students over-marked themselves, 30% students under-marked themselves. They also noted that generally, poor students tended to over-mark their work and the good students tended to under-mark their work. Sadler (1989) counteracts these difficulties by emphasizing the need for a teacher to pass the responsibility of assessment to the student

through a process of students becoming a trainee in assessment. The teacher's role is to guide the student in critical evaluation of their learning. If we provide a guided, but direct and authentic evaluation experience for students, it enables them to develop their own evaluative knowledge, thereby including them within the range of people who can determine the quality of performance using multiple criteria. It also enables the teacher to transfer some of the responsibility for making decisions to learner.

2.6.5 Training materials for Japanese conversation

There is a wide range of materials available in Japan especially for conversation practice. They vary with the target level namely; basic/beginners, intermediate, advanced and business level Japanese demanding higher order skills. None of them are sold in India, however are available in libraries and can be ordered online. Although there is a wide variety of teaching materials for Japanese conversation practice, the focus of the study helped to narrow down on particular books. The training programme developed for conversation intended to create awareness and practice of language functions, set expressions, usage of honorific language and discourse specific to Japanese social aspect. The following are the books referred to for the above-said purpose.

1. 『マンガで学ぶ日本語会話』 ALC Press, Japan 2006 Authors: Shinro Kaneko, Minori Fukada, Mikiko Kurokawa, Tomoko Miyashita

Target Level: Japanese learning latter half stage of basic level to intermediate level first half

Aim: It aims to learn commonly used natural phrases and also acquire knowledge about Japanese customs and culture. The primary objective is to enable learners to conduct a smooth communication in daily situations without any friction.

Structure: It is split into PART1 "How do you speak at such time?" PART2 "How do you speak in such a situation?". The first part consists a functional syllabus, and the second part deals covers a situational syllabus. Together with PART 1 and PART 2 there are 12 chapters, each consisting of [Comics + Commentary + Practice + Plus α Information + Column]. Learners are be able to understand the flow of conversation visually, along with the theme-related grammar and expressions. The script of the comic strips is included in the CD. 'Commentary' focuses on the grammar and expressions coming in a manga episode and explains the learning items. 'Practice' involves various types of items such as paraphrasing the learned expressions, sorting words, substitution drills. The book also gives 'Plus α ', i.e. specific attention points, hints and convenient expressions for smooth progress of conversation. 'Column' gives cultural information such as Japanese customs, manners, and things.

The easy to understand story and conversation pictures were useful to motivate learners to talk. The book incorporates certain compensatory strategies such as 'Asking once again, asking/providing the meaning/explanation, asking for rephrasing' to name a few. Communication strategies such as 'giving appropriate encouraging expressions(あいづち)' and negotiation strategies 'Assert oneself softly' which are unique to Japanese communication style are given a good coverage. All these aspects were found to be similar to the stand taken by Marianne Celce-Murcia, Zoltan Dörnyei, Sarah Thurrell (1995:14). Moreover, the practice sets and columns assist self-study before and after the training sessions. For the above-said reasons, the material was found to be crucial for the training.

2. 『なめらか日本語会話』 (1997) ALC Press, Author:Tomisaka Yoko

Target level: Learners who have completed basic level and proceed to intermediate, are good in language knowledge but lack in Japanese oral communication skills.

Structure: It is divided into 3 parts namely; 1. Sound change 2. Conversational style and 3. Speech functions, with 23 chapters with details on conversation rules and inputs that are important for natural flow of the conversation.

For the training in natural conversation, the book was found to be very effective because it provided the inputs such as sound changes/short forms/ ellipses in spoken language that are not covered in a standard textbook focusing more on formal and written Japanese. The contents of the book helped in keeping Japanese communication as the base for structuring syllabus (contents) and curriculum (sequencing and presentation) of the training programme. Particularly part one and two were of utmost importance from a point of view of communicating in a natural style.

3. 『会話に挑戦！中級前期からの日本語ロールプレイ』

3 A Network, Japan 2005 Authors: Nakai Junko, Kondo Fumi, Suzuki Mariko, Ono Megumihisako, Aramaki Tomoko, Morii Tetsuya

Target level: From early intermediate level onward.

Structure: The book is structured in such a way that learners through role-playing become aware of what was missing in themselves, what kind of language knowledge, linguistic

expression was necessary, and go on acquiring the language in the process. It covers 22 situations from scenes and situations which JFL students are likely to come across.

The textbook very elaborately gives various possible variations in practical situations, which were necessary for the conversation training in the present study. The book was particularly useful in providing a good introduction and practice for expressions and techniques necessary for the natural flow of the conversation such as fillers, quick responses and set expressions.

4. 『日本語会話トレーニング』 Ask Publication, Japan 2008 Author: Hitomi Kobayashi.

The book gives a variety of situations and natural expressions for conversation. It has a CD with conversation recorded with natural phrases. With the technique of sync reading and shadowing, one can listen to plenty of Japanese in conversation. It gives all variations that are required and likely to be used in a similar scenario. Learners can practice in class lessons, as well as by themselves.

Though this book was not focused on as teaching material, it helped in giving insights into the variations that may occur in individual responses.

2.7 Literature review related to training in reading

Although reading was considered to be a passive language skill earlier, it was proven that the reader is active while reading a text with several mental activities, both conscious and sub-conscious. Though the processing within the human brain has remained an ever exciting area for the researchers, the references taken for the study are mainly from a language teaching point of view.

2.7.1 The Three Reading Models

An individual's reading proficiency depends on various factors, including general language proficiency, experience, the complexity of the text, purpose of reading and topic of specific texts as well as the logical thinking, which is required while reading for example for drawing an inference. Experts in language reading developed various models of the reading process which are used in comprehending texts. Hedgecock & Ferris (2009) gave an account of three distinct models for reading processes and development as the following: 1. bottom-up, 2. top-down, and 3. Interactive. Usually bottom-up and top-down are considered to be opposite approaches and the interactive model employs a combination of strategies from both models as per requirement. Many experts advocate for the third, i.e. the interactive approach because it is closer to the reading process in real-life in a variety of texts as per the need of the text and purpose of reading.

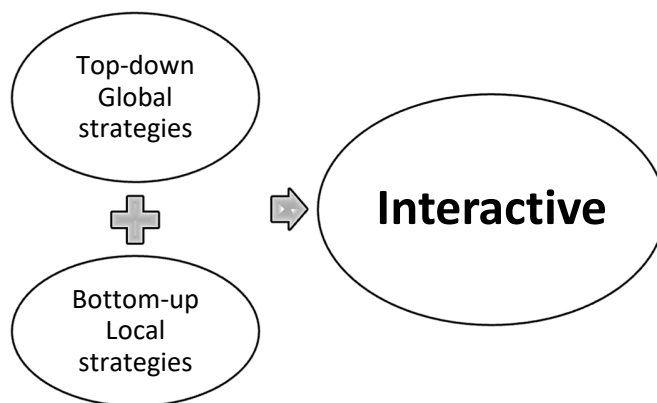


Fig. 2.7 The three models of reading

Hedgecock & Ferris (2009) described the *bottom-up model* as a process, which focuses on discrete vocabulary, world level, and gaining comprehension by translating informational

texts piece-by-piece. The term “bottom-up” comes from a concept that reading begins from the “bottom” i.e. smallest and most basic units such as letters, then simple words and morphemes, then gradually works its way “up” with larger units such as sentences, paragraphs, and the whole text. Barnett (1989) explained it as a linear process, where text has to be received before higher-level mental stages of comprehension and decoding information can be used. Barnett further stated that the process of bottom-up is mainly text-driven and progressive, because small portions of text are analysed and slowly added on to make them meaningful and comprehensible.

We should note that graphics and symbols play an essential role in the bottom-up model, as it relies heavily on the text itself, particularly in case of Japanese, compared to European languages having the alphabetic system. It has “2 categories of writing systems: logographic which indicates meaningful units and syllabic. The syllabic has two scripts (hiragana and katakana), and one script in the logographic category (kanji)” (Matsumoto, 2013). This explains the script and vocabulary oriented teaching-learning focused in India, where the analytical and Bottom-Up approach has been the tradition for centuries. Secondly, the reading speed which is of high concern for learners and teachers is a direct result of over-use of Bottom-Up model of reading.

In the case of reading in a second or a foreign language (L2), using bottom-up strategies to decode may be difficult due to the differences in writing systems of a first language (L1) and L2. Orthography can affect the accuracy of L2 word recognition as well as the strategies used to process those words (Koda, 1989, 1996). Koda compared the difference in performance in reading comprehension and correlated vocabulary knowledge between learners with related

orthographic backgrounds and those with unrelated. Learners with related orthographic background had a greater advantage initially and also had significantly better test performance over time. Particularly in the case of Japanese, kanji does not have a clear connection between orthography, phonology, and meaning (Matsumoto, 2013). As a result, even if one cannot pronounce a particular kanji, recognition of the character itself may enable a reader to decode the meaning of the text. Thus, identifying a kanji's meaning without knowing the reading may enable readers to continue with decoding and assist with reading comprehension.

Another feature of the bottom-up model is the theory of automatic information processing, created by Laberge and Samuels (1974, cited in Logan 1997). This theory states that the human mind works like a computer, and can perform tasks one by one, giving attention to specific tasks as needed. The term automaticity was used to indicate that a reader has limited ability to shift their attention between processes of decoding and comprehending. Therefore, in order to achieve an automatized process of reading, a successful bottom-up reader begins by developing macro-level processing skills in a structured manner and practices those skills until they become automatic over time (Anderson, 1984). After achieving this stage, the macro-level skills operate from working memory without conscious effort. An individual's learning style can have an effect on the model of reading used.

Usually, bottom-up readers are considered analytical learners because they are detail-oriented and move systematically through the learning process. Hedgecock & Ferris (2009) further described analytical learners as those who closely pay attention to detail, and therefore can easily remember every significant detail (of the text) and even some minor details. They are contrasted to global learners, who have a more holistic, top-down approach to learning.

The contrast model to Bottom-Up model is Top-down Model. Hedgecock & Ferris (2009) explained that the top-down approach is a holistic method that does not rely on small details, but instead on making assumptions of reading based on context. Thus, top-down readers are considered global learners, and often get the gist of text without paying much attention to specifics. This concept of “getting the gist” is the essential focus of the top-down method. Barnett (1989) described top-down as a linear process like bottom-up, yet it proceeds oppositely, starting from the top with higher-level mental stages, and moving down to the text itself. It is reader-driven and progresses by the reader making intelligent guesses about what will happen in the text. Goodman (1967) referred to the top-down process as a “psycholinguistic guessing game”. He explained that construction of the meaning from text includes four interdependent procedures, namely; content prediction, sampling of material, confirming predictions, and also correcting inaccurate predictions. In this process, a reader makes conjectures based on the textual cues, and then confirms or rejects his/her assumptions as reading progresses.

Goodman’s guessing game theory indicated that readers do not need to perceive and understand all parts of the text in order to be an efficient reader. It is believed that efficient readers can make accurate guesses with very fewer cues. In reading, this background knowledge is referred to as ‘schema’, and is a critical aspect of the top-down process. The schema theory states that readers use background knowledge from their prior experiences to comprehend text (content schemata). Formal schema focuses on background knowledge of the formal and organizational structures of different texts (Carrel & Eisterhold, 1983). Different types of text (e.g. stories, letters, informative essays and so on) will be presented in

different forms and structured differently according to their genre. Readers become familiar with these genres through repeated exposure and gaining life experience. Linguistic schemata mean the skills of decoding and discourse processing. Hedgecock & Ferris (2009) stated that this type of schema and knowledge of text macrostructure can be beneficial to readers, whereas gaps in the formal schema can cause difficulty for readers, especially for L2 reading. Reasons for these gaps include a limited experience of reading in general and less exposure to genres, and quite importantly, formal schemata of their L1 may not transfer cross-linguistically. Because of this, many L2 readers need to become familiar with the formal schema of their L2. The content schema is often referred to as the cultural schema, as a person's culture greatly influences the way they perceive an idea or concept. Rivers and Temperly (1978) stated that cultural knowledge has socio-cultural meaning, which "springs from shared experiences, values, and attitudes". Because of these shared attitudes, the way text and content is interpreted can vary due to the cultural background of the reader.

The third and final model of reading is *the interactive model*. This model combines techniques from both the bottom-up and top-down models, thus incorporating surface-reading as well as more in-depth cognitive strategies for reading comprehension. Barnett (1989) stated that unlike the first two, the interactive model is not linear, but a cyclical process where textual information as well as the reader's mental activities work simultaneously and make an equally important impact on comprehension (p. 28). This concept of simultaneous working is the essence of the interactive model. It suggests that the text sampling techniques of bottom-up and the higher-level decoding of top-down interact continuously together. A typical example of interactive reading is the Interactive Compensatory Model. The compensatory model stated

that strength in one processing stage can compensate for weakness in another. Here, a reader compensates for gaps in reading comprehension with knowledge from other areas. Therefore, a reader less proficient in bottom-up reading gets assistance from greater knowledge of top-down strategies, and it is also possible vice versa.

‘It is not expected that only one extreme model should be used strictly for learning. It was found that a pairing of the two may prove to be best for teachers and students’ (Dahl, 2000). With the interactive model, readers can extract methods from both the bottom-up and top-down approaches. The interactive approach has been favoured amongst many contemporary researchers of language reading, who believe that utilizing this method may better assist readers in achieving a higher level of reading comprehension.

Research in Reading strategies in the Japanese language proved that the interactive model was significant in the process of reading Japanese. The interactive model, using both bottom-up and top-down processing, would help language learners understand the text in Japanese. Based on the information of Horibe (1995) and Toriyama (1993), strategies in the interactive model employed both bottom-up and top-down aspects. For example, grouping strategy functioned in a dual way by analysing at the word level (bottom-up model), while connecting what the learner knew to understand the concepts of the reading (top-down model). Students in Horibe's study indicated that they activated schema to become familiar with the reading and utilized conceptual information to fill in the unknown words and sentence structures. During this task, students were self-monitoring their reading process linguistically such as examining words as well as conceptually. As a result, the students were able to use the strategy of decoding to analyze the unknown words. Thus, students utilized the reading strategies that

were categorized as an interactive model to comprehend the reading in Japanese. Students had patterns of metacognitive and cognitive strategies use (Toriyama, 1993). Toriyama confirmed that ESL reading strategies could be transferable into learning Japanese as L2. The study revealed the gap in reading strategy use, with cognitive strategies accounting for 80% and metacognitive for the remainder. The most used cognitive strategy was making inferences while the most used metacognitive strategy was self-management.

For Indian JFL learners, a need is felt to enable them to pull from the strengths of both models, and for doing so, learners should be made aware of and given practice into both the models.

2.7.2 Training of Reading Strategies

In the early era of research on strategies, Carrel (1989) studied in depth the skills and strategies used in second language reading. She studied the strategies used for reading an English text and a Spanish text by 45 English natives learning Spanish language and 75 Spanish natives learning English language. She classified the strategies into two categories namely Local strategies (Bottom Up strategies or BU) that concentrate on comprehension of meaning through content and details in the text and Global Strategies (Top Down or TD) strategies that use background knowledge, knowledge of structure patterns for comprehension of meaning. She observed that, though there are exceptions, proficient readers of L2 perceive TD as effective strategies whereas less proficient readers perceive BU as effective strategies. The 2nd part of the present study has taken the above references while formulating the opinionnaire on the learners' perception of reasons for difficulty in reading comprehension.

In the case of JFL learners, there have been various studies and reports on Reading Strategy training in classrooms (See Minaminosono1997, Olga 2006, and Kawamori 2015). The early theoretical studies include Itou (1991) who organised all Reading Strategies being researched in Europe and America during that period. One more frequently referred study is by Kudo (1993) who compared the difference in the use of strategies in objective questions and summary writing as well as the strategy used by better performers and poor performers. She also proposes that training in such reading strategies will be effective particularly in case of poor performers who in spite of having domain knowledge, are weak in reading. The reference of reading strategies classified in Kudo (1993) is taken for designing the training module. The 23 strategies listed in her research are given below.

Table 2.4 The reading strategies organized by Kudo (1993)

1. Skimming	2. Reading back
3. Checking new words	4. Skipping unknown words
5. Looking for keywords	6. Looking for important information
7. Reading details	8. Drawing underline
9. Note-taking	10. Outline/ Structure of the text
11. Paraphrasing per paragraph	12. Paraphrasing per sentence
13. Using analogy	14. Thinking of a concrete example
15. Using background knowledge of the content	16. Summarizing the contents
17. Imaging	18. Inferencing
19. Asking questions to oneself about the important elements	20. Asking questions to oneself about the details

21. Memorising important word or sentence	22. Linking with one's experience
23. Translating into one's mother tongue	

The strategies with no.1,3,4,5,6,10,11,and 16 were focused on in the Reading Strategy Training. An additional strategy of “Predicting (the forthcoming content)” which is said to be an important Top Down model strategy (Global) was included. In the present study, the prediction from Linguistic queues was focused. The categorization used in the present study is based on the Japan Foundation reference book 『読むことを教える』 (2004) as given below(the translation was done for the present thesis).

Bottom Up strategies

- Confirming new vocabulary
- Grasping the link between sentences by paying attention to conjunctions and referents
- Organising finer details with (in the form of) tables and diagrams

Top Down strategies

- Finding only necessary details quickly (Scanning)
- Reading through quickly and grasp the essence of the whole (skimming)
- Reading while predicting
- Identifying important words and sentences and skipping others

2.7.3 Teaching materials for Japanese reading

There is a wide range of materials available in Japan specially for reading practice. None of them are sold in India, however are available in libraries and can be ordered online.

1. 『留学生のための 読解トレーニング ～読む力がアップする 15 のポイント～』

Bonjinsha Publication, Japan (May 2011) Edited by Kei Ishiguro, Authors: Michiko

Kumada, Chie Tsutsui, Olga Pokrovska, Yumiko Yamada

Level: From intermediate first half to advanced level

Contents: The book covers 15 points to improve reading ability. It aims to enable learners to understand Japanese sentences, paragraphs and texts correctly. It consists of 15 sections, each of which introduces a reading strategy, that is, a technique to read Japanese texts. The reading (skills and) strategies are roughly divided into four parts.

1. "Strategy to understand one sentence" (Part 1: Chapters 1 to 4): It is a long and complicated sentence that learners who have just entered intermediate level feel initially difficult. Grammar has already been learned at the elementary level, but if the sentence is long, they cannot understand how to comprehend it. In Part 1, there is a training to understand a long and complicated sentence without any error.
2. "Strategy to Understand the Continuity of Sentences" (Part 2: Chapters 5 to 7): The sentence one is reading is always connected to sentences before and after by the topic, and the connection is indicated by the demonstrative pronouns, abbreviations, and inter-related phrases. In the second part, the book focuses on expressions showing links with the topic and aims training to understand consecutive sentences correctly.

3. "Strategy to understand the development of sentences" (Part 3: Chapters 8 to 11): Expression that shows the development of text that comes at the beginning or the end of a sentence is placed to help the reader understand. Part 3 focuses on such expressions, carries out training that seeks out the structure of the text and also the author's perspective.
4. "Strategy to understand using prior knowledge" (Part 4: Chapters 2 - 15) Even sentences with difficult grammar and vocabulary are easy to understand if the reader knows the contents and structure of the sentences. Part 4 asks to use the knowledge that the reader has and aims training that makes it easier to understand the sentences. (From the book's Introduction)

The classification of strategies in the units of sentence level, paragraph level and whole text level were found to be very useful for training purpose. The approach of the present study was to assimilate both; "bottom-up" and "top-down" approaches to train learners in reading that is closer to reality. The comprehension passages and the exercises also proved to be useful for actual training.

The sequencing of the strategies was found to be very useful for the training purpose as it gave a specific structure to the training course and also made it easy for the learners to place the content of the input on the continuum of reading strategies. The strategies ranged from the word level to Sentence level, then expanded to paragraph level and the whole text level. However, the book more or fewer guidelines which the trainer has to provide for additional material with examples of conjunctions arrange extra materials.

2. 『速読のための日本語』 Japan Times

Aim: Improving Reading Skills of Intermediate and Advanced Students

Structure: divided into 3 parts namely; Scanning, Skimming and Scanning& Skimming. In the last and 4th section of the text, longer and more complicated texts are given for challenge.

This book was originally published as a teaching material for foreign learners of Japanese. However, the level is high, almost near to the level of real-life Japanese. There is an extensive use of authentic materials. In general, teaching materials for foreign language learners are often rewritten by lowering the vocabulary level for learning, but the texts included in this material is what ordinary Japanese people come across and read in everyday life. The book gives a suitable arrangement of exercises and reading skills such as “scanning”, “skimming” or “Identifying the key sentence” and it gives a ready to use a collection of authentic material for enhancing of those specific skills with relevant exercises. Content matching, selection from four options, descriptive questions, etc. are provided after various kinds of materials ranging from newspaper articles, short stories, to TV section of the newspaper and the delivery menu.

It proved to be a good training material as it is grounded in real-life Japanese reading experience, was used in training and also in formulating the tests.

3. 『読解をはじめるあなたへ』 Bonjinsha Publication, Japan 2011 (3rd Edition)

Level: From basic to intermediate level

Aim: To support "the Bridge from Elementary to Intermediate".

Structure: Main text based on real-life texts, questions on new vocabulary, content comprehension, crossword on Katakana words and column for providing insight into vocabulary background and cultural inputs.

It has gathered interesting topics so that learners at the beginner level get used to reading long texts early and enjoy the activity of reading. A separate vocabulary list with English, Chinese, Korean bilingual is attached. It touches upon various exercises which train in different essential reading skills such as scanning, scheming, getting the gist of the paragraphs and the whole text, as well as grasping the structure of the text.

This text was used as a reference for forming tests.

2.8 Trends in Recent research on Language Learning Strategies

Compared to the earlier research on identifying Language Learning Strategies by observing good learners, more recent research seems to be that of examining practical aspects of strategy training. This type of research has examined language learner strategies in more context-specific situations, rather than all-inclusive category. For example when learners take up tasks in academic writing, they would utilize a different set of strategies than if they were to interact with a native speaker in a daily conversation. Although the terms cognitive and meta-cognitive strategies are maintained in strategy research, other learning strategies related to learners managing their affective conditions or social environment usually seem to have classified under a more generic term 'self-regulation'.

Secondly, there is also a trend of study on the side effects of training in particular strategies. E.g. Lam (2010) studies Metacognitive Strategy Teaching in the ESL Oral Classroom for gauging the Ripple Effect on Non-Target Strategy Use. Her study examines the 'wash over' effect on learners' use of pre-existing, non-target strategies.

Thirdly, there are some studies which attempt to place the strategy training within the courses correctly. E.g. Mohammad (2015) studies learners in ESP(The English for Special Purposes)

and EGP(The English for General Purposes) courses in University of Tabriz, Iran and asserts that if the students try to develop effective strategies to handle the reading skill thoroughly, they will probably be better able to deal with the later ESP courses. They also report that ironically the students memorise a grammatical rules as a requirement to clear the university entrance exam. Therefore there is a need to improvise EGP course and equip the students with strategies for their later courses. Similar trend is observed in the Indian JFL learners.

2.9 Relevance of the present study

The above literature review facilitated various research methods and designs as well as the findings of studies in strategy training. However, there has been extremely less experimental study of Indian JFL learners. There has been no exploratory study of Autonomous Learning.

Secondly, it can be said that different models have been conducted for strategy training, and yet very few studies try to comprehensively cover skill-specific cognitive strategies, social strategies and meta-cognitive strategies that form the essentials of Autonomous Learning.

Thirdly, though there is ample study of peer feedback for improving writing and speech, there has been hardly any study in experimenting Japanese conversation.

Therefore, the present study was an attempt to take the research forward and conduct an exploratory study in explicit strategy training which would train learners in Learning Strategies, leading thereby to Autonomous Learning.

2.10 Summary

After reviewing the related literature, the following decisions were made for the experimentation involved in the Training in Conversation and Learning Strategies.

1. A way to provide a detailed guideline for peer feedback during the training
2. A guideline in terms of questions that will initiate self-review
3. To record learners' feedback to each other in the form of peer review sheets and also in self-review sheets as "Items learned from friends".
4. Not to implement peer assessment (marking) in a formal set up, but keep it limited to peer feedback for improvisation in performance.
5. Since there is less use of Peer response or Peer feedback in a classroom for improving performance in the Japanese language, it was decided to implement it regularly in the Training in Conversation and learning strategies.

After reviewing the related literature, the following decisions were made for the experimentation involved in Training in Reading and learning strategies.

1. The strategy training model for reading will make learners aware top-down model of reading which was not perhaps known before.
2. The training will involve giving some quick techniques for the prediction from text structures and conjunctions.
3. The training will provide a knowledge of linguistic clues which can be memorized and used while reading.
4. The training will involve time-bound exercises in order to bring efficiency in the use of reading strategies and improving speed.

To sum up, the literature review facilitated the choice of the method of data collection, analysis as well as selection and sequencing of strategies and materials during the development of products, i.e. strategy training programme for Japanese conversation and reading. It helped to narrow down the focus on the nature and scope of the present study. It clarified the relevance of the present study with specific reference to the research on JFL learners in India.

Chapter III Theoretical framework and the Research methodology

3.1 Introduction

The research question of the current study involves the JFL learners in India. As put forth in the earlier chapter, Review of Related Literature, there has been a very little systematic study of the said target group in the past. The field of Strategy Training is unexplored in India in terms of the scientific study of the current status of their usage, experimentation of training and its results. Given the fact that such training and treatment was not given in the past to the target group, various research methods and techniques used in the field of second / foreign language education were studied to achieve the objectives of the study.

This chapter first discusses the theoretical framework of the study which explains methodology and the rationale behind the choice of research methodology, the research design and the procedure. The chapter describes various research methods employed in this educational research, the methods utilized for collection of data, sampling, tools developed for the study and the methods used for data analysis.

3.2 Theoretical framework of the study

The research methodologies employed in educational research usually draw on behavioural and social sciences as they are mainly based on psychology, sociology, and anthropology. However, at the same time, being a scientific study of teaching and learning that is based on empirical positivism, educational research also largely utilizes experimental and quantitative methods.

The researcher with her experience in Japanese language teaching in Pune thought that learners, in general, are not much aware of the 'Learning Strategies', or even the 'Direct Strategies' that deal with specific language skills such as reading.

Many learners are not aware of 'How to study' for an effective learning and therefore make less progress in developing their language skills, as the focus is solely on 'What to study' which is most of the times specified by the teacher or a pre-designed programme. However, ideally, a good language teacher should assist learners in developing direct and indirect, cognitive, social, and meta-cognitive strategies which enable them to manage their language tasks, their learning and thereby making them less dependent on teachers or the learning environment. For a gradual progress towards the ultimate goal of Autonomous Learning, our learners need to be first trained in direct strategies such as 'How to read', 'How to listen', social strategies such as 'Co-operating with peers', and also in strategies on meta-level, such as 'Exploring new ways of learning', 'Self-monitoring', 'Self-evaluation'.

Though the study keeps 'Teaching Japanese as a foreign language' as the main focus, in a broader sense, it intends to explore a way to assist educators in developing language classroom activities and conditions that support and foster learners' *Autonomous Learning through Strategy Training*. It may be called as the first step towards our goal. It can be adapted in other foreign languages as well as Indian languages.

3.3 The nature of the study

The present research tried to explore strategy training as one of the significant measures to inculcate autonomous learning in Indian JFL learners. The basic language skills are said to comprise of four skills namely; speaking, listening, reading and writing. All these language skills

manifest in forms of language comprehension and performance. ‘Speaking’ and ‘writing’ are known to be ‘productive skills’ because they involve the production of a tangible performance of the language which results in verbal communication and a written text respectively. Since ‘reading’ and ‘listening’ deal more with comprehension, they are interpreted as ‘receptive skills’, however, research has shown that they are not ‘passive’ skills because of the amount of mental activity a listener or a reader undertakes at the conscious/ subconscious level is very high despite being silent many times. Therefore, the learner new to the language needs to know the strategies not only while performing in but also while comprehending the language. These are the strategies which can be used while doing relevant language tasks involving any of the 4 language skills. *The present study is a product development of strategy training which aimed to develop training for both the types of language skills; productive and receptive.* The JFL learners in India often find it difficult to practice verbal communication and there also has been a great concern about reading performance that is expressed by both, the learners and the teachers. Hence, the study was focused on the training of the above 2 language skills namely; Speaking and Reading. The study reported in this thesis includes a needs analysis and a diagnostic test as the starting point, designing of training courses as well as the experimentation. The objectives of the study were defined as explained in the first chapter, Introduction. In order to achieve the defined objectives, the present study was divided into the following components as per the objectives of the study:

1. Objective no. 1: Initial survey on ‘Learners’ beliefs about foreign language learning and teaching’

2. Objective no. 2 and 3:

‘Training in Conversation and the Learning Strategies’: This part of the study experimented with long-term training of direct strategies related to direct strategies related to speaking skills and indirect strategies such as meta-cognitive learning strategies and social strategies which are considered to be crucial for effective language learning.

3. Objective 4 and 5:

‘Training in Reading and the Learning Strategies’: This part experimented with the training of *direct strategies* such as cognitive strategies which are directly related to *reading comprehension* and indirect strategies such as social strategies.

In order to gain the variety of quantitative and qualitative data required for the validation of the training models and the whole study, multi-method research was implemented. The unique nature of the research made it necessary to use a combination of various methods and techniques as the research methodology and the combination best suited for the purpose was followed. As a result, a ‘mixed method research design’ was employed. As far as strategies are concerned, their partially sub-conscious nature makes it difficult ‘to measure’ or ‘to prove’ its use. However, the study intends to explore the possibility of the training of strategies in Indian classrooms. Therefore, to measure its effectiveness, a pre-test and post-test model was proposed for the experimentation conducted in ‘Training in Conversation and Learning Strategies’ and ‘Training in Reading and Learning Strategies’ of the study.

3.4 Beliefs and readiness survey for Autonomous Learning

Before the main study, there was a need to know about the readiness for ‘Autonomous Learning’ which seemed to be a new concept in Japanese language classrooms in India. It was also necessary to know the learners’ beliefs about the teaching-learning process.

3.4.1 Need for the Beliefs Survey

From among the 4 objectives of the study, the first objective, ‘To study the learners’ beliefs about language teaching-learning and readiness for autonomous learning’ needs to be achieved by a method which describes the learner beliefs *at present*. For that purpose, the first component of the study was a survey to know the beliefs about and readiness of JFL learners for autonomy as well as their beliefs about foreign language teaching and learning. This survey helped to give some insight into the mind-set with which the Indian JFL learners approach a foreign language classroom and language learning.

It was a survey conducted for collecting data through opinionnaire which attempted to probe into the current state of the beliefs of Indian JFL learners. Therefore, it was a descriptive study and did not hold any hypothesis.

As the aim is to study the conditions or relationships that exist, opinions and beliefs that are held, which may further develop to suggest the trends that are developing, the *method of Survey* was selected for data collection. Secondly, the *descriptive method* was used for analysis. Although it may be a result of past events or a cause of future effects, the focus of the study is to know *the present*. The study nowhere intends to asses or evaluate the beliefs as *good or bad*.

3.4.2 Tools Developed for the Study

A survey instrument was developed in form of an opinionnaire by selecting a few questions from and modifying Strategy Inventory for Language Learning (SILL) given by Oxford (1989), and creating a few *new* relevant questions. In the developmental phase, the instrument was checked by a native Japanese language expert and an expert in educational research in order to validate the questions and the sequencing of questions. The first version was given to 5 learners and with required modifications, final instrument was developed.

The data collected data by survey method included:

1. Beliefs about Teacher's role
2. Beliefs about autonomous learning
3. Opinions on peer learning and peer feedback: It aimed to check the readiness for introducing peer learning
4. Opinions on self- evaluation, self-monitoring etc. (as an integral part of autonomous learning).

The 10 questions were divided mainly into 3 categories.

1. Readiness for peer learning
 - A. If I correct my friends' errors, it may affect my relation with them
 - B. It is possible for my classmate to assess my performance and give me a feedback.
2. Beliefs on teacher and learner roles
 - A. Teacher is and should always be the controller of the class.
 - B. Teacher is the only source of knowledge the students should depend upon

- C. If I come across certain difficulty in Japanese, I should immediately approach the teacher to find a solution.
3. Readiness for self-evaluation, self-monitoring
- A. I should become more independent in my studies as I progress in my Japanese language studies.
- B. If I come across certain difficulty in Japanese, I should try to find the solution by myself.
- C. I can evaluate my own learning and level properly.
- D. It is possible for me to plan my own learning and monitor it.
- E. I will feel more comfortable if the teacher is always beside me to correct and support even in advanced level studies

The degree of agreement to the statements was asked with four options namely; 1.Strongly agree 2.Agree 3.Disagree 4.Strongly disagree.

3.4.3 Method of Sampling

- As the exact number of JFL learners in India cannot be known because of the lack of such records, it was decided to consider the number of learners appearing for JLPT test in December 2015 as a reference, which was 4,308.
- The respondents were selected by random sampling method.
- Number of learners surveyed: 167 (approximately 3.9% of the population)
- The learners from the following institutions in Pune and from out of Pune participated in the survey.

Table 3.1 The respondents of the preliminary survey on beliefs

<i>Name of the institution</i>	<i>No. of respondents</i>
<i>Tilak Maharashtra Vidyapeeth</i>	71
<i>Savitribai Phule Pune University</i>	29
<i>Indo Japanese Association</i>	21
<i>Recently passed learners from the above institutions</i>	15
<i>Institutions from Mumbai, Hyderabad, Delhi , Bangalore, and Chennai</i>	31
Total	167

3.4.4 Data Analysis Tools

The questions asked in the beliefs survey were in terms of degree of agreement/ disagreement. Therefore the responses received had to be calculated as the percentage of the total size of the sample. Secondly, the opinions were qualitatively analysed to correlate with the readiness for autonomous learning, peer learning, beliefs about control of a teacher and a more positive and active role of a learner which are the prerequisites of Autonomous learning.

3.5 Training in Conversation: Direct and indirect strategies

The first part of the study dealt with the training in Japanese conversation and learning strategies As stated in the objective no. 2 (To develop a programme for training in ‘Japanese conversation and learning strategies’) and 3 (To test the effectiveness of the programme in

‘Japanese conversation and learning strategies’), a systematic empirical study was carried out in order to devise an effective method of training learners in strategies and to design a strategy training model and measure its effectiveness..

3.5.1 Need for Conversation Training and the Rationale behind the Product Development

In India, particularly in Pune, learners and teachers need to concentrate on and maximize efforts within the classroom time because there is an isolated environment¹³ as regards to the opportunity for oral and written communication in Japanese. Most of the private Japanese schools conduct part-time courses where the syllabi need to be completed in limited hours. The class is usually a grammar-based comprehension oriented class, and learners do not get many opportunities for conversation practice. Usually, the blame is put on large numbered classes and pressing syllabus and time. Teachers complain that there is hardly any opportunity for them to review the language performance during the class proceedings regularly. As a result, such activities are avoided and learners tend to have weaker oral communication skills.

The second and more important fact is that the learners get fewer opportunities to look objectively at their own learning process. For effective learning, it is important for learners to go beyond what a teacher or a programme provides and develop the meta-cognitive behavior which will enable them to regulate their own learning. This study proposes that if

¹³ The reference here is to **the year 2014-15** when there were not many native speakers of Japanese in India , the Japanese learners had no access to the working natives and there was much lesser use of internet or social media. The scenario is slowly changing since 2017, with more Japanese coming to India for education, work, and there is a remarkable spread of the internet.

given the opportunity to review their own performance regularly to track their progress, the learning will be more effective.

Such self-directed learning will take the learners, teachers and eventually the institutions ahead towards ‘Autonomous Learning’. Though the metacognitive learning strategies like **planning, self-monitoring, and self-evaluation** are applicable for all the language skills and are said to enable learners to plan, monitor and review their own learning, they are a higher order of thinking and learning skills. Therefore, the learners need to be trained.

3.5.2 Framework for Conversation Training

Various methods available in educational research methods were utilized in the study. The product developed was the ‘Framework for Training in Conversation and Direct and Indirect strategies’.

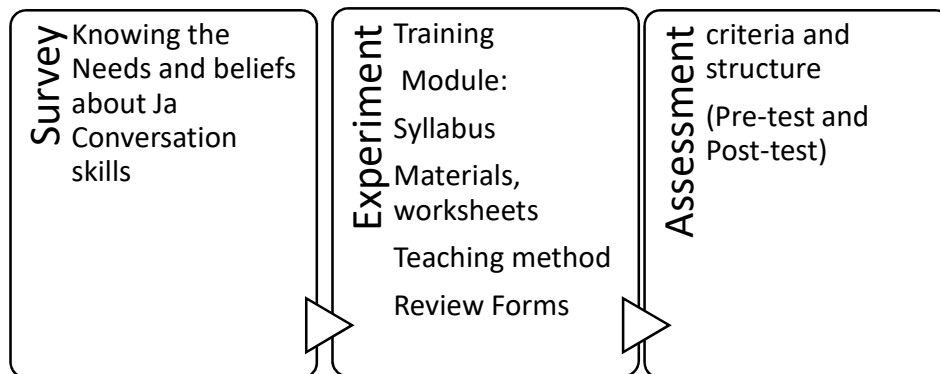


Fig 3.1 Framework for Training in Conversation and Learning Strategies

3.5.2.1 The preliminary survey of Learners’ needs

1. Similar to the survey on beliefs described in earlier section 3.4, this part of the study started with a preliminary survey of learners’ needs. As the aim was to study the conditions or

relationships that exist, opinions and beliefs that are held that might suggest further the developing trends; the 'Survey method' was used. This research method is primarily concerned with the present. Therefore, the 'Descriptive method' was used for analysis.

2. The survey method was used for the data collection with the help of a questionnaire survey which probed into the current status and needs of the learners from a conversation point of view. The details of the developed tools and the sampling method are given in subsequent sub-sections under this section. The survey intended to study the background of the learners, the problems learners face and customize the training course accordingly.

3.5.2.2 Methods used for the Study of Training in Conversation

1. To achieve the 3rd objective set in the present study namely 'To devise a method of training learners in strategies and evaluate its effectiveness', the 'experimental method' was selected.
2. 'Product development method' was used for developing a training model for Japanese conversation skills and strategies.

For data collection, the following methods were used.

Quantitative data collection methods:

1. Data collected through questionnaire Survey on current status and needs regarding Japanese speaking skills.
2. The first type of quantitative data in the experiment was the 'Scores given by evaluators' in pre-test and post-test.
3. The second type of quantitative data collected was the Scores given by the learners to themselves in self-review during the training sessions.

Qualitative data collection methods:

1. The nature of errors committed in pre-test to define the scope and content of training.
2. The content written by learners in the self-review and peer review and forms was collected.
3. The learners' Feedback towards training was collected through interactions.
4. Observations during the study were used for refining the course design

3.5.3 Experimentation in the Study

Experimental research provides a systematic and logical method to study the results of a certain controlled condition or a treatment to a group of subjects. It observes and studies how the conditions or behaviour of the subjects are affected when certain stimuli, treatment or environmental conditions are manipulated. Experimentation also provides a method for empirical study and hypothesis testing. After experimentation in the light of the specific treatment, the hypothesis is tested and confirmed or rejected. After defining the problem, a hypothesis as a solution to that problem was proposed.

This kind of scientific method is mainly used in scientific research. It is the most organised and a most precise method as the elements are manipulated and the effects can be measured in the laboratory. However, it has been very effectively utilised even in non-laboratory settings such as a classroom. Though the classroom deals with human subjects who have individuality and vary to a great extent compared to the laboratory settings, the environment, treatment, and stimuli can be controlled to a certain degree, and the response to it can be studied. In a short-term, the purpose of such educational research is to measure the change in dependent variables if any after the experimentation. It also aims to predict future events

in an experimental setting. In a long-term, the purpose of such research is to generalise and apply the relationships between independent and dependent variables to a wider population of interest. In educational research, the independent variable can be a certain teaching method, a type of teaching material, exposure to a certain condition.

Though true for any experimental study, particularly in educational research, we need to consider the human element and the individuality and state the confirmation or rejection of a hypothesis in terms of probability and not a certainty.

In this study, after defining the problem, a training model was proposed as a solution to the problem. The design of the course involved the development of teaching/input method, strategy training method, content and the methods of testing the hypothesis such as pre-test and post-test scores. The training was designed as a *long-term training* model because, 1.the Learning Strategies (direct and indirect), which were new to learners needed to be introduced, and their effect could be measured only after practicing them as a regular class activity. 2. to establish a model that would run simultaneously with regular courses which mainly concentrate on reading comprehension and need to be compensated with training in conversation.

A) The hypotheses formulated for experimentation:

1. There will be a sign of progress in the performance of the learners (conversation skills and strategies) and usage of strategies after the special training is imparted for a certain period.
2. Learners will be able to understand the goals, monitor and evaluate their own performance as a result of training in peer-review and self-review.

B) Variables in the experiment:

A. **Independent variable:** The teaching method, activities, and materials used during the experiment

B. **Dependent variables:**

1. The performance of the learners in speaking skills in terms of post-test scores compared to the pre-test scores
2. Verifiable evidence of the use of direct (memory, compensation and cognitive) and indirect (social and meta-cognitive) strategies

C. **Intervening variable:** The long-term training for 12 weeks was conducted in evening sessions for 2 hours thrice a week. 4 learners out of 13 participants in the training were working full-time and attended the sessions after duty hours. Therefore, the individual receptivity for each session may be different on working and non-working days for these 4 learners.

C) Experiment design:

A 12 weeks module was developed for training learners in conversation skills and learning strategies. It was designed based on the observations during the pilot study, needs of the learners which were identified with the help of a questionnaire and the pre-test results.

There are various designs available for experimental research. However, due to the limited number of learners who could attend the training for 12 weeks , **One-group Pre-test – Post-test Design** was selected. In this design, a pre-test before the treatment, and a post-test after

the treatment are administered in the same setting. Then the mean difference between the pre-test and post-test scores is calculated.

The Pretest- Posttest Design

O₁ X O₂ O₁= Pretest, O₂ = Posttest

Symbol	Meaning
X	Exposure of a group to an experimental variable
O	Observation or test administered

D) Limitation of the conversation training

The responses of all the 40 learners to the ‘needs survey’ very strongly expressed the need for Training in Reading Strategies. However, as the training lasted for 12 weeks, it needed consistent attendance of the participants; hence only the 25 learners who assured attendance were selected from various language schools from Pune. The course was conducted in the Department of Japanese, Tilak Maharashtra Vidyapeeth, Pune. Secondly, to keep the schedule suitable to those working learners as well as full-time learners, it was conducted in the evenings during summer vacation (academic year 2015~16). As a result of inconsistency in attendance, the pre-test and post-test data of only 13 participants who were present for all sessions is treated as valid.

E) **Sample size for questionnaire:** 40 learners

F) **Sample size for training :** 13 learners

G) **Background and level of target learners:** Intermediate and above level (JLPT N3 and above)

H) **Time period:** Long-term training for 12 weeks (12 sessions × 2 hours: Total 24 hours)

D) **Contents of the sessions:** Strategies for conversation and Learning strategies

3.5.4 Tools Developed for the Study

Various tools were developed for the study. The study was initiated first by knowing the learners' needs. Later, in order to conduct the training effectively, initial judgment of the learners' errors and difficulties faced in conversation was necessary. Therefore, a pre-test was developed using the format of an oral test and was recorded. Similarly, a post-test was developed for measuring the change in proficiency if any.

3.5.4.1 A Questionnaire Survey for Needs of the Learners

A survey instrument was developed in order to know the needs of learners. In the development phase, the instrument was checked by a native Japanese language expert and an expert in educational research in order to validate the questions and the sequencing of questions. Before conducting the actual training for the conversational skills (with self-review and peer-review), there was a need to check on the learners' Japanese learning experience and their needs. The questionnaire survey focused mainly on the learners' beliefs about *conversation skills* and (a copy of the questionnaire is given in the annexure). The questionnaire consisted of 2 types of questions: 1. Objective questions with personal information and needs 2. Questions asking the degree of agreement to the statement.

The main categories of questions depending on the purpose of asking -

1. In order to check the Japanese language background of learners, certain questions were asked. They included the period of learning Japanese, main textbooks studied, and present status of interaction with the native speakers.

2. To check the needs of the learners the questions were asked about how difficult they find conversing in Japanese, any specific area they would like to improve, and where and with whom would they like to speak in Japanese. They were also asked about their expectation from the training.
3. To check the readiness of pair/group work, they were asked whether they had experienced group study and if they had, of what nature it was.
4. They were asked about their learning environment and their present use of learning aids.
5. Learners were also asked to evaluate themselves in various skills of Japanese language namely; kanji, vocabulary, reading, speaking, listening and writing.

3.5.4.2 Development of Pre-test and post-test assessment

An oral diagnostic test was designed to check the problem areas before the course based on the general standard methods for the evaluation of oral skills. The test consisted of 3 parts.

1. Self-introduction and related question answers
2. Explaining something + giving one's opinion on an issue.
3. Role-play in a realistic situation involving a specific language function

All conversations were recorded and evaluated by a native Japanese teacher and the author of the present report. The scenarios for 2 and 3 in the above were adapted from 『ロールプレイで学ぶ日本語会話』, 『なめらか日本語会話』 and based on the 'JF Standard¹⁴' by

¹⁴ JF Standard is a tool to help think about teaching, learning, and assessment in Japanese-language education. It utilizes a framework of levels of Japanese language proficiency divided into six levels (A1, A2, B1, B2, C1, and C2) through a set of sentences that indicate what the learner "can do" in Japanese.

The Japan Foundation, in consultation with the senior language advisor, Japan Foundation New Delhi. The following assessment criteria were considered for the pilot study.

Table 3.2 Assessment criteria for pilot study

Criteria Categories TO CHECK in Interview

no.

1.	Grammatical Correctness (文法力)
2.	Correctness in expressions (語彙・表現)
3.	Strategies when something is not understood(分からない場合使うストラテジー)
4.	Way to state one's opinion (意見の述べ方)
5.	Aizuchi (あいづち)
6.	Fillers (フィーラー 例：ええと、まあなど)
Categories TO CHECK in Role-play	
7.	Way to begin, develop and close the conversation (注意を引く、会話の糸口をつかむ、話題に入るときの言い方、反応を見ながら話す,話題を変える、会話を終えるなど)
8.	Correctness in expressions (語彙・表現)
9.	Conversation flow for that particular situation(談話)
10.	Aizuchi (あいづち)
11.	Usage of formal and informal Japanese (フォーマルとインフォーマルな表現の使い分け)
12.	Strategies when something is not understood(分からない場合使うストラテジー)

- | | |
|-----|-------------------------------|
| 13. | Turn-taking |
| 14. | Fillers (フィーラー 例：ええと、まあなど) |
| 15. | Grammatical Correctness (文法力) |
| 16. | Set expressions (決まり文句) |

However, the marking criteria were not defined. Intonation and smoothness (fluency) had no representation. Grammar and vocabulary could be clubbed in one category named ‘language knowledge’ for cutting marks in case of errors. Therefore, certain modifications were done in the assessment format providing a rubric. The pre-test and post-test, both were recorded and evaluated by a native teacher of Japanese and the author of the present study. The situations and roles used for role-playing were different in pre and post-test, but had similar discourse and required the same level of politeness. The tests had 3 components namely; interview, role-play, reading aloud a conversational passage printed with furigana. For the evaluation, the following rubric was developed.

Table 3.3 Assessment rubric for pre-test and post-test
Categories TO CHECK in the Reading ***Scale for points***
passage (音読で評価するポイント)

1.	Correctness in pronunciation	0.1
	(accent and intonation of 17 identified items)	減点(0.5 Negative Marks on Hiragana, Katakana)
	Total Out of 17	
<i>Categories TO CHECK in Interview</i>		<i>Scale for points</i>

2.	Explaining something (説明する) : Giving enough explanation, detailing of the content, making a point	0. 1. 2. 3
3.	State one's opinion (意見の述べ方) : Giving enough explanation, detailing the content, making a point or stating a solution.	0. 1. 2. 3
4.	Smoothness	0. 1. 2
5.	減点 (Negative Marking)	0.1 per every mistake in Grammar, Vocabulary)
TOTAL: out of 8		Sum of points 2,3,4 - value in 5.
<i>Categories TO CHECK in Role-play</i>		<i>Scale for points</i>
6.	Way to begin (注意を引く、会話の糸口をつ かむ、状況の説明)	0. 1. 2. 3
7.	develop a conversation, actual request (話しの 展開、前置き言葉、依頼表現)	0. 1. 2. 3
8.	Adjusting the talk as per the responses (反応を 見ながら話す)	0. 1. 2
9.	close the conversation (会話を終える)	0. 1. 2. 3
10.	Correct Usage of formal Japanese (待遇表現)	0. 1. 2
11.	Words of encouragement (あいづち)	0. 1. 2

12.	Smoothness	0. 1. 2
13.	Intonation	0. 1. 2
14.	Total - 減点 (Negative Marking)	19 - (0.1 per every mistake in Grammar, Vocabulary)
	TOTAL : out of 19	Sum of 6. to13. - value in 14.
	GRAND TOTAL (Out of 44)	44

3.5.4.3 The programme developed for training in Conversation

The steps followed during the product development of the training programme are given below.

Table 3.4 Programme developed for Training in Conversation

Step Description

<i>Finalisation of the product concept (to be developed for Training in Conversation)</i>	A 12 weeks training Programme for training in ‘Japanese conversation and indirect strategies’
<i>Objectives of the product</i>	<ul style="list-style-type: none"> ● To teach the Japanese conversation skills ● To provide sufficient opportunities for conversation practice ● To provide a reasonable amount of feedback on each learner’s performance ● To test whether there is any the growth in conversation skills

	<ul style="list-style-type: none"> ● To learn and practice the concept of social strategies namely, cooperative learning and peer feedback ● To learn and practice indirect strategies namely, planning one's own learning, self-monitoring, self-evaluation ● To test whether there is any change in the quality of feedback to peers ● To test whether there is any change in the quality of self-review
<p><i>Nature and planning of the product</i></p>	<ol style="list-style-type: none"> 1. The needs of the learners were identified through a Needs Survey. 2. The contents, materials and the activities of the training programme were designed based on the findings of the Needs survey and the pre-test. 3. The course was conducted on a pilot batch. 4. The class timings were decided as per the convenience of the part-time learners who were the subjects of the main study.
<p><i>Development of the product</i></p>	<p>The course materials for the specific needs of the learners were carefully selected from the available materials. The details of the class activities and the created review forms are given below the table in section D) and E) respectively.</p>
<p><i>Description of the product developed</i></p>	<p>The training programme in conversation is designed to train learners in conversational skills and compensation strategies (direct strategies). It also aims to train in meta-cognitive strategies such as self-monitoring, and self-evaluation, as well as social strategies such as peer learning (indirect strategies).</p>

	A specific seating arrangement was also decided to suit the purpose. It consisted of 2 benches facing each other and 4 learners making one group, to facilitate pair/group work as well as provide opportunities for peer learning.
<i>Pre-testing of the product developed</i>	A pilot batch was conducted on TYBA learners (11 learners) of Tilak Maharashtra for 9 sessions. Class activities and contents were tested
<i>Reliability and validity of the product</i>	The training model (product) was finalised after modifications based on the pilot study and after consultation with 1 native subject expert of Japanese language and 1 expert from educational research.
<i>Modification in the product after testing/feedback</i>	Modifications were made based on the observations made during the pilot batch. The findings of the pilot batch are given in the fourth chapter 'Findings and analysis'.
<i>Finalization of the product</i>	<ul style="list-style-type: none"> ● Improvement in assessment format and rubric ● Improvement in records of self-review and peer-review in the form of guided response forms by creating self-review and peer review forms ● Retention of materials and class activities
<i>Utility (Execution of the experiment)</i>	<p>The study was conducted in summer vacation (April~ June) of 2015, for 12 weeks with one session of 2 hours per week.</p> <p>It was a single group experiment with a pre-test – treatment – post-test model</p>

The sequence of the class activities was as follows.

(The details of the session contents are given in the Annexure.)

1. 'Opening discussion' initiated by the teacher and setting goals (7~8 min)
2. Trial role-play (7 min)
3. Introduction and discussion of materials, listening, Teacher's input (30 min)
4. Actual role-play practice (40 min) with peer review and self-review
5. Feedback activities mainly included one out of the two patterns given below:
 - a. Practice among learners and peer review by another pair
 - b. Recording of the conversation and discussion in pairs
6. Then the learners needed to fill up self-review forms individually (a regular activity in all sessions). (5 min)
7. Discussion initiated by the teacher with the whole class and summing up (10 min)

3.5.4.4 The self-review and peer review forms were designed

The self-review forms to be filled at the end of the session were created with the objective of raising the learners' awareness towards their learning process. Therefore, self-reviews were treated as the main method for collecting the qualitative data and the primary source of information. The peer reviews were conducted during the performance of learners (role-plays), whereas the self-review forms were distributed and collected by the end of every session.

The peer review forms had the following questions:

1. What went well in the friends' (other pair's) conversation

2. What went wrong in the friends' (other pair's) conversation
3. Something I did not understand or need clarification on...
4. Something new **I learnt** from their performance...

The questions in the self-review included points like 'the goal for today's conversation' (e.g., Introducing yourself/ Introducing a person to your teacher/boss) and assessment of own performance in marks. For self-review sheets, the research article by Hagiwara and Sakakibara (2003)¹⁵ was referred and modified to suit the present study of Indian JFL learners. However, during the programme, a need was observed for more assistance in identifying the goal. *A new element as 'Today's wrappers (It could be 3 Key terms/ideas)' was introduced, which enabled learners to have a quick review of the whole session. Learners identified key expressions or language functions as central ideas.*

Other questions were specific to the task. Some examples are:

1. Were you able to introduce yourself well when in different roles?
2. Were you able to introduce someone else in a proper sequence (e.g., First junior to senior)?
3. Was your speech correct (words, structures, conjugations)?
4. Could you use the appropriate level of formal language?

¹⁵ Hagiwara Akiko and Sakakibara Yoshimi (2003)「日本語会話能力のための自己評価 ——学習の場と実践の場の連携をめざして——」 in 17th Annual General Meeting of The Japanese Language Teachers of New England August 23, 2003 (Conference proceedings) held at Massachusetts Institute of Technology, Cambridge, MA.

The next part contained more generic but deeper questions that initiated thinking about the learning process:

1. Something New or interesting you learnt today from friend/s
2. Areas/points for self-improvement (as specific as possible)
3. Plan for the coming week (time before the next class). What kind of preparation, practice, and revision do you plan?

Question 5, 6 and 7 were designed for training the learners to summarize the peer feedback, look at their own learning objectively, revise the areas for own improvement and plan for further learning. When it was found that the learners were not prepared well for the session and had not revised the contents, the following questions were included in the sheet in the beginning for follow up.

1. Did you execute the plan that You had written for the week 2nd May~9th May?
2. Did you refer to the schedule and prepare for today's session? If yes, please specify the kind of preparation that you did.

3.5.5 Method of Sampling

The samples for the needs survey and the experiment in the study were purposive.

3.5.5.1 Sampling for Needs Survey

Learners from various institutions in Pune were surveyed through a questionnaire. The learners had completed the basic level of Japanese course. Mainly, their course contained comprehension oriented grammar and vocabulary centred class. A survey was conducted for the learners are from the part-time course who have just finished the Basic level of The

Japanese language, Nihongo Shoho¹⁶ 1 and 2. They are from grammar and comprehension based classrooms (Approximately 300 hrs. of teaching). All learners had seldom experienced group /pair work in a classroom. The learners have had no chance to interact with Japanese native speakers on a regular basis.

Table 3.5 Sample of learners surveyed

<i>Name of the institution</i>	<i>No. of learners</i>
<i>Tilak Maharashtra Vidyapeeth</i>	20
<i>Savitribai Phule Pune University</i>	15
<i>Indo Japanese Association</i>	10
<i>Total</i>	45

3.5.5.2 Sampling method for the experiment

All the learners were from Pune as the course was conducted over a period of 12 weeks. The design of long-term training experiment has some known threats to the internal validity such as maturation (the subjects influenced by the incidental learning or experiences encountered through natural maturation and the changes being confused with the effect of the independent variables in consideration), however, as the subjects were not exposed to other forms of interaction with native speakers or even with peers in their routine classwork, the threat was minimised. Secondly, there was a major threat of experimental mortality (loss of subjects). In order to minimise this threat, the sample was purposive and was selected from amongst

¹⁶ 'Nihongo Shoho' is a widely used grammar-based Japanese textbook in Western Maharashtra that was published by The Japan Foundation in 1985.

the respondents of the needs survey. The learners were asked for confirmation of regular attendance.

Sample size: The long-term training was conducted for 13 learners who could attend the training for 12 weeks.

Details of the sample: Out of 13, five learners were already employed with an opportunity to use the Japanese language at their workplace at the time of study or in the near future. They also used get to work on Japanese in text format, however, felt less confident when they were required to speak.

The remaining 7 intended to use Japanese in future and have better career opportunities. They had less opportunity to speak in Japanese and had hardly come across any live communication with the native Japanese speakers.

3.5.6 Procedure of the Study

The procedure which was followed in the study is given in the following diagram.

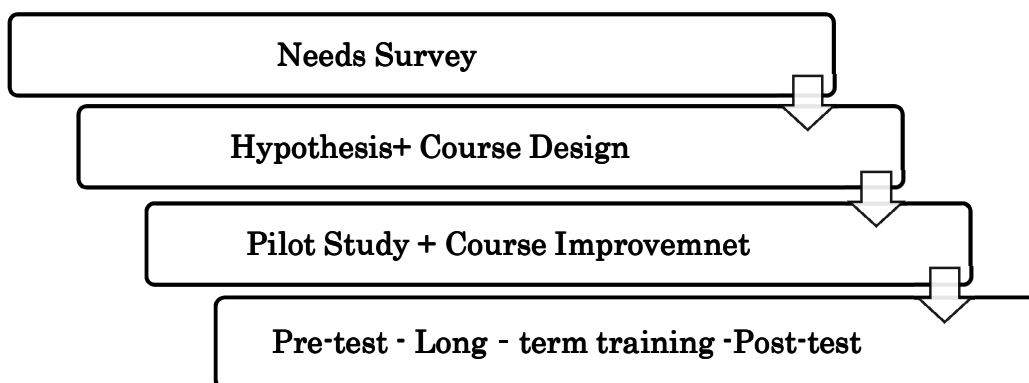


Fig. 3.2 Procedure of the study (Conversation and Learning Strategies)

3.5.7 Data Analysis Tools

The data analysis tools were utilised as per the types of data collected.

The collected data was analysed to gain insight into:

1. Whether Japanese conversation skills were improved
2. Whether self-evaluation can be implemented as a regular class activity, to train learners and find out the acceptance level of self-review in terms of effectiveness and usefulness as a *learning strategy*
3. Whether there is any change or refinement in quality of self-review in terms of correctness, concreteness, and objectivity
4. Level of acceptability of the periodically conducted Peer-review
5. Identify the issues of self-review and Peer-review in an Indian JFL classroom

With the above points in view, analysis of data was carried out for the data collected prior, during and after the experimental study. Primarily, the pre-test and post-test scores were collected as quantitative data.

3.5.7.1 Analysis of quantitative data

Suitable statistical tools were used for data analysis of the pre-test and post-test of the experiment.

1. As the sample size of the experiment was 13, i.e., less than 30, t-Test (Paired Two Sample for Means) was selected for the statistical treatment of the pre-test and post-test scores.

2. The pre-test and post-test contents were similar but not the same, and therefore the scores were comparable across different criteria and measuring the difference in scores was valid.

3.5.7.2 Analysis of qualitative data

For the analysis of qualitative data, *Grounded theory and coding method* were used. The grounded theory provided a sound base for the analysis of qualitative data. The nature of data collected was descriptive as it was in the form of learners' responses to questions put forth in the self-review, and peer review sheets. It was a guided response in the pre-test, post-test as well as the training sessions and a totally open-ended (and unguided) response in 1 last training session. The analysis involved two focal points:

1. Nature of comments and transition in the content
2. New and unpredicted learning/ discoveries/ additions by the learners
3. Transition in scores given by the learners to themselves

The process of labelling the data, categories, and properties is called as coding. Coding can be done in both ways; formally and systematically or completely informally. The qualitative data in this study was collected in the form of self-review and peer review sheets throughout the study and the learners' records were noted session wise. Then they were classified into relevant categories. For analysis, the learner's comments, response to guided and unguided self-review and peer review forms and transition in nature of comments were focused. *Open Coding* is the analysis stage concerned with identification, naming, categorization and description of phenomena found in the text. Necessarily, each line,

sentence, and paragraph is read to know its subject matter and reference, assertion/negation of ideas, affective factors and so on.

For analysis of documents, initial categorization was done by *Colour Coding*. The main idea of the grounded theory approach is to read (and re-visit) a textual database (e.g., a corpus of learners' self-review journals or diaries) and 'discover' or label variables (categories, concepts, and properties) and their inter-relationships. The data may not be necessarily textual, and they could be observations of behaviour, such as details of interactions. In this study, the data was collected from learners after each session in writing. It involved questions on the content and their own performance as well as the peer's performance. It also included their perception of the learning and the planning and monitoring of their own learning.

The transition in scores given by the learners to themselves during the sessions was also considered as qualitative data showing the change in those particular learners. The change in scorers was interpreted as a collective result of training in the meta-cognitive strategy, new inputs by the teacher and feedback from peers.

In the present study, the comments in self-review and peer- review forms were classified and analysed. All the comments were classified in 11 categories and were analysed by taking *Frequency Measure* for each category as well as by mapping them to the content and transition in focus of the comments and feedback.

Table 3.6 The categories for analysis of peer review and self-review

No. Category of feedback

1	Group Work-pair work as a learning method
---	---

2	self-monitoring, and self-review as a learning method
3	Content
4	Grammar
5	Vocabulary and expressions
6	Formal-informal language, polite language, Taiguu hyougen(attitudinal expressions)
7	Discourse
8	Accent and intonation, pronunciation
9	Positive/negative emotions (Affective factors)
10	Fluency
11	*Areas for own improvement not directly related to a conversation (e.g. Kanji)
12	Reading/Revising (a solitary effort as seen in plans)
13	Practice with friends/in a group (in plans)
14	Altogether new category, different from the mentioned above.

The present study was an attempt to train the learners in identifying the goals of class activities, review their performance based on various evaluation criteria which are not shared generally with them. Therefore, the initial responses of learners showed the need, readiness and sufficient/ insufficient capacity of the learners to inculcate this training. It also worked as a guide for the inclusion/exclusion of questions and even rephrasing of questions included in the forms for the future sessions. It played a vital role in narrowing down the focus of the study to the specific needs of the learners.

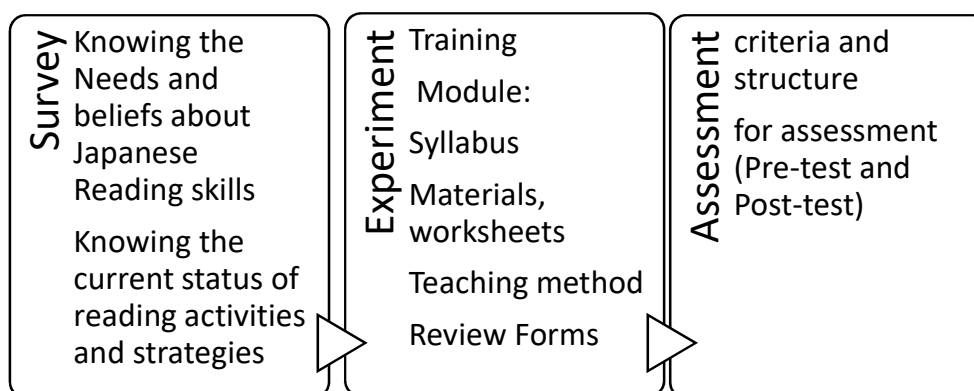
3.6 Training in Reading: Direct and indirect strategies

The second part of the study dealt with experimentation of training in Japanese Reading and Learning strategies.

3.6.1 Need for the Training in Reading and the Rationale behind the Product Development

In the case of foreign languages, particularly in the case of Japanese language in India, there is less exposure to and fewer opportunities for usage in day to day life. Therefore, *reading can be considered as the primary source of information* for learners. The reading skills remain the primary skills which can also be seen as assisting skills for other language learning aspects such as vocabulary building, knowing grammar usage or developing a formal schema of various types of texts before writing. As far as inputs apart from classroom teaching are concerned, the learners mainly depend on reading written texts in the form of books, magazines and on e-materials in the modern age. These materials are easily available through smartphones and the internet. It includes online newspapers, websites, social media such as blogs, Facebook and so on. If the learners make effective use of such materials, they would be more independent in terms of information retrieval, goal setting, and its achievement. Therefore, for experimentation in training in receptive skills (as against conversation as a productive skill training in the first part of the study) the second part of the present study chooses to focus on Direct Strategies specific to Reading and certain learning strategies combined with reading.

A peculiar change in learners was observed regarding the reading skills, especially over the period of last decade. The test scores of many learners at present show very low performance in reading even though the classes and learners continuously focus on language-related



aspects like kanji and their meaning, vocabulary, and grammar. Most learners report lack the speed and cannot finish answering ‘Reading paper’ within the stipulated time.

The second part of the training is an attempt to develop an intensive training model for reading strategies so that the learners may be able to apply the relevant strategies across a wide range of texts and situations, where they no more have a teacher’s support. Thus, it can be seen as a step toward autonomy.

3.6.2 Framework for the Training in Reading

In order to gain a variety of data required for the validation of the training model and the whole study, a *mixed method* had to be employed. The nature of the research made it necessary to use a combination of various methods and techniques as the research methodology and the combination best suited for the purpose was followed. The product developed for the ‘Framework for the Training in Reading and Direct and Indirect Strategies’

Fig. 3.3 Framework for the training in Reading and learning strategies

The present study had a questionnaire survey on the awareness level and the current status of reading skills, difficulty level and usage of the strategies by the learners. It questioned the learners' perception of the difficulties, the probable reasons for the difficulties and overall reading process. Later, based on the results of a diagnostic test (carried out as a pre-test), a training Programme was designed and conducted for a pilot batch. Based on the observations, the training model was improvised and conducted as an intensive Programme for reading. Then an experiment of an intensive short-term training model was conducted targeting selected strategies.

3.5.7.3 The survey of Learners' needs, beliefs and current activities

Similar to the survey on beliefs described in earlier section 3.4 and 3.5, this part of the study started with an initial survey of Learners' beliefs. However, it also aimed to find out the problems in current activities and learning styles of the learners, it was not merely an opinionnaire, but also asked factual questions. As the aim was to study the conditions or relationships that exist, opinions and beliefs that are held, and might further develop to suggest the trends that are developing, **the survey method** was used. This research method is primarily concerned with **the present**. Therefore, the **Descriptive method** was used for analysis. The details of the developed tools and the sampling method are given in the subsequent sections.

3.5.7.4 Methods used for the study of training in reading

The following methods were used for the study of training in reading (second part of the study).

- To achieve the 3rd objective set in the present study namely ‘To devise a method of training learners in strategies and evaluate its effectiveness’, *the experimental method* was selected.
- Product development method was used for developing a training model for Reading Strategies.

For data collection, the following methods were used.

Quantitative data collection method:

- The percentage of the responses to the survey on needs and current activities
- Pre-test and post-test scores were considered as quantitative data of the study

Qualitative data collection method:

- The nature of errors committed in pre-test to define the scope and content of training.
- Learner’s comments and feedback on the training module
- Accounts of interactions with learners in the formal and informal setup were kept for knowing the use of strategies
- Observations during the study were used for refining the course design.

3.6.3 Experimentation in the Study

Experimentation in the second part of the study followed the ‘one group pre-test-treatment-post-test’ model similar to the first part of the study; however, it was different in many aspects. First and foremost was the *tangibility of the performance from a measurement point of view*. The reading performance could be more objectively and uniformly evaluated with the help of model answers compared to that of conversation, which had a threat of subjective

evaluation despite creating model answers as a reference for the evaluators. Secondly, as *the training was not limited to a particular type of text* (as compared to the specific language functions dealt in conversations), greater number of *global reading strategies* and skills could be incorporated, which can be used across various texts. Thirdly, the training in reading strategies was a short-term intensive module which enabled *experimentation of concentrated training* which can be conducted any time before or during academic courses compared to the long-term training involved in the first part of the study.

A) Hypotheses formulated for the experimentation:

1. There will be a sign of progress in the performance of the learners (reading strategies and skills) after the special training in reading strategies is imparted for a certain period.
2. Learners will be able to ‘center’ their learning, ‘arrange and plan’ their own reading task and learning.

B) Variables in the experiment

1. **Independent variable:** The teaching method, materials used and the teacher’s input during the experiment
2. **Dependent variable:**
 - ① The performance of the learners in reading skills in terms of post-test scores
 - ② Verifiable evidence of the use of direct (compensation and cognitive) strategies and indirect strategies

C) Experiment design:

There are different designs available for experimental research. However, due to the limited number of learners who could attend the training for 10 hours in 2 days on the decided dates,

One-group Pre-test – Post-test Design was selected. In this design, a pre-test is administered before the treatment, and in the same setting, a post-test is administered after the treatment. Then the mean difference between the pre-test and post-test scores is calculated.

The Pretest- Posttest Design

O₁ X O₂ O₁= Pretest, O₂ = Posttest

Symbol	Meaning
X	Exposure of a group to an experimental variable
O	Observation or test administered

D) Scope and Limitation:

The responses of the learners very strongly expressed the need for Training in Reading Strategies. For the experimentation of an intensive training programme, training of only 10 hours was designed and conducted in 2 days. The level of the learners who participated in the training was determined as minimum N3 and above because of the complexity of the contents and grammar and vocabulary which were considered as learnt items and were not meant to be newly introduced.

E) Details of the experiment

- Sample size: 18 learners
- Background and level of learners: Intermediate and above (JLPT N3 and above) targeting N2 and N1 levels.
- Time period: Intensive training of 10 hours in 2 days (June 3rd and 4th, 2017)

- Contents of the sessions: Strategies for reading on a sentence level, paragraph level and text level

3.6.4 Tools Developed for the Study

The following tools were developed for conducting the experiment on the Strategy training

3.6.4.1 Tools Used for the Preliminary Survey

The first step of the 2nd part of the study was to know the JFL learners' needs. It mainly involved collecting the information on 1) Learners' problems while reading Japanese texts, 2) The probable causes of the difficulty from their perspective, and also their current class activities. The above objectives were then further broken down into more concrete objectives in order to formulate a questionnaire survey.

Objectives of the survey (as a preliminary investigation)

- To survey the JFL learners' future needs and targets related to reading
- To survey the learners' perception of their difficulty in reading and its probable reasons
- To survey the nature of current reading classroom activities and the materials used
- To know whether there are any specific reading habits and strategies used by learners

A survey instrument was developed in order to address the first two objectives of the study. In the developmental phase, the instrument was checked by a native Japanese language expert and the expert in educational research in order to validate the questions and the sequencing of questions. A reference of Pokrovska (2006) was taken to formulate the questions on reading class activities and a book 'Training in Reading for Foreigner

Learners', edited by Ishiguro (2011) was taken as a reference to frame questions on reading strategies. A modification was done to the above references, and other questions were newly framed to suit the Indian JFL learners.

The draft version was given to 10 learners, and the final instrument was developed with recommended changes (particularly related to the length of the questionnaire and precision of questions). The final version consisted of 16 main questions which can be seen in Annexure.

Contents of the questionnaire:

The questionnaire had questions with multiple choice answers, Yes/No answering questions and a few open-ended questions. The questions checking beliefs of the learners had a degree of agreement as 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

The survey was conducted physically on paper as well as online. For the online survey, it was circulated to teachers through emails to pass on to their learners and to learners through social networking.

Table 3.7 The categories for questions and the rationale behind

Content of the question	Purpose
Category: Background of the learner	
current Japanese course level of learners, years spent in getting to the intermediate level of Japanese language	To keep the target group limited to intermediate level of Japanese
Needs of the learners	To compare with 1.What they should be reading (needs), 2.What they have stated to be reading at

	present (question coming later, no.6) and 3.What they wish to read. To check whether the approach of reading is merely exam oriented or in line with the objectives.
Category: Current situation and problems related to reading and comprehension	
How easy/difficult learners find the reading comprehension in Japanese compared to other languages (first language and English ¹⁷)	To check whether there is any difficulty in Reading irrespective of languages or it is only in Japanese.
Types of texts the learners read currently and their frequency	To cross-check the relevance with needs and objectives and whether the frequency is as per requirement.
Category: Learners' perspective and perception of the reading difficulty	
<i>The survey proposed 13 probable reasons which can be considered as the factors causing the difficulty</i> (based on some known beliefs, heard from common discussions amongst JFL learners, and own experience as a teacher)	To compare the data of beliefs with pre-test results. It intended to check actual performance against the learners' perception of causes for difficulty and whether the current class activities address the problems and cater to the learners' needs.
Unknown vocabulary, unknown kanji (word level of comprehension)	To check the existence of 'bottom up reading' which has been the traditional approach, popular

¹⁷ English language is not treated as a foreign language in urban Indian education as the learners are widely exposed to English in written and oral form.

<p>‘Unknown grammar patterns’, ‘Grasping long sentences with clauses’, ‘Grasping word boundaries and meaningful chunks of words/phrases’(sentence level of comprehension)</p>	<p>belief about success and consequently the focus of class activities.</p>
<p>‘Grasping scope of referents like 「これ」 , 「それ」 , 「あれ」 ’</p>	<p>To check whether the link with higher level of comprehension is unbroken. It shows linkages between the comprehension of a sentence, paragraph and ‘Structure of the passage’ rises to the level of paragraphs in a discourse.</p>
<p>‘Difficulty to differentiate between quotations and the author’s opinion’, ‘Determining the writer’s perspective’</p>	<p>To check the awareness of higher level of comprehension (the text as a whole), particularly the author’s stance in an argumentative text.</p>
<p>‘Not being able to find out the central idea of the text’</p>	<p>To check the awareness of higher level of comprehension (the text as a whole).</p>
<p>Category: Individual and affective factors</p>	
<p>‘Not having the background knowledge of the topic’ and ‘less interest in the content’</p>	<p>To check learners’ perception of the individual and affective aspects.</p>
<p>‘Length of the reading passage’</p>	<p>To know about learners’ view on a popular belief that long text is difficult to read.</p>
<p>Category: The current frequency of specific class activities</p>	
<p>‘Read passages/ new words as homework’</p>	<p>It implies less chance and training to guess/infer meaning and create/correct hypothesis as new</p>

	vocabulary, kanji, grammar is already referred in a dictionary or an expert before.
'Reading aloud in the classroom and translate'	It will cause problems in 'Grasping word boundaries and meaningful chunks of words/phrases' and confirming the individual understanding of meaning.
'Read passages silently in the classroom and solve questions individually'	the individual errors in reading and thinking process will not be identified, and doubts regarding reading in general/ any particular expressions/ grammar may remain unaddressed
'Read the passage and solve O and X marking/ objective questions'	Shows the focus on the understanding of the content but at the same time implies a probability of correctness by chance and if focused excessively, implies limited freedom of individual responses.
Read the passage and answer subjective and/or descriptive questions'	Examines whether learners are given an opportunity to organize the reading content and paraphrase/ state in their own words. It also gives room to express one's opinion in the case of open-ended questions.
'writing summary of the passage'	Its absence may lead to the hurdle of less training in organizing the content and to the problem of

	'Not being able to find out the central idea of the text' significantly
'discussion on a topic related to the reading passage/text before reading'	Whether used as a pre-task because it will assist the understanding of learners with no background knowledge of the subject matter of the text
'Study different ways of reading such as rapid reading or scanning for a particular detail.'	The presence / absence of training of adjusting one's reading style to the purpose of reading and eliminating the unnecessary. 'Length of the text' may not seem like a hurdle to learners if trained in these strategies
'Discussion on the topic of the passage after reading'	may prove to be a good revision of the content and expansion of reading activity to other skills such as listening and speaking; however, it may not be an effective assistant for comprehension of an unseen text which is the case if used as a pre-task activity.
Category: Current reading habits	
Learners' action when they come across an unknown word, whether they 1) Stop reading and look up a dictionary or 2) Go ahead and guess the meaning from context.	A contributing factor for the excessive bottom-up reading practices
Whether 1. learners pay attention to any particular types of words to guess the	To check the awareness of top-down strategies such as prediction based on linguistic clues and

structure/ flow of the further content and whether 2. learners predict the content of the written matter when they are reading it. They were also asked to give examples of such specific clues if they use any.	also the awareness of discourse and structures of various text types.
Use a smartphone while reading Japanese texts and the type of usage	To know whether the learners are effectively using the newly available powerful resource for reading practice, and to see whether the use of a smartphone is strategic as a learner of Japanese.

3.6.4.2 The programme developed for training in Reading strategies

After collecting the information on the present needs, beliefs and status on the reading of JFL learners, the product, ‘Training in Reading Strategies’ was developed with the following steps.

Table 3.8 Steps followed during the product development

Step	Description
1. Finalisation of the product concept (to be developed for the Training in Reading)	A 10 hours training Programme for training in ‘Japanese reading and indirect strategies’
2. Objectives of the product	<ul style="list-style-type: none"> To provide sufficient opportunities for reading practice of various types of texts

	<ul style="list-style-type: none"> ● To train in different types of reading strategies and use a combination of bottom-up and top-down strategies as per requirement. ● To teach and give the practice of the social strategy of cooperative learning, ● To teach and give the practice of indirect strategy namely, planning and centring one's own learning (here: reading)
3. Nature and planning of the product	<ul style="list-style-type: none"> ● The reading related needs, difficulties as well as and current activities of the learners were identified through a survey. ● The contents , materials and the activities of the training programme were designed based on the findings of the Needs survey and the pre-test ● The course was conducted on a pilot batch ● The class timings were decided as per the convenience of the selected learners who were the subjects of the main study.
1. Development of the product	<p>The course materials for the specific needs of the learners were carefully selected from the available materials. The details of the class activities and the contents are given below the table.</p>

<p>2. Description of the product developed</p>	<ul style="list-style-type: none"> ● Training in reading skills and strategies (Direct strategies) ● prediction and inference (compensation strategies) ● planning and centering one's reading(meta-cognitive) ● pair/group work (Social strategy) <p>The details of the pilot study, content and class activities of the main study are given below the table.</p>
<p>3. Pre-testing of the product developed</p>	<p>A pilot batch was conducted for 6 hours for 12 learners of intermediate level. Observations made during the pilot batch formed the base of modifications done in the training programme. The findings of the pilot batch are given in the fourth chapter 'Findings and analysis'</p>
<p>4. Reliability and validity of the product</p>	<p>The questionnaire survey was reviewed by the Japan Foundation's native teacher and a subject expert.</p> <p>The Programme was tested with a pilot study</p>
<p>5. Modification in the product after testing/feedback</p>	<ul style="list-style-type: none"> ● Increased the variety of questions in pre and post-test ● 3 strategies added to the course content ● A partial change in materials and class activities to suit the needs
<p>6. Finalisation of the product</p>	<p>Lesson plans developed for intensive training of 10 hours</p>
<p>7. Utility (Execution of the experiment)</p>	<ul style="list-style-type: none"> ● Questionnaire survey : October~November 2016 ● The pilot study : December 2016

	<ul style="list-style-type: none"> ● The main study: June 2017 (The main training was conducted as intensive training for 10 hours in 2 days. It was a single group experiment)
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A) The detailed steps taken for the pilot study of Reading strategies training are as follows

1. **Diagnostic test:** The scope and content of the strategy training were defined after comparing the data collected through the learners' survey and the pre-test. Teaching materials and methods were selected.
2. **Course design** (lesson plans, material selection, and development): Based on the pre-test scores, approximately 6 strategies were identified for those learners and designed the 4 sessions in 4 weeks (in total 6 hours). The session involved no direct inputs on kanji, vocabulary or grammar patterns. It dealt with the strategies that can be used across a variety of texts.
3. **Training** in reading skills and strategies (Direct strategies), prediction and inference (compensation strategies), planning and centring one's reading(meta-cognitive) and pair/group work (Social strategy).
4. **Target group:** 12 intermediate level learners of Japanese (Teaching hours completed till the date of study: above 400 hours).
5. **Period of study:** Training sessions for 4 weeks (1.5 hours X 4 weeks)

Total hours of training: 6hrs

6. Materials used for reference and class activities:

- ① PPT slides on various Japanese reading strategies prepared especially for the training
- ② 『留学生のための読解ストラテジー』
- ③ 『速読のための日本語』

B) Design of the main training Programme

Because of the script, grammar and vocabulary oriented teaching-learning seem to be focused to a great extent; the analytical and Bottom-up approach has always been followed. However, despite such a focus, the understanding of basic structures of sentences needed for decoding the text is not sufficient. Secondly, the reading speed which is of high concern for learners and teachers is a direct result of over-use of Bottom-up model of reading. As mentioned in the chapter on Literature review, with the interactive model, readers are able to extract methods from both the bottom-up and top-down approaches, and it is believed that utilizing this method may better assist readers in achieving a higher level of reading comprehension. For Indian JFL learners, a need is felt to enable them to pull from the strengths of both models, and for doing so, learners should be made aware of and given practice into both the models. The design of the training module was, therefore, an interactive model (a combination of both; Bottom-up and Top-Down model) which can be used as per requirement (with discretion by the learners).

C) Contents of the programme

Based on the pilot study and pre-test, the following most needed 9 strategies were identified for the main cycle:

- Strategies needed for a unit of individual sentences (Bottom-up):
 1. Divide the sentence in meaningful chunks
 2. To identify the basic structure of the sentence (Subject- predicate, different predicates with their respective clauses, to name a few types)
 3. To pinpoint the scope of the modifying clauses, identify the subject
 4. Identify the sentence which states the writer's opinion (and not someone else's opinion /facts)
 5. Confirmation of the understanding of grammar (learnt at the basic level) and meaning determined by the grammar form

- Strategies needed for a unit of a paragraph or across paragraphs (Top- Down)
 1. Predicting the forthcoming content by taking hints from conjunctions(compensation strategy)
 2. Understanding the connections between sentences (e.g., through referents for demonstratives in Japanese , referents like 「これ」 , 「それ」 、 「あれ」)

- Strategies needed for comprehending the whole text (Top- Down)
 1. Getting the central idea of the text
 2. Identifying the structure of the passage

D) Materials used for reference and class activities :

PPT slides on various Japanese reading strategies prepared for the training

『留学生のための読解ストラテジー』

『速読のための日本語』

『徹底ドリル40日』

『読解をはじめるあなたへ』

E) Class activities:

The training Programme was not focused on the teacher's input, but it was a combination of individual tasks, pair and group work to facilitate peer learning. It mainly involved group and pair discussions on the reading comprehension. The *seating arrangement* consisted of 2 benches facing each other and 4 learners making one group, *to facilitate pair/group work as well as provide opportunities for peer learning.*

1. A new reading passage and a different type of question targeting a specific local/global strategy is presented, and learners are asked **to solve individually**
2. **Learners within a group share their answers and views** on why their answers are correct or how they derived their answers
3. **A strategy is introduced** (teacher's input) that is specific to the reading task
4. Discussion on class level: The answers to the questions on the reading passage are discussed
5. **A new practice set** is given to learners
6. After each learner individually has solved the questions on the unseen passage, **there is a fixed time given for discussion over the passage, answers to the questions**

7. In the end, the answers and strategies to be used are discussed in the whole class with monitoring by the teacher

3.6.4.3 Development of Pre-test and post-test assessment

While formulating the pre-test and post-test method, the teaching materials available in the market and some realia was used to check learners' performance in the following categories as strategies.

Apart from the scores of both the tests, the time taken for solving the test papers was also measured.

Table 3.9 Contents of the pre-test: Question wise mapping

Q.No.	Type of question	Purpose
1	6 sentences to mark O and X (Correct and incorrect)	Understanding at MICRO level. Checking understanding of grammar, learnt at basic level but applied in intermediate level. The one used here more is called as "Indirect passive" which accommodates even intransitive verbs (different from English). Many textbooks call it "suffering passive", as it is mainly used for showing an action that was done on the subject by someone and was out of the subject's control. Initially, it is confusing for students to distinguish the subject and object of the action and if enough practice is not given, it is so later on too.
2	Writing down the exact portion of sentence	To pinpoint the scope of the modifying clauses, identify the subject: Understanding the structure of the sentence when it has a long modifying clauses or quotations. Differences in whether the subject belongs to the modifying clause or the sentence as a whole can make a huge difference to the meaning of the sentence. Unlike English, in Japanese, the subject is omitted sometimes.

3	Put a bracket to relevant portion of the sentence.	Identifying the subject, predicate from the complex structure of sentences and Understanding the sentence as a whole(noun and noun modifiers)
4	Writing down the exact portion of sentence that is asked	Understanding the connections between sentences through referents (for demonstratives). Many times the referents for demonstratives appear before and after sometimes even after the sentence containing demonstrative. Correct understanding of these connections are important I reading comprehension.
5	Choose 1 between 2 options (A and B)	Identify the sentence which states the writer's opinion (and not someone else's opinion /facts)
6	Choosing the latter half of the sentence with the help of Conjunctions	Correct understanding of these connections are important in knowing the flow and structure of the passage.
7	Writing specific answers with number of characters as a clue(summary)	Checking the understanding at micro level

The contents of the post-test were divided into 2 parts in order to cover the contents of the pre-test in part 1 and the second part included extra questions to know more about the result of ‘global strategies’ taught in the course.

Table 3.10 Contents of the post-test: Question wise mapping

Q no.	Type of question	Purpose
1	6 sentences to mark O and X (Correct and incorrect)A passage with a description of a new TV serial to be launched	Checking understanding of grammar, learnt at basic level but applied in intermediate level. The one used here more is called as "Indirect passive" which accommodates even intransitive verbs (different from English). Many textbooks call it "suffering passive", as it is mainly used for showing an action that was done on the subject by someone and was out of the subject's control. Initially, it is confusing for students to distinguish the subject and object of the action and if enough practice is not given, it is so later on too.

2	Writing down the exact portion of sentence	To pinpoint the scope of the modifying clauses, identify the subject: Understanding the structure of the sentence when it has a long modifying clauses or quotations. Differences in whether the subject belongs to the modifying clause or the sentence as a whole can make a huge difference to the meaning of the sentence. Unlike English, in Japanese, the subject is omitted sometimes.
3	Put a bracket to relevant portion of the sentence.	Identifying the subject, predicate from the complex structure of sentences and Understanding the sentence as a whole(noun and noun modifiers)
4	Writing down the exact portion of sentence that is asked	Understanding the connections between sentences through referents (for demonstratives).
5	Choose 1 between 2 options (A and B)	Identify the sentence which states the writer's opinion (and not someone else's opinion /facts)
6	Choosing the latter half of the sentence with the help of Conjunctions	Correct understanding of these connections are important in knowing the flow and structure of the passage.
7	Writing specific answers with number of characters as a clue(summary)	Checking the understanding at micro level
Extra questions		
1	Multiple choice question	Identifying the meaning in which the word in question need to be taken
2	True / False type questions	Checking the understanding of text at micro level
3	Rephrase of the word to be found in text and written in specific number of characters	Linguistic understanding
5	Divide the sentence in meaningful chunks with the help of a slash (/)	Japanese has a continuous writing style without giving breaks between the words. Therefore, while reading it is important to identify the meaningful chunks in a sentence.

6	filling in the flow chart with given options	Checking the understanding at MACRO level. Identifying the central idea of each paragraph and flow of the text
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* A training module was developed, and the details thereof are given in the annexure.

3.6.4.4 The feedback and self-assessment of learners

The training programme in Reading was a short-term and intensive in nature compared to the long-term term training in Reading. Therefore, the self-review and open comments facilitating the review and evaluation of one's own learning was done only once at the end of the second day of the training. A questionnaire of 5 questions was formed for the purpose of knowing the learners' feedback on the programme as well as providing an opportunity of observing one's own learning.

3.6.5 Procedure of the Study

The procedure which was followed in the study is given in the following diagram.

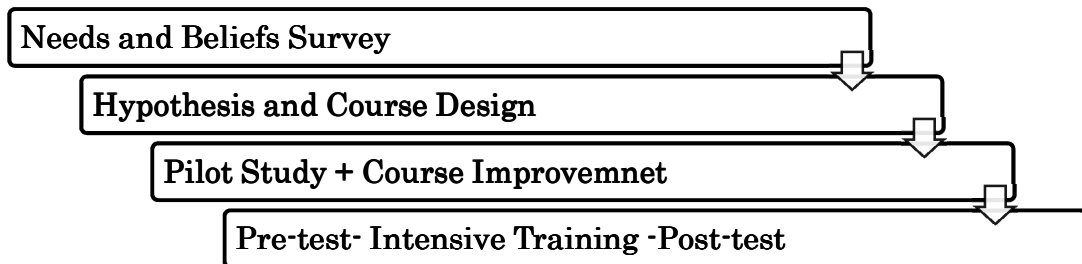


Fig. 3.4 Procedure of the study (Training in Reading and Learning Strategies)

3.6.6 Method of Sampling

The sampling was done in different ways for the survey on reading and the training programme.

3.6.6.1 Sample for the survey on reading needs and difficulties

The survey was carried out from October to November 2016. The number of valid responses received was 163 (the respondents with lesser level (appearing for N5 and N4) and those who were studying for more than 10 years were excluded). Though the exact number of JFL learners in India is not available, the Japan Foundation data was considered for reference. The number of learners appearing for JLPT exam in December 2016 can be taken as a nearby figure of learners pursuing Japanese language studies with a specific career objective, and are attempting the intermediate (N3 level) and advanced levels of the test (N2 and N1, in ascending order of difficulty) which is 2,025, making the response of 163 learners a sample size of 8.04%. The distribution of the respondents was as follows.

Table 3.11 The sample for survey on needs and beliefs regarding reading difficulties

<i>Name of the institution/region</i>	<i>Number of learners</i>
<i>Tilak Maharashtra Vidyapeeth, Pune</i>	25
<i>Savitribai Phule Pune University, Pune</i>	25
<i>Indo Japanese Association, Pune</i>	10
<i>Private coaching class preparing for N3, N2 and N1, Pune and Mumbai</i>	35
<i>Learners from Private institutions/ companies from Mumbai, Delhi, Bangalore, Chennai, and Hyderabad</i>	68
<i>Total</i>	163

These are the cities which can be called as representative cities where Japanese language education is conducted (Pune, Mumbai, Delhi, Hyderabad, Chennai and Bangalore). The

respondents also included learners who have recently started their job in India or Japan and are pursuing a higher level of proficiency.

3.6.6.2 Sample for training (Main Study) in Reading Strategies

The sampling was purposive for the intensive training in Reading Strategies. The learners were from various institutes, had finished the intermediate level and were preparing for N2 or N1 level (advanced levels of JLPT). The distribution was as below. The learners came from Pune and also from Mumbai and Bangalore for the training.

Table 3.12 The sample for the training programme in reading and learning strategies

<i>Name of the institution/region</i>	<i>Number of learners</i>
Tilak Maharashtra Vidyapeeth	5
Savitribai Phule Pune University	3
Indo Japanese Association	2
Private coaching classes in Pune	6
Private coaching classes in Mumbai	2
Private coaching class in Bangalore	1
Total	19

3.6.7 Data Analysis Tools

The data collected for the study were analysed through various methods depending on the type of data. The collected data is represented in tables and graphs in the next chapter 'Findings and Analysis'.

3.6.7.1 Initial Survey of Learners (Needs and Beliefs)

The survey tried to find more about learners' beliefs and needs as well as the current status of their reading activities and habits. **Descriptive method** was used for detailing the results of the questionnaire survey on learners' beliefs and needs. Though the numbers represent the quantitative aspect, it has also thrown some light on qualitative data such as needs, perception, and beliefs of JFL learners.

3.6.7.2 Methods of Analysis for the Intensive Training

The collected data were analysed to gain insight into the criteria, 'Whether Japanese reading skills were improved'. The improvement if any was interpreted by 'Whether the intensive training in Reading Strategies has helped the learners in reading more correctly'. The analysis of data was carried out for the data collected prior, during and after the experimental study.

A. Statistical tools used in the data analysis

Primarily, the pre-test and post-test scores were collected as quantitative data. For statistical treatment of the scores, a t-test was conducted. As the sample size of the experiment was 13, i.e. less than 30, t-Test (Paired Two Sample for Means) was selected for the statistical treatment of the pre-test and post-test scores.

B. A questionnaire survey to collect Qualitative data

The learners were asked to give their comments and feedback on the training programme with 5 questions and some space for open comments. The questions were as the following:

- To evaluate the learners' rating on the training programme:

1. How do you rate the 2-day session in meeting objective from 0 to 5 with 5 being the highest?
- To check the component which learners found most useful or interesting:
 2. Which part of the session did you find useful / interesting?
 3. Do you think that these strategies will be useful?
 - To get learners' feedback for improving the training programme:
 4. What improvement would you recommend for a better session?
 - The learners were also asked to give open comments on the programme.
 5. Any other comments or suggestions

3.7 Summary

The present chapter discussed the theoretical framework of the study which explains the rationale behind the choice of research methodology, the research design, and the procedure as well as the thought behind the product development. It is an attempt to establish the link between the objectives and the choice of various research methods employed in the present research, data collection and sampling and analysis methods, as well as the tools developed for both parts of the study.

The present chapter explains how the study was multi-method research and conducted with a design of mixed methods. It had a combination of questionnaire surveys, experimentation, opinionnaires as well as interactions in writing. The research can be seen at a glance on a separate sheet attached to the end of the chapter, which consists of the following.

Objectives → Research Method → Sample → Tools for data collection → Data Analysis → Data representation

Chapter IV Findings and Analysis

4.1 Introduction

This chapter presents the data findings of the present study and conducts its analysis. As explained in Chapter 3 ‘Research Methodology’, the study was divided into the following components in order to achieve the objectives of the present study:

1. An initial survey of JFL was designed and conducted in order to achieve objective one, i.e., ‘To investigate the JFL learners’ beliefs about and readiness for autonomous learning’.
2. Training in Conversation, a programme for training in direct and indirect strategies was designed and conducted in order to achieve objective two and three, i.e., ‘To develop a programme for training in ‘Japanese Conversation and the Learning Strategies’ and ‘To test the effectiveness of the programme in ‘Japanese conversation and learning strategies’
3. Training in Reading, a programme for training in direct and indirect strategies was designed and conducted in order to achieve objective three and four, i.e., ‘To develop a programme for training in ‘Japanese Reading and the Learning Strategies’ and ‘To test the effectiveness of the programme in ‘Japanese reading and learning strategies’.

The present chapter deals with the above three components and their respective findings separately. The findings are compiled and the discussion is carried out for each part of the study.

4.2 Beliefs and Readiness Survey for Autonomous Learning

The initial survey to find out the beliefs and readiness of Japanese learners for autonomous learning received a valid response from a total of **167 learners** from across India.

4.2.1 Findings of the Survey on Readiness for and Beliefs on Autonomous Learning

The complete tables of the collected data through the paper and online questionnaire survey are given in Annexure. In total, 167 learners responded to the questionnaire, out of which 137 learners responded to an online survey whereas 30 learners responded to the paper survey.

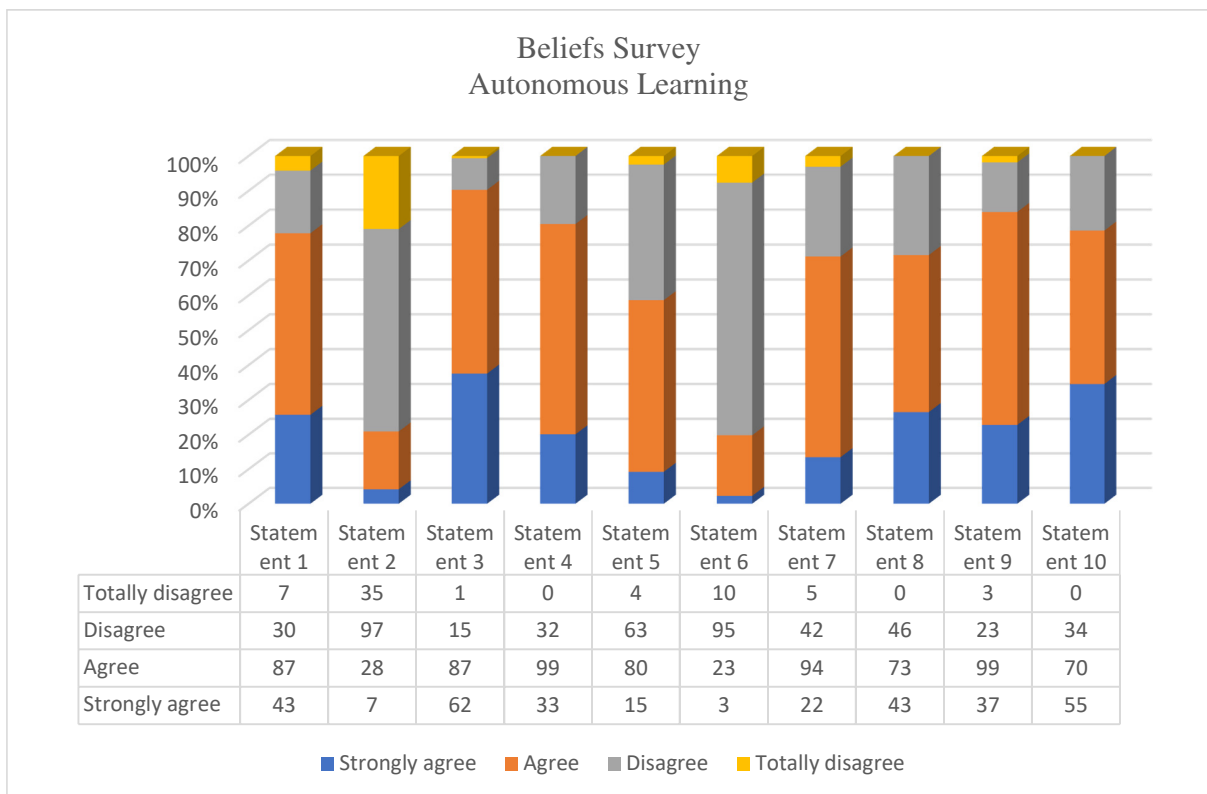


Fig. 4.1 Responses of JFL learners to the survey on readiness and beliefs (Reading)

4.2.2 Analysis of the Findings

Statements 3 and 4 check whether the learner is willing and ready to take up autonomous learning at least going by theory.

Statement 3: I should become more independent in my studies as I progress in my The Japanese language studies. 92% agree to this statement and only 8% disagree.

Statement 4: If I come across certain difficulty in Japanese, I should try to find the solution by myself. As many as 73.34% are *positive about the situation where they handle their own problems*, however, 26.67% disagree.

On this background, it is interesting to check their responses to two other questions and check them against their actual preferences. Answers to questions 8 and 5 give us what the learner would prefer to do practically, against the agreement to the theory and will also indicate the preferred level of dependence on the teacher.

Statement 8: 'If I come across certain difficulty in Japanese, I should immediately approach the teacher to find a solution.' As per the above data, as large as 67.79% agree to the statement.

Statement 10: 'I will feel more comfortable if the teacher is always beside me to correct and support even in advanced level studies.' The count is 75% in total with the learners who agree and strongly agree. This shows *dependence on the teacher to a large extent, and a result of influence of traditional teaching-learning pattern which is followed in most of the classes*.

There were a few statements checking on the beliefs on the learning process that is traditionally done and is supposed to be done by the teacher only. Statements seven and eight try to find what the learners believe themselves to be capable or incapable of. It checks their beliefs on their capacity for planning, evaluating and monitoring their own learning which form the base of Learner Autonomy and connect theory to practical implementation.

Statement 7: It is possible for me to plan my own learning and monitor it. 76% agree to the statement.

Statement 5: I can evaluate my own learning and level. Approximately 57% agree/strongly agree to the statement. It shows that *though the learners feel that they are capable of planning and monitoring their own learning, much lesser learners think themselves to be capable of their own evaluation. Alternatively, they are not ready for such an activity.*

Response to statement no.1 *also shows strong affiliation to a teacher-centric classroom that the learners have experienced till date.* Approximately 75% agree or strongly agree to the statement 'Teacher should always be the controller of the class'. However, for 2nd statement, only 18% strongly agree/ agree saying that 'Teacher is the only source of knowledge learners should depend on' and as many as 60% disagree and 12% strongly disagree with the statement. *They acknowledge that there are other sources of knowledge apart from the teacher.*

Statement 6 and 9 check the learners' readiness to adopt peer-review, which can be considered a social strategy or more importantly, interdependence. Peer learning can be interpreted as a manifestation of a social learning environment and the social aspect of learner autonomy.

We can see *openness to Peer-review* through the fact that 84% of the learners believe that error correction by friends will not affect their relationship. As many as 83% believe that peers can assess their performance and give feedback. *The tremendous positive response can be seen as a significant sign of readiness for peer review and peer learning.*

In addition to the responses to the survey, a few learners responded with an additional comment along with the questionnaire.

An excerpt from a learner's spontaneous response is as following.

“... I strongly believe in Guru-Shishya Parampara. So whatever teacher says is the ultimate word for me. So, I believe that Teacher always has to be there even when the student achieves higher levels. Nowadays, people probably don't believe in such a relationship. I thought of writing something in addition as the answers had to be chosen from 4 options. So I wanted to clear my thoughts on why I chose those options.”

The above statement throws light on how attached and probably dependent some learners are. Though we can see the genuineness in the feelings, we can say that ‘Guru Shishya Parampara’ from our culture is comprehended or interpreted as ‘having the teacher always beside oneself’ as the respondent claims to believe in. The learner is comfortable if the teacher is always there to guide.

4.2.3 Conclusion of the Findings and analysis

The first objective of ‘investigating the JFL learners’ beliefs about and readiness for autonomous learning’ was achieved. To conclude the analysis of the findings, the data collected supports that the JFL learners today can be said to be aware of the following:

1. The teacher is not the only source of knowledge they can depend on
2. There are new resources and possibilities of learning
3. They can positively take the help of peers and
4. They should aim for self-directed learning

The learners wish to get independent as they progress in their studies, however perhaps do not know the steps necessary for self-directed learning. Secondly, they are in a very strong grip of old beliefs about teaching-learning and a teacher-centric classroom.

The findings show that though the learners avoid speaking are afraid of in front of the whole class because they are afraid of making mistakes, they are in favour of small group tasks and peer feedback. The ground for working on peer learning and Learner Autonomy is not as hostile as it was predicted before the study. *This approach was judged to be positive for modifying the learners' role partially and was interpreted as readiness for autonomous learning. The probability of success of the peer learning activities through small groups was judged to be high.* On this basis, the two strategy training models were developed.

4.3 Training in Conversation and the Learning Strategies

Before designing the training course for conversation and learning strategies, the needs and beliefs survey related to speaking skills was conducted. Based on the findings, a pilot study was conducted. Further, based on the observations made during the pilot study, the final training was designed and implemented. The following sections give the findings of all the above steps undertaken for the study.

4.3.1 Analysis of the Data collected before the Training

A beliefs survey regarding the language skills (particularly speaking) and grammar centric teaching was conducted. 45 respondents who were interested in conversation skills training answered in the following manner.

Table 4.1 Responses to the statements on beliefs related to speaking and other

Statement No.	Statements	Strongly agree	Agree	Cannot say	Disagree	Strongly disagreed

1	Grammar is the most important aspect of language.	13%	3%	23%	53%	7%
2	Speaking in a native like accent and intonation should be the goal of a language class.	16%	42%	16%	13%	13%
3	Communicating correctly should be considered more important than native like accent and intonation.	30%	57%	10%	3%	0%
4	Speaking skills can be developed through practice.	67%	33%	0%	0%	0%
5	A language class should mainly involve communication practice.	53%	43%	0%	3%	0%
6	Good listening skills help to develop good conversational skills.	60%	37%	0%	0%	3%

Despite experiencing a grammar and vocabulary based class till date, 60 % of the learners do not seem to attach the highest importance to grammar. 96% of the respondents think that ‘a language class should mainly involve communication practice’ and 87% of them think that ‘Communicating correctly should be considered more important than native-like accent and intonation’. *The most positive result of the survey is that 100% of the respondents thought that ‘Speaking skills can be developed through practice’, which conveyed the positive frame of mind the learners had for conversation class and practice.*

The next question of the questionnaire was about the elements in Japanese which the learners find most difficult. They were asked to rank 1 for the easiest and 7 for the most difficult. a) Kanji b) Grammar c) Vocabulary d) Listening e) Conversation f) Reading g) Writing. *30 learners rated conversation as ‘Difficult’ or ‘Most difficult’. 31 learners have rated own*

conversation skills as 'poor' and seven have rated it as 'average' remaining two evaluate own conversation skills as 'above average' or 'good'. It confirmed the need for the training developed as a part of the study.

Some more questions on peer learning and affective factors were asked. The learners are *not as apprehensive of the error correction before classmates as it was predicted* before the study. As high as **82%** do not find it embarrassing. However, **45%** of the learners agree that they avoid speaking in front of the class because they are afraid of making mistakes. This psychological aspect was taken into consideration while designing the programme and was taken care of by focusing on small group tasks.

Table 4.2 Responses to the questions on peer review and the related affective factors

State ment No.	Statement	Strongly agree	Agree	Disagree	Strongl y disagre ed
7	My friends are like me, so they will be able to tell me why I am making a particular mistake.	38%	38%	14%	3%
8	I do not want my friends to know about my mistakes.	0%	4%	50%	46%
9	It is embarrassing to get corrected by the teacher in front of the whole class.	7%	6%	45%	41%
10	It is embarrassing to get corrected within a small group in a class.	4%	13%	45%	39%
11	I try to avoid speaking in a class because I am afraid of making mistakes.	19%	39%	29%	13%

The above figures show that the learners do not hesitate to let their friends know about their mistakes and let them correct him/her.

4.3.2 Findings of the Pilot Study

A pilot study was conducted for the conversation training which brought about the modifications in the product to be developed. The observations by the researcher and the feedback from learners were as the following.

1. A 90 minutes session per week was insufficient for practice. The frequency or the time per session needed to be increased.
2. The existing teaching material and the newly created material was useful to give a considerable coverage of Japanese language skills and strategies. However, it required a different sequence to make learners more comfortable with the functional approach of the class.
3. Cartoons seemed to have a good retention effect, learners (L5,L7,L10) specifically stated so.
4. In the pilot study, the reviews were mainly oral and note-taking had no specific guideline. Initially students were vague in self-review, gradually they got more precise and specific. This could be assisted through guiding questions in review sheets.
5. There was a need to keep regular track of students self-review.
6. In the main study, self-review sheets should be filed and kept at an accessible place for students/ given back to them after copying the content for research purpose.

7. Because of the lack of proper record, there was no measure to prove the change caused because of self-review and peer review.
8. No language medium was forced for expression in the pilot study. Initially most of the students preferred writing in English, then gradually shifted to Japanese on their own. It can be seen as a positive trend. However it is arguable whether all can express correctly in Japanese with their current proficiency and the correct meaning is conveyed.
9. There was a need to introduce 'recording of conversation practice and group interaction' as a learning strategy. Students gave very positive feedback on the method of recording on mobile phones.
10. There was a need to provide some way to note down peer feedback right at the time of conversation/role-play. It needed to be checked whether writing will affect the spontaneity of oral communication.
11. There were a few students who used to learn the material well, practised it in sessions with a particular focus, though they could not recollect/apply it wholly at the end. Frequent access to written feedback and more practice could be the answer.
12. As overall feedback towards the course, the students gave very positive comments regarding the practice among themselves and other group activities such as games.

The review forms, the teaching materials, and sequencing were refined after the above observations and findings.

4.3.3 Data collected in the Pre-test

A pre-test was administered before the main study, i.e. experiment of the long-term training model of 'Japanese Conversation and learning strategies'. Observations of the Oral pre-test performance were as follows:

The learners were generally weak in conversation as they themselves had expressed and therefore had registered for the training. The following areas were found to be commonly weak among learners:

1. **Choice of the discourse:** Learners not aware of the variety of discourse and their standard norms. In Japanese society, the discourse in fact plays a pivotal role in successfully completing a communication goal with a language function.
2. **Choice of relevant and correct expressions:** The expressions matching with the purpose of conversation were not used
3. **Intonation:** Intonation needs to be as per the role and conversation content, which was lacking in the pre-test performance. Learners seemed not exposed to this important aspect of communication. The lack of awareness of intonation was evident also in the loud reading of conversation text.
4. **Choice of honorific language** was not suitable as per the status of the conversation partner, the formality of the situation and content. Though learners seemed to be aware of levels of politeness and the relevant honorific forms of verbs and expressions, they could not use the language.

5. **Smoothness in conversation** lacked significantly which can be the result of insufficient practice.

Based on the pretest results, a training programme of 12 sessions was designed to train the learners in conversational skills. The training programme was conducted in sessions of two clock hours once per week for 12 weeks. Therefore, the teaching materials and methods could be improvised during the course as per the need of the learners.

Quantitative and qualitative data were collected during the training programme to achieve the 3rd objective of the study namely 'To test the effectiveness of the Programme in Japanese conversation and indirect strategies. As stated in the chapter on research methodology(3.6.3), in order to specify the term 'effectiveness' of the programme, two hypotheses of the experimentation were as the following:

1. There will be a sign of progress in the performance of the learners (conversation skills and strategies) and usage of strategies after the special training is imparted for a certain period.
2. Learners will be able to understand the goals, monitor and evaluate their own performance as a result of training in peer-review and self-review.

The above hypotheses were checked against the quantitative as well as qualitative data collected during the experiment.

4.3.4 Analysis of the Quantitative data: Comparison of the Pre-test and the Post-test scores

From the quantitative data of pre-test and post-test scores, it is proved that the training in direct strategies like Communication and compensation strategies as well as indirect strategies such as social and meta-cognitive strategies have resulted in significant improvement of the conversational skills of the learners. Both the tests were evaluated by a native teacher of Japanese and one Indian teacher. The conversational skills seem to be improved specially in the areas found to be weak in the pretest. The detailed account of the pre-test and post-test scores in each category of questions is given in Annexure. Below is the difference in grand total and t-test score.

Table 4.3 Pre-test and Post-test score totals of the Conversation Training

<i>Learners</i>	<i>Pre-test score</i>	<i>Post-test score</i>	<i>Difference</i>
<i>L1</i>	12.9	21	8.1
<i>L2</i>	13.9	20.7	6.8
<i>L3</i>	11.6	18.6	7.0
<i>L4</i>	14.9	20.6	5.7
<i>L5</i>	13.5	23	9.5
<i>L6</i>	20.9	29.4	8.5
<i>L7</i>	15.4	23.9	8.5
<i>L8</i>	25.1	37.5	12.4
<i>L9</i>	10.5	18.5	8.0
<i>L10</i>	15.3	22.1	6.8
<i>L11</i>	16.8	25.6	8.8
<i>L12</i>	16	24.6	8.6

Table 4.4 t-Test (Paired Two Sample for Means) for Conversation Training

t-Test: Paired Two Sample for Means		
	Pre-test	Post-test
Mean	14.769231	22.86923
Variance	23.028974	36.83564
Observations	13	13
Pearson Correlation	0.9788938	
Hypothesized Mean Difference	0	
df	12	
t Stat	-17.3198	
P(T<=t) one-tail	0.000000	
t Critical one-tail	1.7822876	
P(T<=t) two-tail	0.000000	
t Critical two-tail	2.1788128	

Findings:

Hypothesized Mean difference '0' implies that there was no difference in scores due to training. Since the p-value is less than 0.05 hence the null hypothesis of zero difference can be rejected. The gap between the pre-test and post-test scores a mean difference of 8.1 points, which is considerably high. *Therefore, the first hypothesis of the experimentation that “there will be a sign of progress in the performance of the learners (conversation skills and strategies) and usage of strategies after the special training is imparted for a certain period” is proved.*

The comparison between the pre-test and post-test for each assessment criteria is given below.

1. The activity of Reading Aloud a piece of conversation

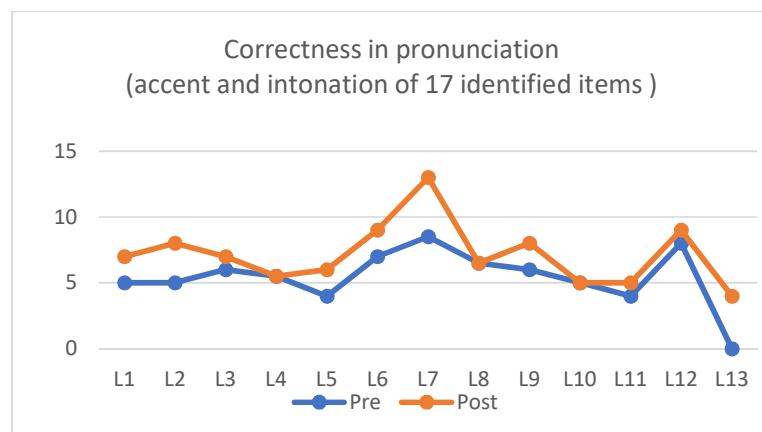


Fig. 4.2 Performance in ‘Reading aloud a conversation’

As seen in the graph above, there is a certain growth in the performance of the learners except for L4 and L10, where they show no change. However, no learners show any fall in the score.

- The next section is Interview, where the learners were asked to introduce themselves, and answer related questions posed by the tester. Later, they were asked to describe and explain certain concepts or procedure to a Japanese native speaker. The learners were expected to make factual statements and also provide details of the content. They were supposed to make a point in their description that would help the Japanese person know Indian culture better. We can see from the graph below that most of the learners could do much better in their post-test than the pre-test, with the exception of L13.

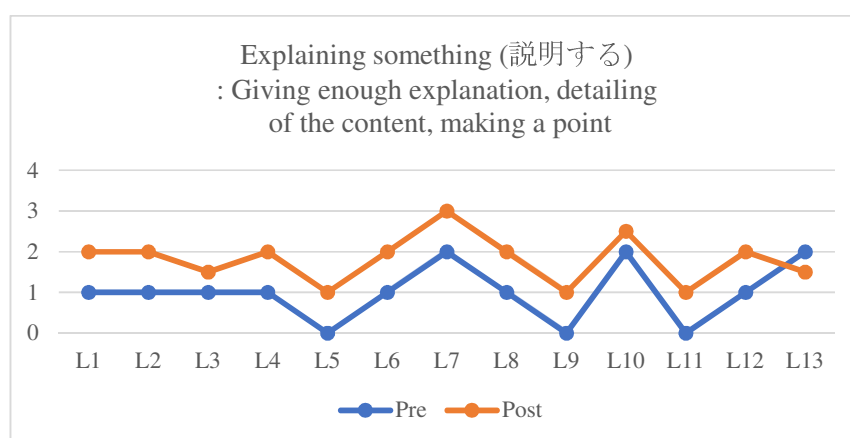


Fig. 4.3 Answers to questions in the Interview

3. They were asked to explain a certain issue and state their opinion. Here, it is necessary to back up their opinion with enough reasoning and at the same time, assert their opinion gently (Japanese communication style does not assert too aggressively). Only four learners have shown considerable improvement here, whereas eight learners do not show any change. This is perhaps due to the least exposure to such argumentative situations in reality as well as in the classroom settings. Secondly, while explaining an issue, the learners seemed to lack the background knowledge of the subject (e.g. social problems in India).

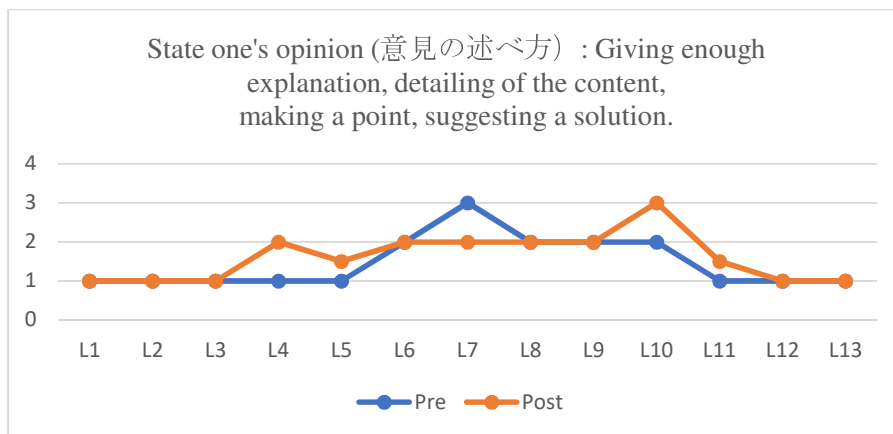


Fig. 4.4 Expressing one's opinion and the reasoning behind

4. The language-related errors (grammar and vocabulary) committed during the interview in the post-test seem to have reduced compared to that of the pre-test.

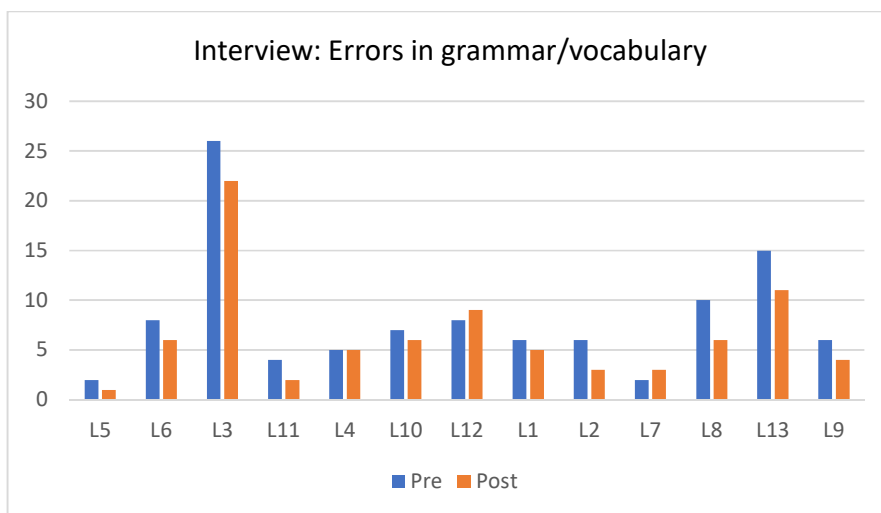


Fig. 4.5 Errors in grammar/Vocabulary

5. The role-play, which is the third component of the test involved 3 points for the assessment of the correct usage of discourse namely; 1. Starting the conversation, 2. Developing the conversation and making a request, 3. Ending the conversation.

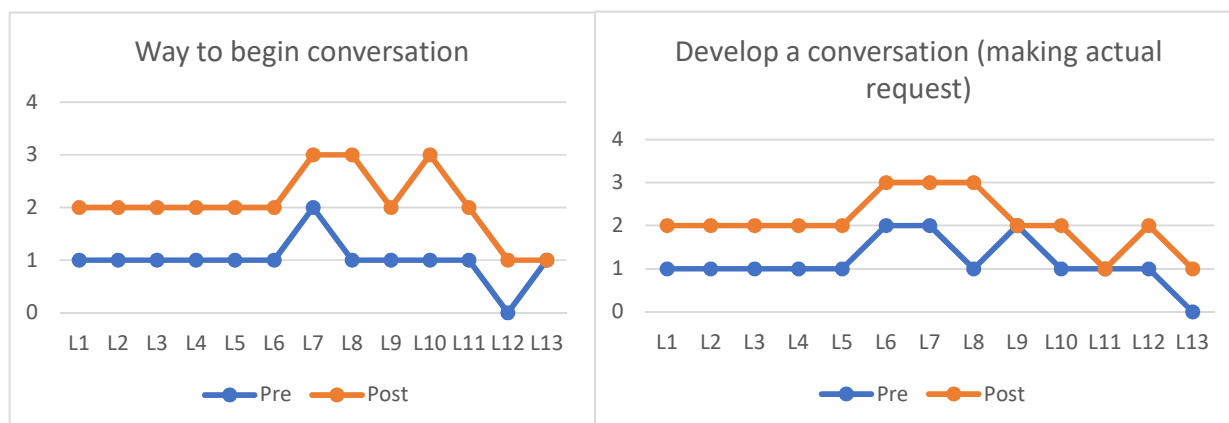


Fig. 4.6 Role play: Beginning correctly and developing the conversation

The 3 graphs show that there is a good improvement seen in ‘opening’ and ‘developing the conversation’, but a few learners(L2, 4,10) still did the closing abruptly, without much thought to the formality, and hence the post-test results were same as the pre-test.

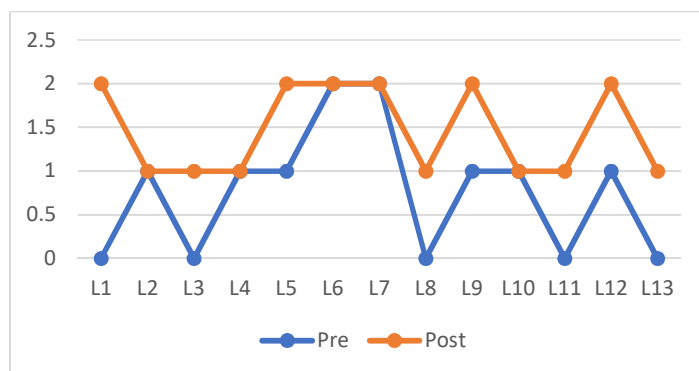


Fig. 4.7 Role play: Closing the conversation correctly

6. The usage of formal and polite language has improved in most of the learners.

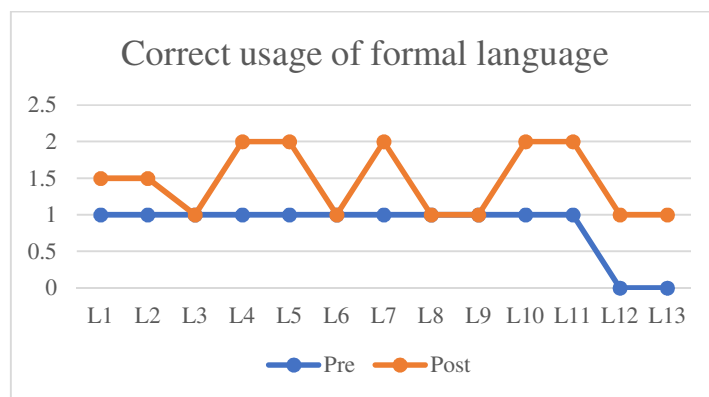


Fig. 4.8 Role play: Correct usage of formal language

7. The words of encouragement was a matter of great interest since it was introduced in training.

The learners strongly expressed that the correct usage of あいづち (Japanese words for encouraging the counterpart in a conversation) boosted their fluency and the conversation sounded more natural. The learners' interest is reflected even in the performance, showing better use of あいづち in post-test compared to the pre-test.

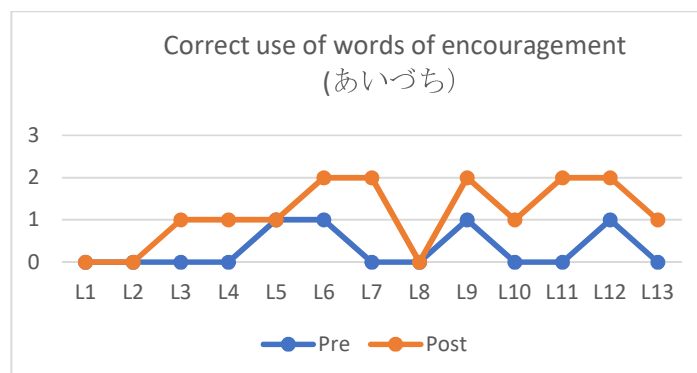


Fig. 4.9 Role play: Correct use of words of encouragement

8. The intonation of the learners during the role-play which had an influence of their first language (Marathi) was improved to a great extent in 6 learners whereas, it was not improved in 7 learners. This can be the result of :

1. The pressure felt by learners due to the Information gap created in role-plays
2. More attention given to the content of the conversation and completing the task
3. Counterpart of the conversation was the evaluator who was a senior teacher

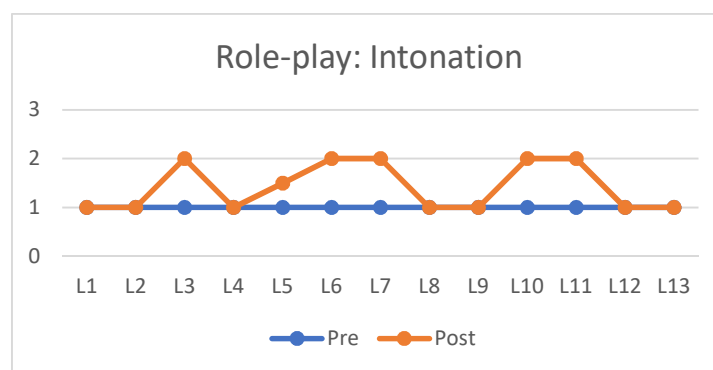


Fig. 4.10 Role play: Correctness in Intonation

Though various criteria of the assessment of the oral proficiency show a mixed result, the overall performance of the learners can be said as improved as proved by the **t-Test (Paired Two Sample for Means)** shown in table 4.4 at the beginning of this section.

4.3.5 Analysis of the Findings through Qualitative Data

The focus of the study was the training of social strategies ('group work' and 'peer-review') as well as the meta-cognitive learning strategies ('self-monitoring' and 'self-review'). Qualitative data was collected through the Peer review and self-review forms for this purpose. The responses to the forms provided qualitative data for the study as well as guided for further improvisation of the course.

4.3.5.1 Grasping the Goals of the Training Session

The learners seemed unable to answer the question "What was your goal for today's conversation (pair work/group work)? Try to be specific." It was for the first time that the learners were made to think about the objective of the teaching content and class activities. The responses to the questions were vague such as "to speak fluently/ group work/ pair work". Therefore, a new element as 'Today's wrappers' (which can be any 3 ideas/ Key terms) was introduced at the end of each session, which enabled learners to have a quick review/summary of the whole session. Some learners began identifying the main expressions and language functions as wrappers.

By the end of session 4, the variety of wrappers given by learners were conversation strategies/ language functions /key expressions:

1. Request for repeating the inaudible speech, asking meaning of a word/phrase, confirming the content that was heard (L7¹⁸)
2. Asking meaning, confirming the content, asking to repeat (L13)

¹⁸ L1 ~L13: Numbering given to the learners for the study of Conversation Training

3. すみませんが、~はどんな意味ですか、もういちどお願いします、電話は少し遠いようなんですが、. . . (Key expressions given by L2)

This offered an insight into how the learners perceive the objective and content of the class which significantly influences the retention too.

4.5.3.2 Categories of Peer Review and Self-review

Learners' comments from the self-review and peer-review data were compiled session wise and were analysed with qualitative analysis of coding. The categories for the Learners' comments and the frequency measurement of the comments were as given below.

Table 4.5 Categories of comments in peer review and self-review

<i>Sr. no.</i>	<i>Categories</i>	<i>Frequency</i>
1	Group Work-pair work as a learning method	45
2	self-monitoring and self-review as a learning method	12
3	Content	16
4	Grammar	16
5	Vocabulary and expressions	97
6	Formal/informal language, polite language, Taiguu hyougen	72
7	Discourse	35
8	Accent and intonation, pronunciation	54
9	Positive/negative emotions (Affective factors)	32
10	Fluency	29
11	Altogether new category, different from the mentioned above.	48
12	*Areas for own improvement not directly related to the conversation (e.g. Kanji)	06
13	Practice by Reading/Revising (in next week's plan)	48
14	Practice with friends/in a group (in next week's plan)	25

4.3.1.1 Content Analysis of the Peer review and Self-review sheets

The following can be said after analysing the qualitative data collected through the peer review and self-review sheets.

1. As we can see in the above table, the most frequent feedback category is ‘Vocabulary and expressions’ with **97** entries. The learners’ feedback includes comments on vocabulary and expressions consistently throughout the training programme. The focus on newly learnt vocabulary and expressions can be seen as many new expressions were introduced from the functional (pragmatic) point of view but needed no grammatical explanation. Here, a note should be taken that such feedback occurred despite the fact that **the newly introduced expressions had no new grammar items**.
2. The entry of ‘formal/informal language, polite language’ is second on the list that appears in peer feedback and self- review forms, with **72** entries in total. Though the learners have thoroughly gone through the table of honorific and polite forms of various verbs, it is most of the times presented as grammar explanation and hence remains at the level of ‘language information’ without rising to the level of actual ‘language use/ performance’. The classes have been severely lacking the opportunities to practice ‘language use’. The entries appeared in review forms as soon as a formal conversation over the telephone was introduced in the 4th session. The polite language has maintained the significance in the learners’ reviews throughout the training programme post 4th session.
3. The comments on ‘Intonation and pronunciation’ appear in a large number i.e. 29 in a single session, when its importance was focused in the 4th session (9th May) and there are 10 in the 5th session. However, the number dwindles later, with only 6 and 4 entries in the 6th and 7th session. Furthermore, there is as less as 1 comment on this aspect. It shows

that though the comments include feedback on recently covered aspects of Japanese conversation, the learners still need to be trained to include all relevant aspects of previous sessions.

4. Grammar related comments are 16 in all, and they appear in the reviews of only 2 sessions, when the topics handled were ‘Asking once again, asking/providing the meaning/explanation, asking for rephrasing’ (9th May) and ‘Using colloquial language with friends/in an informal situation’ (26th May). In other sessions, the learners have focused more on other aspects of conversation. It shows that *given the opportunity and exposure, there will be less preoccupation with grammar while communicating orally and thereby being less anxious about making errors in one’s conversation.*
5. Students are still to come in terms with ‘group study/ practice’ as a learning strategy outside the classroom because of the heavy influence of individualistic and competitive environment experienced so far. As against only 25 entries mentioning ‘practice with friends’ as a plan, almost double entries, i.e. 48 entries have ‘read/ revise the materials given during sessions at home’ which can be seen as a solitary effort.
6. Only a couple of initial forms asked a question about whether the learners enjoyed the conversation with friends. However, even in later sessions, the comments in review forms reflected related to learners’ affective factors such as confidence, enjoying the conversation or feeling less anxious about Japanese conversation seem to appear spontaneously, as there was no such guideline given in the questions of the review forms. Such comments have particularly appeared in self-review forms, which can be seen as an affective strategy (a type of indirect strategy) namely ‘Taking emotional temperature’ by ‘discussing your feelings with someone’.

7. There are as many as 29 comments about '*Fluency in conversation*', and there seems to be deep concern about this aspect. Some comments express a sense of achievement such as 'Flow of the sentences, conversation speed was good' or 'My fluency in speaking was good'. There are also entries seeing fluency as an area of improvement 'I will improve myself in the proper flow of the conversation'. This category too, like the one mentioned in the 6th point above, was not touched upon in guidelines of the review forms.
8. Here, a special note should be taken that, the comments on positive emotions and fluency have started appearing from 6th session onward.

4.3.1.2 Analysis of the Free Writing in Self-review Form

The second last session (11th session) had no guidelines or questions in review forms to check the variety in categories of the self-review.

Table 4.6 Categories of Open comments collected at the end of the 11th session

<i>Categories</i>	<i>No. of comments</i>
<i>Comments on Japanese communication style</i>	6
<i>Identifying hurdles in conversation/ learning</i>	3
<i>Reflecting on own previous performance and finding drawbacks in the light of recent practice/newly learnt material.</i>	4
<i>Self-evaluation/ self-review of performance (how good/effective it was)</i>	5
<i>affective aspect/ strategy</i>	10
<i>Discovering a new way of learning</i>	4
<i>A positive comment on Peer learning</i>	2
<i>reviewing learning content/ new input/ practice</i>	6
<i>Planning future action</i>	4

New words learnt

2

Total

46

Most of the comments reflected the learners' response for a change in affective aspect, counting up to 10. They include comments such as:

- “My confidence level has raised. Now I can speak in Japanese though not so fluently, certainly more fluently than before.”(L3 session 8)
- “Today's session was very interesting. The flow that was missing from the conversation, was present today as we could fill up the gaps in-between the conversation using Aizuchi. There was much more participation from my side.” (L8 session 8)

Second in the list are comments on the ‘Japanese communication style’, which can be seen as *progress towards feedback on content and socio-linguistic aspect of conversation* (here, role-plays) from the earlier focus on mere form or presentation.

It should be noted that when there was no guideline in the form of questions, in all of the 44 comments, there was no mention of a specific grammar and only 2 comments with a mention of newly learnt vocabulary. *The focus seems to be more on observations about Japanese language, its usage and one's own learning and learning methods. Seven comments that reflect on the comparison with one's previous and latest performance. Here, when asked to think and reflect freely, the learners on their own have observed the change and tried to measure their improvement. This also can be called as a natural but unprompted result of all the sessions till that point of time. It can be seen as a partial achievement of the training.*

4.3.1.3 Analysis of Peer Learning Evident in the Qualitative Data

The regular activity of peer review ensured confirmed feedback to all the performances of learners within the group. The interdependence resulted into more constructive feedback given to each other. As a response to whether the activity of self-review and peer-review within groups was helpful, there was an average evaluation of *4.5 marks on a 5 point scale of Usefulness*.

The results of peer learning are evident in the whole qualitative data, which is put forth below.

A. New learning of Content and Strategies from Peers

There was a change in the variety of categories of peer-feedback and also an improvement in terms of precision of the comments. By the 10th session, learners began to come up spontaneously with comments not only on newly learnt expressions, but other aspects like intonation, Aizuchi, Flow of conversation (discourse) and most interestingly, *body language or content of the conversation such as “convincing reason should be given for declining an invitation”, which was not touched upon in the training course.*

As a response to what they learnt that day from peers, the responses had a variety.

1. *New vocabulary/ expressions learnt*: L9 reported of learning “ Phrases like いろいろことがあって. . . ”(session 5)
2. *Way of effective communication*: L4 reported of learning “How not to (sound) rude while conversing with others” or L1 reported that she learnt about “Adding interesting points to

grab the counterpart's attention" reported by L1. Whereas "Using different preface (前置き) before making a request" was reported by L10.

3. It seems that inputs on communication strategies are common. "How to refuse or delay responding to the request." Was reported by L4 as a learning from a peer in session 7.
4. There were inputs on background knowledge, particularly on socio-cultural aspects. L8 reports that she got "information about Japan which L7 had experienced during her stay in Japan" (session 7).

B. Learners identified some new ways of learning

There are instances where even comparatively proficient learners report of being introduced to a new way of learning by peers in the group. One good example is of L6, who is in fact a proficient learner reports that he learnt about 'Imagination of new situations (similar to the practice in class and trying to use learnt discourse and expressions)' as a learning strategy because it was introduced by a peer (session 9).

C. Sharing experiences and making observations together

Learners positively explored peer-review, which is evident in comments as further. "Our lecture (session) was interesting in (because of) group (activities). We discussed our experience and we learnt new words from each other."(L13) Or "During our conversation, as we used to speak continuously and didn't take any pause, the opposite person didn't get a chance to use Aizuchi. We also noticed that we use very less Aizuchi expressions as compared to Japanese people" (L6).

D. Motivation and interest retained through peer learning

Apart from the above comments reported in section C above, learners have particularly reported positive approach towards group activities.

1. L4: loved answering in a group, it helped a lot to find mistakes
2. L11: It is always better to do it in a group as it reduces the hesitation in you.
3. L12: Working in group is certainly better for improving conversation skills. It also helps to come up with new ideas.

4.3.1.4 Specific Trends in Self-review Forms

A. Identifying and Evaluating a New Learning Strategy

After a new Learning strategy for reviewing own performance was introduced in session 8, there was a special mention of it in the self-review sheets though not guided by any question.

1. L11: “Recording our own conversation is a very good idea for practice. This will surely help to improve”.
2. L13: “It was really great to record the conversation and realise mistakes on our own, recording again for improvement and doing afresh”.
3. L7: “While listening to our recorded conversation, we realised that we don't give (take) a pause while speaking, and the person in front doesn't get a chance to insert Aizuchi (and to respond in the Japanese way). Recording is a good way to improve our conversation.”

B. Learners shifted from generalized comments to more specific feedback to oneself and peers

Initially learners usually commented in a generalized statement. E.g. L3 said “I need much more practice” (session 1) or L1 saying “Conversation is a must, I want to improve”, or “our conversation was good” or “I enjoyed the talk” (around session 2). However, the comments gradually were more focused which is evident in comments such as “I need to improve the usage of polite language” or by session 5: “I need to put in a lot of effort to improve my intonation.” “Giving short responses every now and then in a conversation was very new to me. I have never been doing this while speaking in other languages.”(L 6, after session 8 which dealt with Aizuchi).

On the other hand, a learner like L4 was very much aware of her own performance level since the beginning. She commented after pre-test, “I was unable to recollect the correct words, verbs, and connectivities (*L4 meant conjunctions giving an impression of a smooth flow*). Even though I knew all these very well at the time of writing”.

C. Comments shifted gradually from first language / English to Japanese as a medium of expression

A few learners after gaining confidence, gradually switched over to Japanese for comments and opinions, though they were not instructed to do so. It can be taken as a positive sign. Although there is a debate over whether the writing in the target language can be a reliable data because it may not allow full expression of oneself, and there are bound to be some flaws in grammar and vocabulary, we cannot deny that the expression is genuine as learners have given feedback to their peers and to their own self with lot of consistency and honesty.

1. Self-review: 会話を自然に続く(続ける)のはためしました。(L9 who is a proficient learner, Session 5)
2. Interestingly, a few weaker learners also resorted to the Japanese language for expressing themselves.
3. L11:My role for today's conversation: 私は日本語の学生ですが、日本人はたずねてレシピを教えてください(I was a Japanese language student, and the Japanese visitor was teaching a recipe to me) (a weak student comments though she has missed to mention that she had to request the Japanese visitor to teach her the recipe). Same learner in the same, 10th session commented on what was difficult for her: 場面によって反応をするのは難しいでした. (It was quite difficult to respond as per the situation. Although her response has a grammar error, she has attempted to express in Japanese).
4. L2, an average learner commented on what was difficult (session 10): 適切な言葉を覚えるのと場面によって返事すること(Responding with appropriate expressions suitable for the situation)

D. Deeper thought given to “What went wrong?”

It was observed that the learners on their own started thinking deeper on reasons for poor performance. It can be seen as the first step toward problem solving and self-improvisation. L9, a proficient learner, comments on session 5 saying “Had not practiced well so, it was a bit difficult to continue the conversation.” L4 comments on the same session saying “In

above-said points, there were a few points I could not express properly. Perhaps because of vocabulary”. L11, a weak learner says “I can't remember quickly while talking”, while L3 gives an affective aspect as a reason by saying “I found it a bit difficult to refuse a request”.

E. Observations on conversation style and smoothness

L8 observes, “Today's session was an interesting one. The flow that was missing from the conversation, was present today as we could fill up the gaps in-between the conversation using Aizuchi.”

Very frank and clear in her opinion, L11 is in fact weak in Japanese but still is capable of observing Japanese communication, which was an unpredicted outcome. “Learnt some new words for Aizuchi. I am of a clear opinion that Aizuchi was very interesting but it interrupted the flow of conversation.” (Session 8). It shows the growth in a weak learner who is now not preoccupied with her errors in vocabulary /grammar, but observes a difference between the communication styles of her culture and another culture from an independent perspective and evaluates it.

F. Learners tried to apply the content of the past sessions

The categories in comments appearing in the review forms increase in every session and at the same time retain the earlier categories. L 5 says “it was difficult to remember appropriate expressions at the right time. I forgot aizuchi” (taught 3 weeks before).

G. Affective factors

Confidence level was reported to be considerably high. Each learner has reported a boost in self-confidence. L13, with a poor pre-test score, says “I used good language and I could speak very well than all previous lectures” (Session 6). L2 reports by the end of session 8, “My confidence level has raised. Now, I can speak in Japanese though not so fluently, definitely more fluently than before.”

H. Planning for further learning became more concrete in nature:

When asked for the plan for the next week, till the next session, most of the learners planned to “Practice what is taught” or “Revise the class work”. However, gradually, the plan became more concrete evident in comments such as “Will practice with my friends”, or L18, who was evaluated by the evaluators as very low in speaking skills, and had a poor score, said that she (needed to) correct and study informal and polite language more.

By the end of the last session, the learners were asked what they had thought about their conversation practice thereafter. They were asked whether they had any particular points and specific action items for own improvement. The responses were positive and the examples are given below:

“I will improve my conversation with a proper flow ... and improve my grammar, vocabulary, and intonation. I am currently trying hard for that.” L11.

“Using the content taught in this course in daily conversation will help a lot as I can feel my confidence building up while speaking Japanese with friends and colleagues.” L8, a working person.

4.3.1.5 Transition in Ratings Given to Oneself

The self-assessment can be seen as a manifestation of self-evaluation in quantitative measures. The learners were given the evaluation criteria in self-review forms. However they were not trained in assessment, that is to say the marking standards. Therefore the marking does not match with the one done by the actual evaluators. The marks in the self-assessment section is completely a learner's perception of his/her own performance. There are certain patterns seen in the self-assessment of learners.

A. Pattern 1: Low – High –Low (higher compared to pre-test)

Some proficient learners rated themselves low in the pre-session conversation (the pre-test). As the sessions progressed, the rating slowly seems to trend upwards, but again travels downwards to stop higher compared to the beginning.

The case of L5: L5 is a senior professional and likes to revise his Japanese skills every time he gets a chance. L5 gave himself 56% in the pre-session conversation, which raised up to 65% in the middle and towards the end it settled at 60%.

L7 is very proficient in the Japanese language getting highest marks from the evaluator. She has rated herself 67% in the beginning, then gives herself 65% around the middle of the training programme and again comes up to 70%. This learner seems to have a fairly good idea of her own flaws and is very critical towards herself. She is able to find specific areas to improve which is evident even in the comments in the initial sessions e.g. "I need to improve on intonation"

B. Pattern 2: High – Very low- High (lower than pre-test)

In some cases, comparatively less proficient learners, the rating is high in the beginning, low around the middle of the total period of 12 sessions. By the end of the sessions the self-rating trend seems to go slightly up.

Case of L2: 80% in the pre-session conversation, 66% around middle and towards the end, has settled at 68% by the end of the sessions. The comments may help to understand the reason.

Various reasons can be thought of for these trends among learners. In earlier 2 patterns, L5 is very critical to himself though he is approximately at the same level compared to L2 if we refer to the evaluation by the evaluator (native speaker). L2 has overestimated her performance in the beginning, then she shows some objectivity and strictness in the self-evaluation. Therefore, their self-rating shows the vast difference of approximately 20% and it comes down to 8% in the self-evaluation at end of the sessions.

C. Pattern 3: High- Higher- Low (lower than pre-test) rating

The case of Learner L1: Sum of marks brings 66 % in the pre-session conversation whereas it raises to 74% in the middle of the sessions and settles at 51% by the end of the sessions. In post-test she has given 60% to herself. L1 is had hardly spoken in Japanese before the training. However, given the opportunity, she has participated very positively. During the middle phase of the course this learner says she “I read the material carefully (given in earlier sessions)”. She thoroughly prepares herself and makes it a point to execute the plan she has for the week. She remarks, “My confidence level has gone up.” However, towards

the end of the 13 sessions, she is very critical and gives herself lesser marks, as less as 60% which are lesser than those in the beginning. She comments, “Practice for improving speaking skills is required. I will revise the syllabus and will speak with friends”. She has set a specific goal for herself.

This shows that as per the maturity or development of a learner on the meta-cognitive level, learners differ in self-assessment. We cannot observe a common tendency or make any generalised statement on the trend. It is very learner specific. However, we can say that the learners can be guided and self-evaluation technique can be taught in a classroom which can be developed to a certain level.

4.3.6 Characteristics of Indian JFL Learners in Comparison with the Studies Reported in Earlier Literature

The studies reported in the earlier literature show that the learners are more motivated due to peer-learning, and felt less anxious and got a different perspective because of peer-feedback. Indian learners have shown similar trend during the present study. They did not report or show any hesitance or resistance for peer feedback and could attempt more without feeling anxious. Moreover, they have shown keen interest in correcting their peers in a variety of categories, many times going beyond the areas suggested by the review form. Secondly, some earlier studies had reported that learners respect and respond to a teacher’s feedback more than a peer’s feedback and hence very few percentage of peer feedback influenced their writing. On the contrary, the Indian JFL learners in this study seem to incorporate peer feedback more positively in their next performance.

All the above analysis of qualitative data, we can infer that if trained, learners are able to:

- Understand the learning goals
- Monitor their own performance
- Give effective feedback to peers for improvement
- Evaluate their own and their peers' performance qualitatively

Therefore, the second hypothesis namely 'Learners will be able to understand the goals, monitor and evaluate their own performance as a result of training in peer-review and 'self-review' is proved.

4.3.7 Conclusion of the Findings and Analysis

A training programme in Japanese conversation was developed as per the Learners' needs and its effectiveness was proven through the quantitative and qualitative data. The learners positively participated in the small group tasks. When trained, they showed comprehensiveness and depth in peer-feedback as well as self-evaluation. In this way, the second and the third objective, i.e. 'To develop a programme for training in 'Japanese Conversation and the Learning Strategies' and 'To test the effectiveness of the programme in 'Japanese Conversation and the Learning Strategies' were achieved successfully. Moreover, the attempt to implement the principles of Autonomy through the use of direct, social and meta-cognitive strategies were proved to be successful on the basis of the qualitative data.

4.4 Training in Reading and the Learning Strategies

The 'Training in Reading and the Learning Strategies' was an intensive training as against the Training in 'Conversation and Learning Strategies' reported earlier. However, the same

scientific method for product development was followed. Before designing the training course, the needs and beliefs survey related to reading skills was conducted. Based on the findings of the survey and observations made during the pilot study, the final training was designed and implemented. The following sections give the findings of all the above steps undertaken for the study.

4.4.1 Findings and Discussion on the Questionnaire Survey on Reading

There were 163 valid responses from major cities across the country to the survey on reading needs and current status of reading activities, skills and strategies. The distribution of the first language of the respondents is as the following.

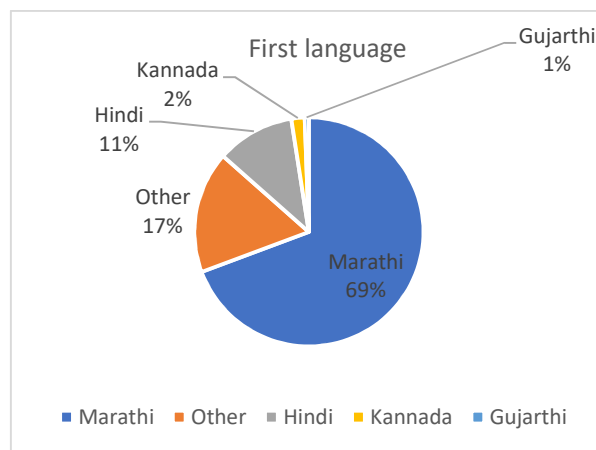


Fig. 4.11 First Language of Respondents

When asked about the 'difficulty in reading' in First language, English and Japanese, the following responses were collected.

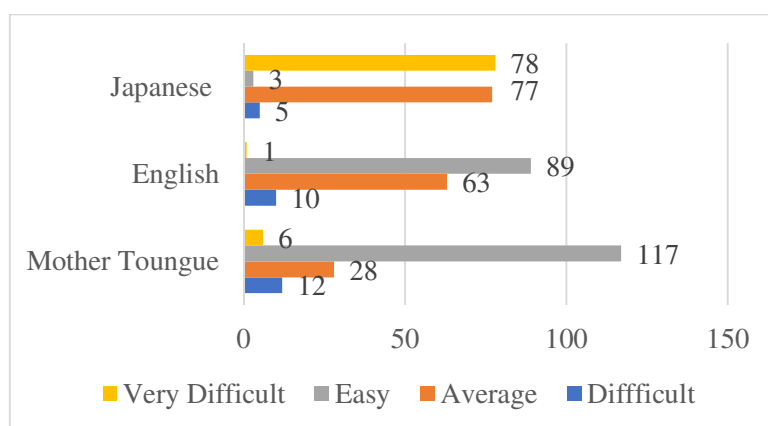


Fig. 4.12 Difficulty in Reading (across languages)

Specific to Reading Japanese, it appears that more than 48% of learners have expressed that they find reading “Difficult”, 47% find it average and 2% “Very Difficult”. It shows that the learners are not much comfortable with reading texts in Japanese. Whereas the learners finding English average and difficult are approximately 55% and 6% respectively. It should be noted that, learners who are not so comfortable with reading in their first language (average, difficult and very difficult) are as many as 28%.

The most common objective behind learning Japanese is to ‘use Japanese in future for a career’ (80%). In line with the above response, the type of text the learners want to be able to read the most is Business communication with 41%. However, 23% want to be able to read Novels and 19% want to read a newspaper. Technical literature comes later with only 8%.

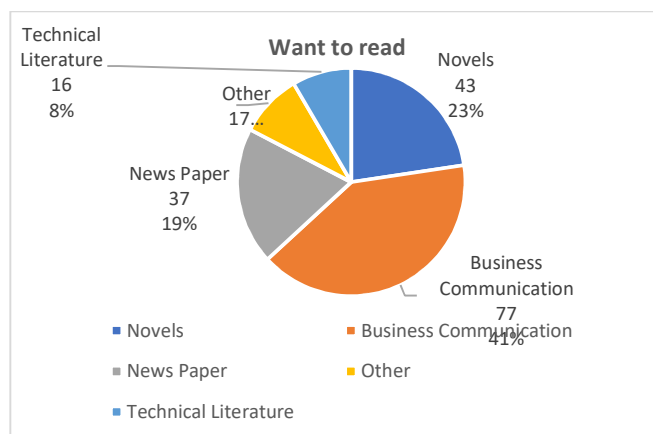


Fig. 4.13 The Future Goals for Reading

When asked about the general purpose for reading Japanese text, 125 learners read in order to improve vocabulary, 98 read to enjoy the language while others aim JLPT preparation or preparation for a higher level. 42 read mainly “to be able to answer the questions”.

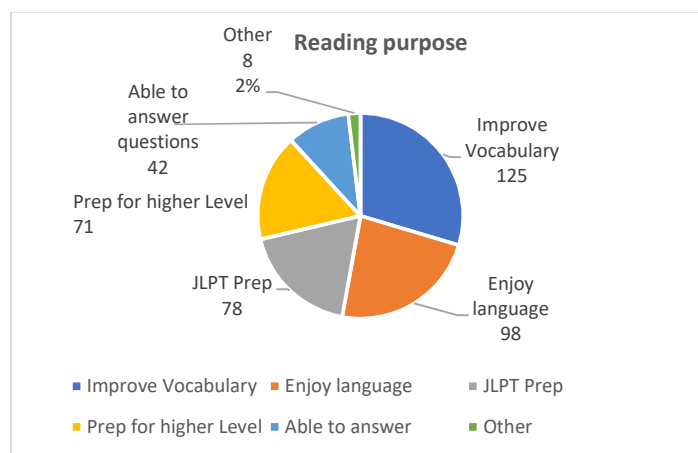


Fig. 4.14 General purpose of reading Japanese at present

However, as shown in the graph below, the actual text types read by learners are limited.

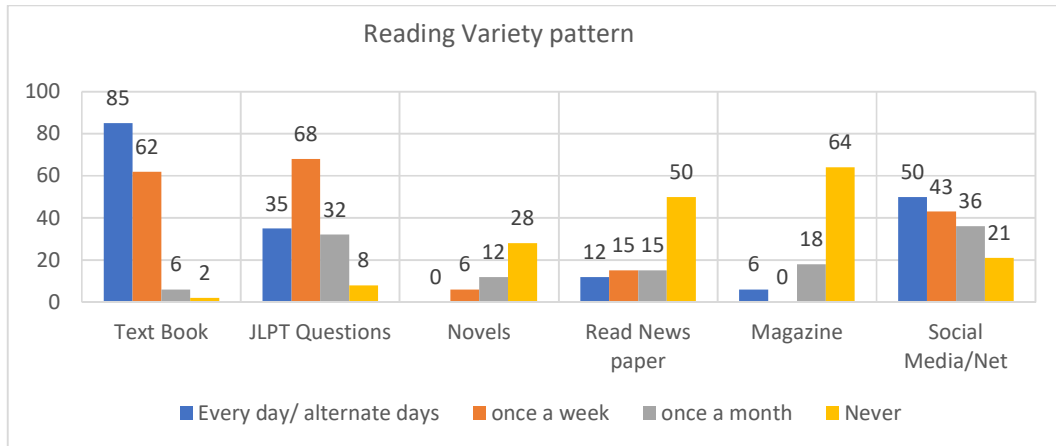


Fig. 4.15 The current reading variety pattern

It is evident that most frequently (every day /alternate days) read text type (in classroom or as homework) is textbook (85 learners) and JLPT related reading comprehension (62 learners). The percentage of learners reading applied Japanese in real life, i.e. novels, newspapers magazines is negligible. Comparatively, number of learners reading social media and internet sites is more significant.

It is not certain as to what kind of activity is involved when learners say that they read Japanese on websites. However, when investigated further on ‘Do you use a smartphone while reading’, and for what purpose, as many as 82% read no other material but only online dictionaries.

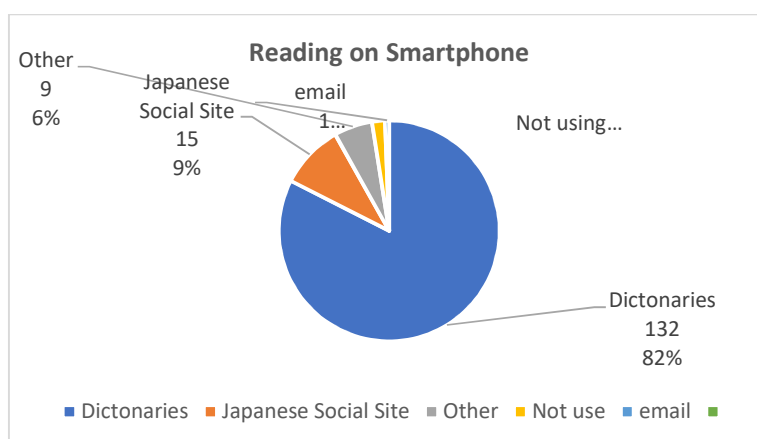


Fig. 4.16 Response on the type of reading on Smart phone

The above finding shows that though there are ample of newly available resources, the learners are not utilising them.

Further, questions on certain factors were put forth that may be proposed as ‘Reasons for difficulty in reading’. The responses to the 13 such factors are as the following:

Table 4.7 Learners’ opinion on the Reason for the Difficulty in Japanese Reading

<i>Proposed reasons for difficulty</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total agreements</i>
1. <i>Unknown Kanji</i>	78	75	153
2. <i>Unknown Vocabulary</i>	42	102	144
3. <i>Unknown Grammar Pattern</i>	18	98	116
4. <i>Grasping long sentences with clauses</i>	31	80	111
5. <i>Grasping word boundaries and meaningful chunks of words/phrases</i>	21	103	124
6. <i>Grasping scope of referents like 「これ」 , 「それ」 and 「あれ」</i>	11	51	62

7. <i>Length of the reading passage</i>	21	59	80
8. <i>Difficulty to differentiate between quotations and the author's opinion</i>	63	64	127
9. <i>Structure of the passage</i>	14	65	79
10. <i>Determining the writer's perspective</i>	18	90	108
11. <i>Not having the background knowledge of the topic</i>	19	74	93
12. <i>Less interest in the content</i>	10	72	82
13. <i>Not able to find the out central idea of the Text</i>	1	15	16

As per the data, a general trend is seen that the learners are mainly concerned with the micro level understanding of the text. Micro-level understanding deals with the comprehension of vocabulary, Kanji characters and grammar patterns. Among these 3, highest score as a factor making a text difficult is given to 'Unknown Kanji' as it is 'Strongly agreed' by approximately 80 learners and 'agreed' by 78 learners. 'Unknown vocabulary' and 'unknown grammar pattern' are on 2nd and 3rd position as each of them is of concern for 71% and 68% of learners respectively.

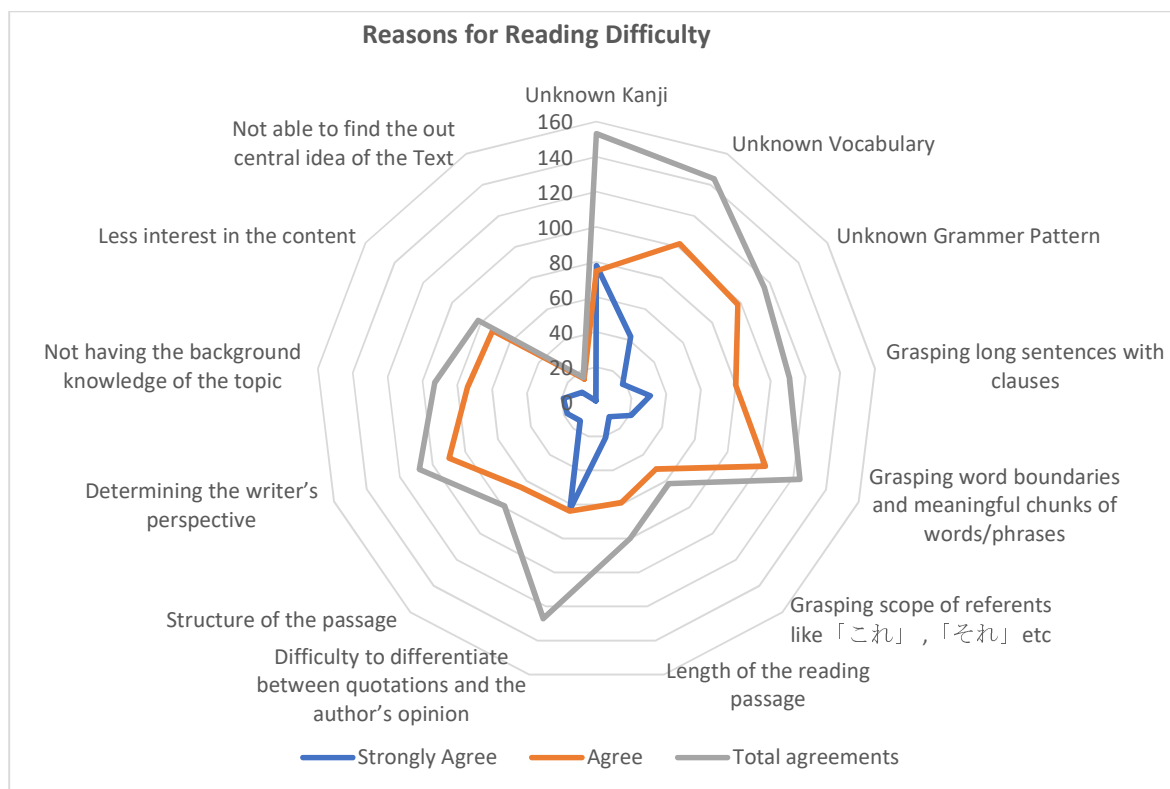


Fig. 4.17 Graphical representation of learners' opinion on reasons for difficulty

The reasons proposed further rise to the level of sentences and connections between sentences as well paragraphs and the flow of the text as a whole.

1. 'Grasping word boundaries and meaningful chunks of words/phrases'¹⁹ is seen as a challenge by more than 100 learners (68%).
2. 'Grasping scope of referents like 「これ」, 「それ」' which is necessary to grasp the connection between sentences is seen as the reason for difficulty only by 28%.
3. 'Structure of the passage' is felt as one reason for difficulty only by 48%. Whereas,

¹⁹ Japanese sentences are said to have a tendency of being very long with many interwoven clauses. Additionally, the text runs continuously without any space between words.

4. 'Difficulty to differentiate between quotations and the author's opinion' is seen as a reason by as many as 78% and a closely related 'Determining the writer's perspective' (in an argumentative text) is found difficult by as many as 62%.
5. 'Inability to grasp the central idea of the text' which is said to be the essential factor for reading comprehension, is thought as the reason for difficulty by as less as 9%.
6. 'Not having background knowledge of the topic' looks as a reason to as many as 56% and 'Less interest in content' makes the text difficult for 50% of the learners.

All the above responses can be directly related to the responses to the next question. In the light of the difficulty faced while reading, the learners were asked about the class activities related to reading. The difficulty in reading can be a result of the nature of class activities conducted in classrooms.

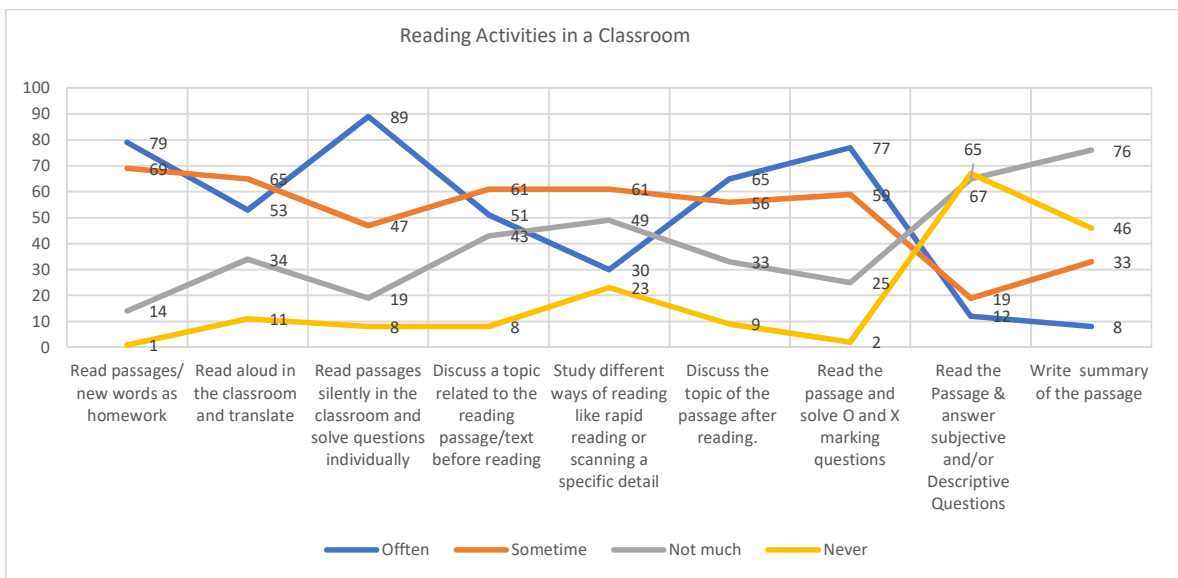


Fig. 4.18 The current Reading Activities in a Classroom

The responses essentially show the 'grammar and Kanji-vocabulary oriented' nature of training conducted in a regular Indian classroom.

1. 'Read passage silently and solve the questions individually' is the most frequent activity with 55% of learners participating 'Often' and 29% participating 'sometimes'. This fact entails that there is no collaborative activity or give and take among the learners. The teacher may be checking the answers after all the learners solve it individually and explain whenever such a need is felt by the teacher or raised by a learner. The activity of silently reading the text and answering the questions while checking does not give any opportunity to have various views on the passage regarding the content, the answers or sharing the background knowledge.
2. 'Read passage or new words as homework' is on 2nd rank with 48% involved in such activity 'Often' and 42% doing so 'Sometimes'. It implies that the learners are never given a chance to guess and predict the meaning from the context which is required in case of unseen passage of reading or reading in real life.
3. 'Reading the passage and solving True/False (O and X in Japanese) questions' is on 3rd rank with 47% doing 'Often' and 36% doing it 'Sometimes'. Unless there is a discussion on why the statement is True/False, there is a possibility of correctness by chance.
4. 'Writing summary of the passage is 'Not much' or 'Never' done by 75%. 'Discussing various ways of reading like rapid reading / scanning a specific detail' is done 'Often' by only 17% and 'Sometimes' by 36%. This has direct relation with the inability to identify the central idea of the text. The activity of writing summary captures the essence of each paragraph and the whole text and confirms the understanding of key points.

5. 'Reading the passage and answering the subjective /descriptive questions' is 'Never' or 'Not much' done by 80% of the learners. 'Formulation of subjective answers in exact words' ensures correct expression and use of the language. Both these activities need to be given more time.
6. Discussion on the topic of the text is mostly conducted after reading and solving questions, which can be briefly taken in the beginning as a pre-task and facilitate a better understanding for the learners without the prior knowledge of the topic.

The learners were also asked about their reading behaviours in general which involve a few reading strategies.

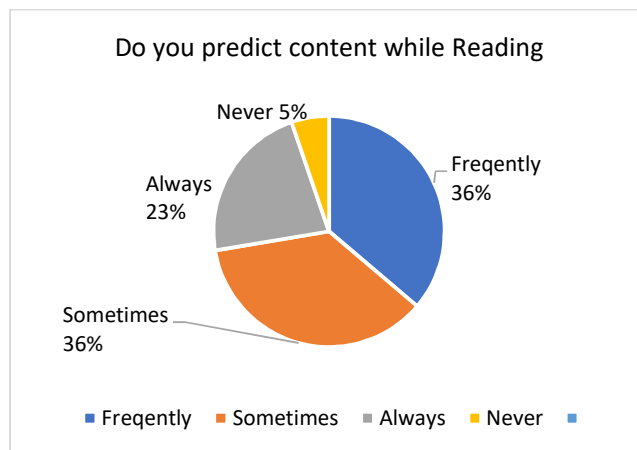


Fig. 4.19 Response on Predicting content while reading

When asked about their usual habit while reading, whether they predict content while reading, approximately 72% responded positively (36% predict frequently and 36% predict sometimes) whereas 28% respond negatively. However, the response goes against the finding of the next question.

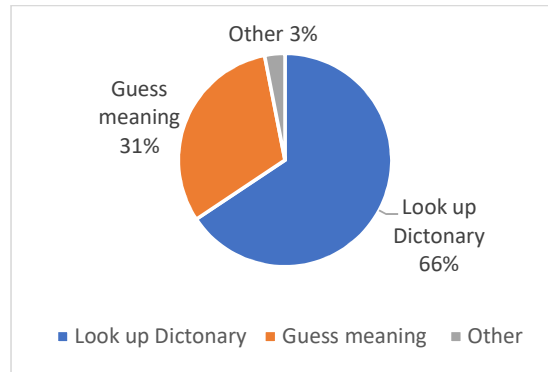


Fig. 4.20 Response on action on difficult words

When asked about what they do when they ‘come across an unknown word’, 66% of learners say that they stop and look up in a dictionary. 31% would guess meaning from the context. *Keeping in view the future application of reading skills in various professions, where learners may not be preferred to or have time to refer to any dictionary, such a training of prediction and inference needs to be incorporated in the classrooms if it is not spontaneously done so by learners.*

36% ‘Always’ and 36% ‘Frequently’ guess the content while reading. However, *the learners may be guessing the content up to certain extent only through the Kanji and vocabulary.* It is also evident from the response to the next question.

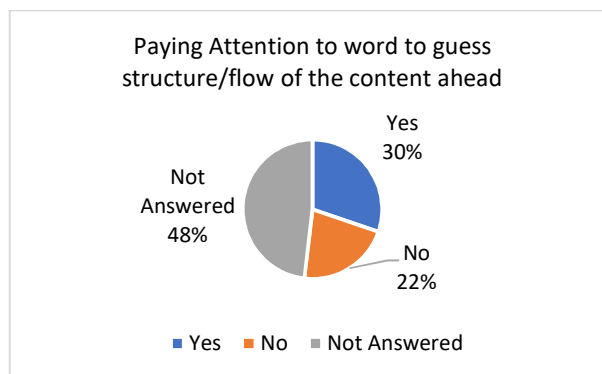


Fig. 4.21 Paying attention to particular words to guess content

Against the question 'Do you pay attention to any particular types of words to guess the structure/ flow of the content written ahead?' 48% have not responded at all and only 30% responded positively, whereas 22% have said they do not pay attention to any particular word.

Further, in the positive responses, the variety of the linguistic clues used by the learners are minimal. Out of 163 respondents, only 27 could name 1 or 2 such clues, which perhaps they have heard about or discovered on their own. The following are some examples.

- 'If the same word is used many times, then it gives me a hint... but for N2 above reading passages it's difficult' (finding a keyword)
- 'Yes, while reading I pay close attention to the starting word of paragraph. And also kore, sore ,are, shikashi etc.' (Conjunctions ; demonstrative used as referent)
- yes, for e.g., expressions like 要するには、付きましては、 etc. are used by the author to attract attention of the reader to the crux of the passage (Finding central idea of the text)
- でも that means something contradictory is coming ahead.((Conjunction used as a hint)
- To the tense of the verb (To guess the chronological order within the sentences of a story/passage)
- Other responses predominantly cover 'Kanji' as a clue to support some guess regarding content and a few 'grammar patterns' for guessing the content that follows.

4.4.2 Cross-checking Survey Findings with the Findings of the Diagnostic Test

It was found necessary to check the actual performance of the learners against the beliefs seen in the survey. A reading test for approximately 40 learners was conducted. The comparison between the learners' perception of difficulty in reading and the actual reading test performance is carried out. The learners were used to solving and scored better in:

1. Understanding the connections between sentences through referents
2. Sentences with complex grammar forms of passive and causative

On the other hand, the learners were found weaker in certain areas which were perceived by them as the reasons for difficulty in reading:

1. Differentiate between the writer's perspective, someone else's opinion and statements of facts.
2. Understand the main structure of the sentence when it has long clauses (modifying nouns of the sentence)

However, the learners did not perceive the following factors as reasons for difficulty but have scored less in questions dealing with them.

1. Prediction of content based on conjunctions
2. Getting the central idea of the text (Precision in noting the topic and purpose of a formal mail)

The survey conducted before the test showed that the learners are preoccupied with bottom-up style of reading and want to be able to decode every Kanji and grammar pattern. While they

were aware of their inability in some areas, the test results show factors which they have not been identified as weak areas and are in fact necessary for understanding of the text as a whole.

4.4.3 Findings of the Pilot Study

The study of the Training in Reading and Learning Strategies was conducted based on the following observations in the pilot study:

1. Amongst the identified strategies, the learners seemed to be weaker in certain referents, conjunctions, getting the central idea of the text and differentiating between the author's opinion and someone else's opinion /facts.
2. There was very less exposure to skills training such as scanning and skimming, inference and predicting the content based on linguistic clues.
3. Grammatical understanding was decent, though not sufficient as far as complex noun clauses and causative and passive sentences are concerned.
4. The materials needed to be supplemented with customized/ newly created materials particularly briefing on classification of conjunctions and sentence endings.

4.4.4 Quantitative Data collected during the Training in Reading

Quantitative and qualitative data was collected during the training programme to achieve the 5th objective of the study namely '*To test the effectiveness of the Programme in Japanese reading strategies*'. As stated in the chapter on research methodology(3.6.3), in order to specify the term 'effectiveness' of the programme, 2 hypotheses were the experimentation as the following :

1. There will be a progress in performance of the learners (reading strategies and skills) after the special training in reading strategies is imparted for a certain period.
2. Learners will be able to ‘center’ their learning, ‘arrange and plan’ their own reading task and learning.

To test the above hypotheses, the quantitative data were collected. The time taken by the participants to solve the paper was measured. The pre-test and post-test were similar in types of questions and the amount of writing. The pre-test was completed in 35 minutes on an average whereas the post-test was completed in 30 minutes.

The pre-test and post-test scores of the reading strategies training are given in detail in annexure. The pre-test and post-test scores are compared per question and are represented in graphs below.

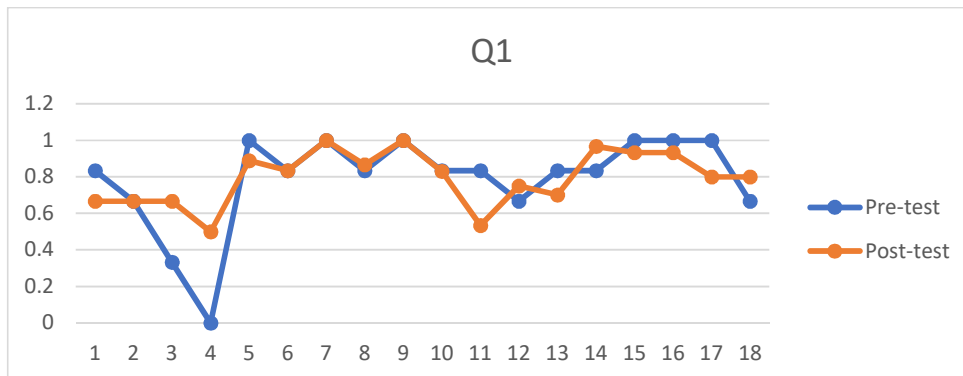


Fig. 4.22 Q1. Understanding of causative and passive forms

The first question checks understanding of causative and passive forms, where the meaning of the sentence largely differs if the subject and (indirect) object of the verb are not understood correctly. We can see that there is no specific trend in the scores. This particular aspect of reading, i.e. understanding of previously known grammar was not focused on in

the present training because it contributes to the bottom-up strategies which are already prevalent. Therefore, some have shown progress or no change, whereas a few have shown decline in score.

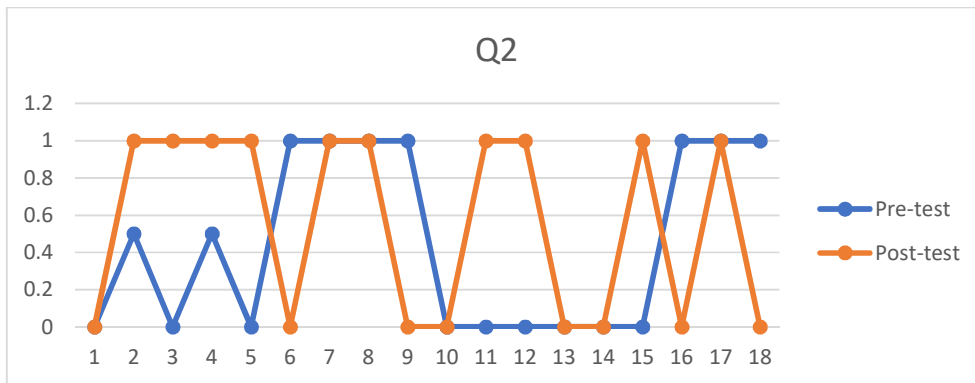


Fig. 4.23 Q2. Understanding the structure of the sentence with long modifying clauses

The learners were asked to pinpoint the scope of the modifying clauses, and identify the subject. 7 Participants show clear progress, 3 have maintained their good performance. However, L6,9,16 and 18 do not show any progress. Particularly participants 6 and 16 have been studying Japanese for longer years and hence it is a matter of more concern that they were not able to implement the strategies taught during the session.

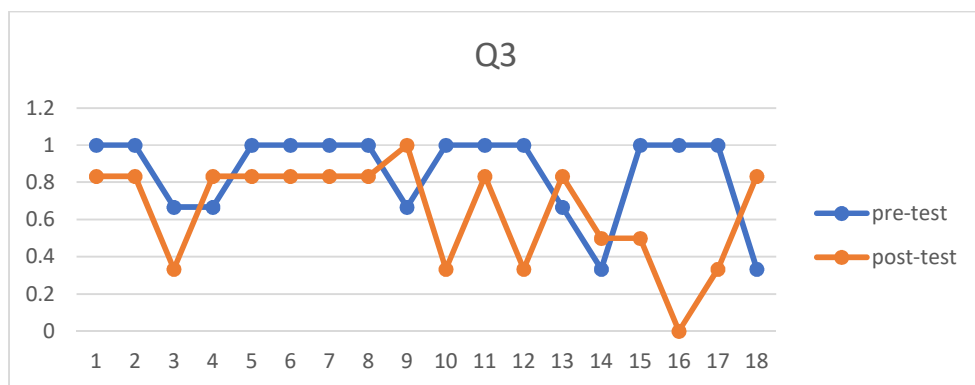


Fig. 4.24 Q3. Identification of the subject, predicate from the complex structure and Understanding the sentence as a whole

The answer to the third question needed understanding of the complex structure of the sentence by decoding the noun clause. The learners are not accustomed to this type of question that ask to identify the basic structure of that Japanese sentence. After the intensive training programme, 5 learners have shown clear progress in the performance, whereas there is no change for 5 and a decline in remaining 8 learners. When probed further through interaction with learners after the session, it was found that “though sometimes learners could decode the sentence, the options given as answers to mark correct or wrong were still difficult to decode or were confusing”. This phenomenon highlights the need to focus on more practice of decoding and rephrasing the same content. More importantly, it also signifies that though most of the classes have been grammar and Kanji-vocabulary oriented classes, the basic few structures are not identified by the learners as they focus on various ‘sentence patterns’, which are necessary for JLPT preparation. Hence while facing new text, they are distracted by extra information given in complex sentences which is a characteristic of a Japanese text.

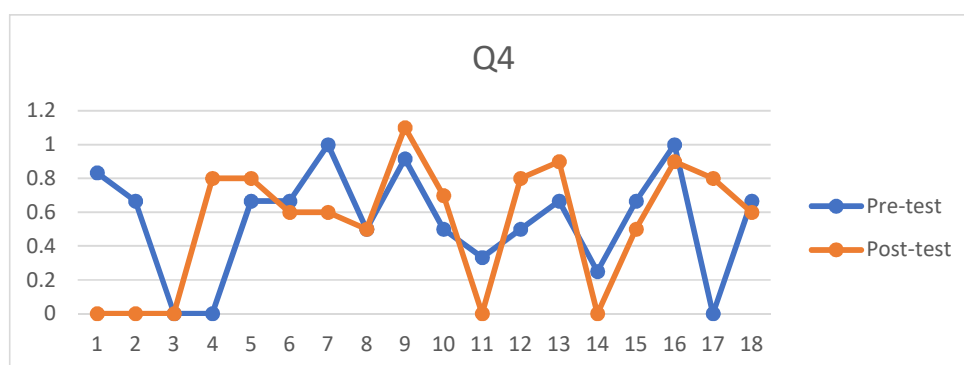


Fig. 4.25 Q4. Understanding the connections between sentences through referents

The referents/ demonstrative pronouns in Japanese like *これ*、*それ*、*あれ* many times appear within/ before and sometimes even after the sentence containing the referred content.

Correct understanding of these connections are important in inter-sentence relation. 8 learners seem not to perform better in post-test than the pre-test, and signifies the need of such practice as one time inputs will not bring much improvement. 7 learners have shown clear progress, however, there is no change for almost 5 learners and 6 learners show decline in performance. *It is very important to know that in this case too, the type of exercise is not new to the learners, as it is frequently asked question in JLPT which most of the learners appear for.*

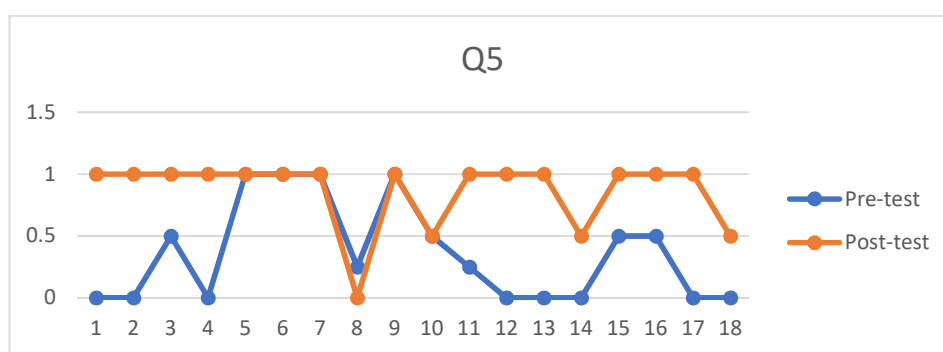


Fig. 4.25 Q5. Identifying the difference between the fact and the writer's opinion

The learners were trained to take linguistic clues like the sentence endings and differentiate between facts and the writer's opinion as well as someone else's opinion. The performance in this area is highly satisfactory as many learners show a definite progress. 4 have scored full marks in pre-test as well as post-test, so there is no scope of growth in marks. Only 1 learner shows stagnation at the same level.

This shows that the inputs particularly on this reading strategy are enough to change the performance and may not need long-term practice.

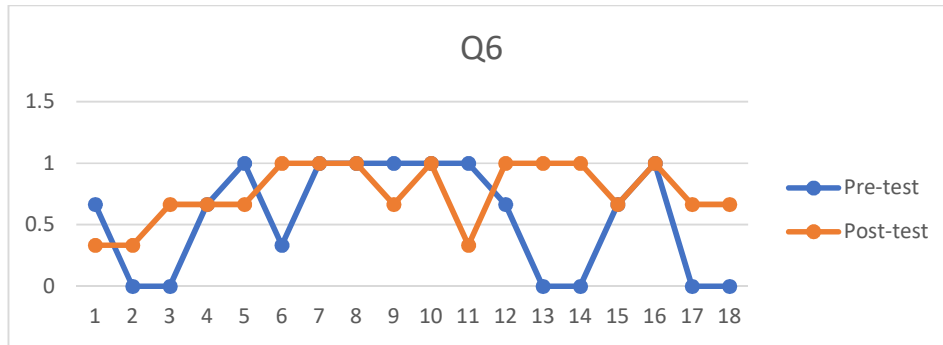


Fig. 4.26 Q6. Predicting latter half of the sentence with the help of Conjunctions

Correct understanding of these connections through conjugations are important in knowing the contrasts, changes in meaning, flow and structure of the passage. Although such an exercise was not familiar to learners, they responded with a very positive approach. However, 4 learners seem unable to recollect the conjunctions and their respective functions and as a result, unable to use the strategy. The conjunctions are usually taught in a JFL classroom as and when they appear in a text. Though the learners know the meaning, they are not trained to classify and organise the available conjugations as per their function (from a pragmatic viewpoint).

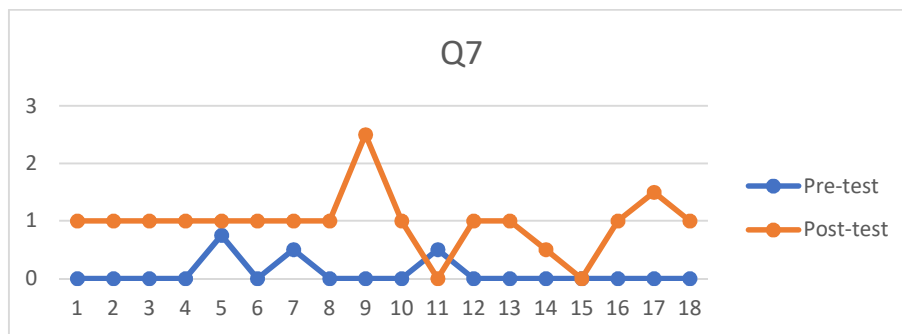


Fig. 4.27 Q7. Identifying the central idea of each paragraph and flow of the text

The focus of the present study lied on training in global strategies, of which question 7 can be called the essence. The question dealt with “Checking the understanding at MACRO level.

Identifying the central idea of each paragraph and flow of the text”. The learners showed a keen interest in the above part of training and have performed beyond the expected outcome. It shows that they are receptive to the techniques and global strategies which help them to comprehend the text as a whole.

The overall growth in reading skill could be measured and can be verified by the following statistical data and graph.

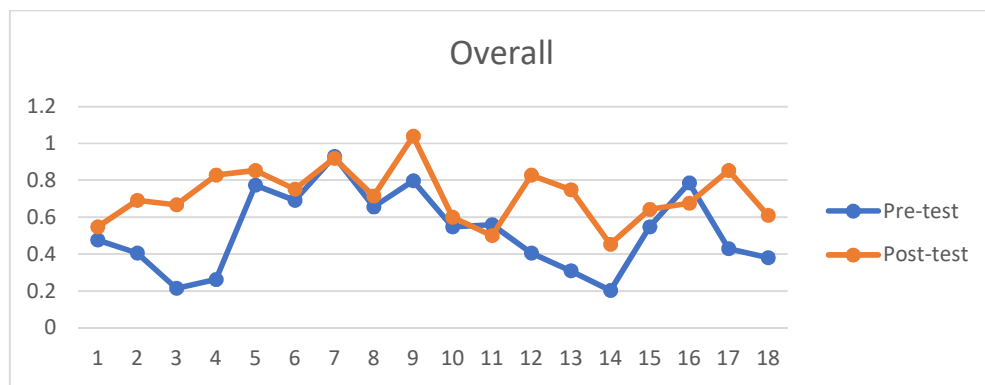


Fig. 4.28 Overall Change in the score: Pre-test vs. Post test

Although the strategy training in reading was a very short-term intensive training in 2 days, in most of the learners, the average post-test scores are higher compared to the average pre-test scores (exception of L11 and 15).

Table 4.8 Overall Performance t-Test: Paired Two Sample for Means

Overall performance

<i>t-Test: Paired Two Sample for Means</i>		
	Variable 1	Variable 2
<i>Mean</i>	0.530820106	0.717725
<i>Variance</i>	0.04563857	0.022889

<i>Observations</i>	18	18
<i>Pearson Correlation</i>	0.435332908	
<i>Hypothesized Mean Difference</i>	0	
<i>Df</i>	17	
<i>t Stat</i>	-3.94580742	
<i>P(T<=t) one-tail</i>	0.000521387	
<i>t Critical one-tail</i>	1.739606726	
<i>P(T<=t) two-tail</i>	0.001042773	
<i>t Critical two-tail</i>	2.109815578	

Hypothesized Mean difference '0' implies that there is no difference in scores due to training p-value is less than 0.05 hence the null hypothesis of zero difference can be rejected. The post-test scores are considerably better than pre-test scores.

Based on the above statistical analysis, the hypothesis of the experiment can be said to be proved. It can be said from the improved performance of the learners that the training was a successful effort to train learners in local and global reading strategies

Observations made during the training:

After conducting the intensive training with a pretest-training-posttest model, it was concluded that the learners:

1. Showed progress in identifying the scope of referents.
2. Showed considerable progress in grasping the conjunctions and using them as hints to predict the contents in the following text.

3. Performed better in recognizing the structure and flow of the text units.
4. Showed considerable progress in identifying the difference in the author's opinion and facts with the help of expressions at the end of the sentences.

However, the learners

1. Had a problem in understanding when the basic sentence structure was intertwined with long noun clauses (which is peculiar to Japanese)
2. Were not aware of and hence need more practice in "Top-down" model of reading
3. Were not still able to state the gist/summary of the text
4. Had a problem to some degree in determine the writer's perspective, particularly in an argumentative text

4.4.5 Qualitative Data Collected after the training

The intensive training programme focused on the following learning strategies related with Reading:

1. Training in reading skills and strategies (Direct strategies)
2. prediction and inference (compensation strategies)
3. planning and centering one's reading(meta-cognitive)
4. pair/group work (Social strategy): think, pair and share while solving the questions on reading comprehension

To orient the learners for review of the sessions, they were asked to reflect upon what they learned new and whether it was useful. Qualitative data was collected through interactions with the learners. *The responses received from learners can be seen as a reflection of how they have perceived the training and what they have retained as significant inputs.*

The responses relevant for the evaluation of the training in targeted strategies are as the following.

Reflections of L13:

- “I learnt about the points to concentrate on in a dokkai; depending on type of a dokkai. i.e. if it's a news or any analysis etc.” (**meta-cognitive: planning and centering**)
- I am comfortable while doing dokkais is Answering small (about details) questions. (**meta-cognitive: evaluation of oneself being used to bottom-up model of reading**)
- I find the following tasks difficult (**meta-cognitive: evaluation of one’s weak areas**):
 1. Selecting one appropriate answer when there are 2 confusing options.
 2. Understanding meaning of a sentence/s in a dokkai (or in options) sometimes when there are contradictory statements or confusing sentence pattern.
 3. Getting meaning of a sentence where one or more Kanjis are not known (**evaluating oneself as weak in the newly introduced strategy of inference**).
 4. Speedy reading

Reflections L11:

- The most difficult part was to locate the key sentence and including only the required information in the summary. (**meta-cognitive:** evaluating oneself as weak in the newly introduced strategy of inference)
- I had forgotten to read the title at first which caused some difficulties to me while reading. But then when I read the same passage after reading title and vocabulary first, it was comparatively easier to mark maru and batsu (correct and wrong) in the questions. (**retaining the inputs of top-down strategy**)

Reflections L4:

- I have learned following important points for understanding the texts and I try to focus on them. (**meta-cognitive:** planning and centering, retention of inputs)
 1. Read heading and try to understand it. (**top-down model of reading**)
 2. Read new words (glossary) (top-down model of reading)
 3. Try to understand the structure of paragraph. (**top-down model of reading**)
 4. Find out the key sentence and concept of the paragraph. (**skimming**)
 5. Finding answers of 'WH' questions is important. (**skimming**)
 6. I need to work more on summary writing esp. on finding keywords. (**meta-cognitive:** evaluating, planning and centring)

Reflections L6:

- Reading strategy is an unconventional theme and your explanation and carefully selected material definitely gave us a better insight into 'dealing' with Dokkai. (**direct strategies** , **meta-cognitive:** planning the strategy to 'deal with' a passage)

- Thank you for the interesting session. Looking forward to more sessions with you and this group. (**social strategy:** peer learning)

Reflections of L10:

- Your dokkai session was very helpful. In fact, it acted as a trigger for my N2 dokkai study, I am planning to use these strategies in further studies. (**direct strategies ,meta-cognitive:** evaluating, planning and centering)
- Me and ... san (L11) attended your session and started studying dokkai together the day your session got over!! (**social strategy:** peer learning)
- Would be interested in attending such a session.

Reflections of L16:

- Please take such session at regular intervals. They are really helpful.

Reflections of L17:

- This training helped a lot in solving dokkai in JLPT exam and I cleared N2. Thank you so much for that training. I would like to attend the next one as well. (direct strategies , meta-cognitive: evaluating, planning and centering)
- Though I have not appeared for JLPT this time, I am finding these strategies useful while reading and teaching in class too. (direct strategies, meta-cognitive: evaluating, planning and centering)

4.4.6 Feedback on the Training Programme

Apart from this, a feedback form was filled up by the learners. The response to the question ‘1 - How do you rate the 2-day session in meeting objective from 0 to 5 with 5 being the highest’ was as the following:

Table 4.9 Overall learners feedback on training programme

<i>Learner</i>	<i>Feedback Score</i>	<i>Learner</i>	<i>Feedback Score</i>
<i>L-1</i>	5	<i>L-10</i>	4
<i>L-2</i>	4	<i>L-11</i>	5
<i>L-3</i>	5	<i>L-12</i>	5
<i>L-4</i>	5	<i>L-13</i>	5
<i>L-5</i>	5	<i>L-14</i>	5
<i>L-6</i>	5	<i>L-15</i>	5
<i>L-7</i>	5	<i>L-16</i>	5
<i>L-8</i>	4	<i>L-17</i>	4
<i>L-9</i>	5	<i>L-18</i>	4

Average rating of the training: 4.7

There were various answers to the question ‘what part of session you find most useful’, as the following:

Table 4.10 Feedback on ‘the part of the session that was useful’

2-what part of session do you find most useful?

<i>L-1</i>	The hints of passage structure(types)
<i>L-2</i>	Knowing 20 reading strategies and learning selected ones
<i>L-3</i>	All the parts very interesting and beneficial
<i>L-4</i>	Emphasis on what the author is trying to convey. By breaking the Java/story in Bits
<i>L-5</i>	Got to know 20 reading strategies

L-6	All sessions were quite effective and useful
L-7	Scanning of paragraph division of sentences how to understand the opinion of author and facts
L-8	Dokkai solve
L-9	The strategies that were thought along with the exercises taken in the class
L-10	Techniques of solving
L-11	Tests
L-12	Fast reading of Dokkai and Methods to understand it
L-13	Summarising Dokkai
L-14	All parts of session are very interesting
L-15	scan, summary of passage, usage of connectors
L-16	strategies to read the dokkai with an intention to understand the gist
L-17	語のまとまりと文末表現でひっしやの意見がどうか決めること (determining the author's opinion with the help of expressions at sentence ending)
L-18	ほねぐみ (skeleton/ structure), almost all
L-19	Solving techniques

The response to the 3rd question shows the focus with which learners participated in the training.

- The learning for 8 learners has been *more of global strategies and various reading skills like scanning, skimming* and so on.
- *3 learners have perceived local strategies as most useful strategies* and may even retain them. This may be called the effect of analytical learning which a typical Indian learner is accustomed in general during education.
- 1 learner appreciates that the strategies were taught along with the relevant exercises.

- 3 learners out of 19 have found the training effective because it taught them the techniques to solve the test. This shows the influence of examinations on Indian JFL learners and their orientation to attend the strategy training programme, almost 1/5th of the learners viewed it as a programme giving paper solving techniques.

Responses to the 4th question: ‘what improvement you would recommend for a better session’

Table 4.11 Suggestions for improvement

<i>Learner</i>	<i>Response</i>
L1	Variety of passage(to notice passage structure Types)
L2	I would like to practice 'rapid reading skill'
L3	The level can be lowered so that the main intention of session is fulfilled of the level is high then, we tend to concentrate more on Kanji's vocal instead of the reading techniques
L4	Customized session for N1 and Jetro exams
L5	More informative and group activity
L6	Nil
L7	It's very good experience. It will be very useful for me. If possible please arrange it again for long duration e.g.1 or 2 months (Saturday and Sunday)
L8	little more JLPT exams related lecture
L9	JLPT related exams reading strategy
L10	It should be for more days
L11	Nil
L12	No suggestion But only request please continue these sessions. I would like to solve more Dokkai's
L13	A test with a short as well as long passage together on a 2nd day of the session would enable to apply things learnt on the first day
L14	This session should be for 3 or 4 days if possible

L15	As such session is good expecting more session on various topics
L16	Rather than taking such session in 2 days, if the no. of days were more, it wouldn't be heavy
L17	少し簡単なレベルからはじめていったらいい
L18	No, suggestion as such keep long-term session for more betterment

Similar to the response to the earlier question, 4 learners have shown interest in more JLPT oriented training. 3 learners have expressed their preference for a lower level of difficulty (choice of materials in terms of vocabulary and Kanji proficiency). Whereas, 8 learners have expressed the need for more such sessions and more practice. They also suggest to have such training at regular intervals.

When asked for suggestions/feedback, 10 out of 18 learners have asked for more such sessions and at regular intervals. 2 learners have suggested to have strategy training for listening and conversation. 1 learner wants to know whether such a strategy training can be designed for Business Japanese test (BJT) and corporate groups.

After conducting the intensive training with a pretest-training-posttest model, a certain amount of improvement was seen in the performance of the learners. *Therefore it is proved that the developed product is effective.* However it was concluded that the learners were still weak in certain skills and strategies. *Though the intensive training had given them a new outlook towards reading, it was evidently not enough for the actual use of strategies. It requires more practice and focus on the techniques introduced in the intensive training. Similarly, the training in looking at one's own learning objectively needs to be conducted and such opportunities need to be provided at regular intervals.*

4.4.7 Conclusion of Findings and Analysis

A training programme in Japanese reading was developed as per the Learners' needs and its effectiveness was proven through the quantitative and qualitative data. The fourth and the fifth objective, i.e. 'To develop a programme for training in 'Japanese Reading and the Learning Strategies' and 'To test the effectiveness of the programme in 'Japanese Reading and the Learning strategies' were achieved successfully. Moreover, the attempt to implement the principles of Autonomy through the use of direct and social strategies was proved to be successful on the basis of the qualitative data.

The learners positively participated in the small group tasks. The learners' perception of the difficulty in reading was found to be a result of continued focus on Bottom-Up strategies. When given inputs and training in Top-Down strategies, they showed mixed results. They have shown better performance in strategies related to linguistic clues, however identifying the structure of a complex sentence, finding a key sentence, summarizing remain to be the difficult areas. The Top-Down strategies need a long term training and incorporation in regular courses.

4.5 Summary

The present chapter has given a detail account of findings and observations of the present study in all 3 stages of the research.

- Beliefs and readiness survey for Autonomous Learning
- Product development and testing of the long-term training of Japanese conversation and the learning strategies

- Product development and testing of the short-term training of Japanese reading and the learning strategies

The following is observed and found through the quantitative and qualitative data that was collected through various research methods.

1. The JFL learners wish to get independent as they progress in their studies, however are not aware of the steps necessary for self-directed learning. Secondly, they are in a very strong grip of old beliefs about teaching-learning and a teacher-centric classroom. They are apprehensive about making mistakes in front of the whole class, however are in favour of small group tasks and peer feedback.
2. A long-term training programme in ‘Japanese Conversation and the Learning Strategies’ was developed as per the Learners’ needs and targeted the weak areas of the learners identified in the pre-test.
3. The product developed i.e. ‘Japanese Conversation and the Learning Strategies’ proved to be effective. The learners positively participated in the small group tasks. When trained, they showed comprehensiveness and depth in peer-feedback as well as self-evaluation.
4. The intensive training programme in ‘Japanese Reading and the Learning Strategies’ was developed as per the Learners’ needs and targeted the weak areas of the learners identified in the pre-test.
5. The product developed i.e. ‘Japanese Reading and the Learning Strategies’ proved to be effective. The learners’ perception of the difficulty in reading is a result of continued focus on Bottom-Up strategies. When given inputs and training in Top-Down strategies, they showed mixed results. They have shown better performance in strategies related to linguistic clues, however identifying the structure of a complex sentence, finding a key sentence,

summarizing remain to be the difficult areas. The Top-Down strategies need a long term training and incorporation in regular courses.

6. The attempt to implement the principles of Autonomy through the use of direct, social and meta-cognitive strategies was proved to be successful on the basis of the qualitative data.

In this way, all the objectives of the study set in the beginning were achieved. Though there is a scope for improvement in the two products developed, the study has successfully attempted to find a feasible training programme of strategies and to suggest a direction for further research.

Chapter V Conclusion

5.1 Introduction

The present study was an exploratory study in the field of Japanese language education in India. It was the first ever experimentation of training in Learning Strategies and skill specific strategies for Japanese language learners.

As specified in the first chapter of the present thesis, the following objectives were set for the present study.

1. To investigate the JFL learners' beliefs about and readiness for autonomous learning
2. To develop a programme for training in 'Japanese conversation and learning strategies'
3. To test the effectiveness of the programme in 'Japanese conversation and learning strategies'
4. To develop a programme for training in 'Japanese reading and learning strategies'
5. To test the effectiveness of the programme in 'Japanese reading and learning strategies'

The study was conducted in the following sequence for both the skills; conversation and reading.

Points 1,2 and 3 specify the stage of research and respective products for each component.

1. Survey of needs and beliefs: Development of the survey instrument, data collection and analysis
2. Product development based on data: Training programme (syllabus + teaching materials+ teaching method + test) , pilot study, improvisation
3. Experimentation of the training programme, Data collection, and analysis

From the findings presented and analysis conducted in the fourth chapter, all the objectives can be said to be achieved. This chapter further elaborates on the outcome of the study, i.e. the ‘Framework for Strategy Training’ and also gives suggestions for further research.

5.2 Outcome of the Study: A Framework for Strategy Training

Both the training programmes involved in the present study were an outcome in terms of products answering the needs of JFL learners in conversation and reading respectively. Both the models were experimented with a pre-test - treatment - post-test model. The following points were considered while concluding on the basis of data collected and analysed during the study.

The Training Programme in Japanese Conversation and Learning Strategies experimented the product of a long-term strategy training on 13 learners for 12 weeks. The study required assured the attendance of the participants. Therefore, participants only from Pune were selected by purposive sampling. The proposed framework of the training needs to be experimented for a larger and a more heterogeneous group. The Training Programme in Japanese Conversation and Learning Strategies experimented the product of a short-term intensive strategy training. The training was conducted over a weekend for 10 hours in total. 18 participants from Pune and Mumbai participated in the training. The proposed framework for the intensive training in reading also needs an experiment for a larger and a more heterogeneous group. Secondly, since the findings and the learners’ feedback assert the need for a long-term training with more practice, such experimentation should also be undertaken.

The findings and the overall process of incorporating the findings in the next step of the product development are represented in two diagrams for respective training programmes as further.

Fig. 5.1 The Training in Japanese Conversation and Learning Strategies

Findings of the Initial Survey of beliefs about and readiness for Autonomy: Learners open to peer learning, and ready for self-monitoring and self-evaluation

Findings of survey on Needs, beliefs and Background regarding Japanese Conversation:

- Training in conversation skills and strategies highly needed :there has been no opportunity for conversation practice in regular classrooms
- Learners more willing to work in small groups, and practice than in front of the class
- Learners consider communication more important than native-like pronunciation/ grammar

Findings of Pilot study: 1)Self-review forms need a guideline 2)Comics and teaching materials are effective, but need a better sequencing 3)Both; peer and self-review need to be recorded 4)Assessment needs a Rubric 5) Goals and assessment criteria should be shared with the students

Weak areas identified in the Pre-test: Learners cannot use:

- 1.Proper intonation
- 2.Set expressions
3. Suitable discourse for specific language functions
- 4.Complete absence of Honorific Language

Final Product of Training in Conversation and learning strategies

- Shared goals with learners, each session wrapped with discussion on the day's learning and '3 wrappers'
- Focus on weak areas: Separate sessions on set expressions, honorific language and Intonation. Awareness built for discourse. Review forms included all the above factors to remind learners of assessment criteria and make reviews more comprehensive.
- Designed concrete self-review forms with specific questions, marking and open comments.
- Improvised assessment: development of a rubric, shared with students as a part of self-review form.
- Improvised variety and sequence of available materials, supplementary hand-outs created
- Peer learning facilitated in Small groups

Fig. 5.2 The Training in Japanese Reading and Learning Strategies

Findings of the Initial Survey of beliefs about and readiness for Autonomy: Learners open to peer learning, and ready for self-monitoring and self-evaluation

Findings of survey on Needs, Background, beliefs about Japanese Reading:

- The learners want to use Japanese for career, find reading difficult and mostly want to be able to read business communication, secondly newspapers and novels
- However, read mainly for preparation of examination/ improvement in vocabulary and the mostly read text types are textbooks and test papers
- They are preoccupied with smaller units of language such as unknown Kanji, Vocabulary and Grammar patterns, thereby leading solely to bottom-up strategies
- Current class activities are not answering the learners' needs
- Technology is not being used strategically to improve learning, but only to refer dictionaries

Findings of Pilot study: Learners are weak in 1. referents, conjunctions, getting the central idea of the text and differentiating between the author's opinion and someone else's opinion /facts 2. have very less exposure to skills training such as scanning and skimming, inference and predicting 3. The materials needed to be supplemented with own materials suited to the needs.

Weak areas identified in the Pre-test in addition to pilot study findings: Learners are weak in overall strategic reading. 1. They are unaware of techniques of Prediction, rising to the level of whole text through interrelations between sentences and paragraphs, thereby leading to top-down strategies. They cannot 2. catch the gist of the text and grasp the structure of text, 3. determine the writer's perspective and 4. understand the structure of sentence with long noun clauses

Final Product of Intensive Training in Reading and learning strategies: Application of all findings

- No new kanji/grammar introduced, complete focus on reading skills and strategies
- Focused treatment for weak areas: materials and practice for Identifying the basic structure of the sentence, Decoding the long noun clauses, defining scope of referents, prediction based on conjunctions, judging the writer's perspective and differentiating that with quotes, Identifying key sentence in each paragraph, identifying the structure of the text, summarising the whole text.
- Pre-test and post-test contents refined, Supplementary materials developed
- Peer learning facilitated in Small groups, strategy-awareness including better usage of internet

5.3 Towards Building a theory through Qualitative data and Observations

The outcome of the present study; as explained in the earlier section, was the 'Framework for Strategy Training' for two language skills, conversation and reading. The quantitative data helped in establishing a model and proving the hypotheses of experiments, whereas the qualitative data facilitated some insights into the needs, beliefs, and readiness of JFL learners, as well as their response to the changed approach of teaching-learning. It also gave an opportunity to observe and record the change in JFL classroom dynamics. The present study can be seen as a step towards the long-term objective of Autonomy; i.e., to establish that *'learning strategies may motivate and equip learners to handle tasks independently and interdependently instead of relying entirely on teachers'*.

The findings of and the observations made during the study will help from the viewpoint of implementing strategies and principles of peer learning and autonomy in a JFL classroom.

At the outset, it was found in the initial survey that the learners are open to accommodate the principles of autonomy. If given an opportunity, the learners do not want to depend solely on teachers and are ready to explore various ways of learning. During the trainings, it was found that they are comfortable with and make a positive use of small-group work. Co-operative learning can be said to imbibe the spirit of interdependence, which is an essential step towards independence and Autonomous Learning. Peers create opportunities for conversation in pairs and groups. Peer-review gives leverage to look at one's own performance more objectively. It can be identified as *'scaffolding'* for learning the skill of self-evaluation. In case of pair and group work for reading tasks, discussion about the reading comprehension and sharing the thinking process behind arriving at a particular answer bring an important technique to look at the same text from a different angle.

Secondly, if made aware, the learners make positive use of language skill specific strategies including compensation strategies in both, conversation and reading. If trained, they also use global strategies successfully instead of solely depending on decoding each and every unit of text for comprehension. The Top-Down model of reading and global strategies give them a technique to approach any new text and thereby boost their confidence

At present, the learners are not trained on meta-level, i.e., planning, monitoring and evaluating their own learning. However, they respond and perform very well when trained. The learners *need training in identifying their own strengths and weaknesses, and the standardized course/homework designed for a general purpose should be supplemented by the learners' self-directed learning which is the objective of autonomous learning.*

The conclusion of the study can be stated from the viewpoint of implementation of autonomy principles. In terms of implementing Autonomy as per the Levels of Implementation (Nunan, 1997), it can be said that JFL learners are ready for and seem to participate positively at level 1) Awareness and 2) Involvement. They may further be able to adapt themselves to undertake tasks for achieving further levels (Intervention, Creation, and Transcendence) steadily under guidance.

Learners are not aware of Direct and Indirect Learning Strategies (experimented only for Speaking and Reading in this study).

The developed framework has taken into consideration the findings at all levels of product development and puts forward as suggestion for developing a framework for training in other skills.

5.4 Suggestions from the Viewpoint of Strategy Training

Direct strategies related to language skills can be taught (compensation and cognitive were more focused on in the present study than memory strategies). There is a *recognizable amount of improvement in the performance* of the learners after strategy training. *The direct strategies give learners a sense of achievement and confidence as they are of immediate help while dealing with language tasks.* The learners themselves observe the immediate change in their performance after strategy training. In case of conversation, they observe an improvement in fluency during conversation and naturalness of their expressions, eventually giving a boost to their confidence. Whereas in case of reading strategies, learners have a greater sense of achievement as the training speeds up their reading, and can be immediately used in language tasks. As a natural result, it gives them a new perspective to look at reading various texts. All these factors also support them in examinations which have been their focus for a long time.

Both, the Direct and Indirect Learning Strategies are very new to Indian JFL learners, and hence they need to be addressed more extensively. In long-term training, the learners can learn as well as apply the targeted skills and strategies in practice sessions. Instead of short-term intensive training, *if trained for a long-term, the results will be sustainable.*

Indirect strategies such as social and meta-cognitive strategies can also be taught. Many times they are perceived to be an innate capacity which is either present or absent in an individual. However, it may not be necessarily so. *The present study proved to be a successful attempt to establish that if the learners are made aware of and given sufficient training and opportunities to exercise them, it is also an attainable skill.* We can say that the learners can be guided, and self-evaluation technique can be taught in a classroom which can be developed to a certain level.

Explicit training in strategies is effective and shows considerable progress in performance. It can be said that skill specific strategies (reading/conversation/writing and listening), and even indirect learning strategies need a long-term practice. One time training is not sufficient. Comparatively, indirect strategies are more difficult to be internalized in a short time, and the success also depends on the individual learners' capacity. However, irrespective of the degree of their usage, *the raised awareness level may help the learners to have a clearer perception of their problems and more importantly, to identify the ways of active learning that suit them.*

5.4.1 Recommendations for Strategy Training in Foreign Language Classrooms

1. Before designing a strategy training course, the needs of the learners should be investigated in detail. The training models developed in the present study may not be applicable for all types of learners as they have varied needs.
2. Secondly, it is important to cross check through a diagnostic test whether they rightly perceive their problems or there is an error in their perception.
3. Thirdly, the strategy training models can be developed in long-term or short-term, inclusive or exclusive manner. However, as explained before, the present study showed that *a long-term model is effective. Exclusive training is recommended in order to build awareness among learners and make the strategy use their conscious choice.*
4. The strategy training model should not be merely an explanation of theory but should begin with *hands-on experience of its use in various language tasks*. It should incorporate a sufficient amount of practice so that learners readily use newly learnt strategies and see the difference in their own performance. The materials can involve both, handouts on simple queues for strategies and practice sheets.

5. In order to make the effect of the strategy use not only 'felt' by learners but also validated, self-reviews of learners play a significant role. Questions to initiate such thinking should be prompted during the course. *Open discussions and brainstorming may significantly change the receptivity of learners. It makes the training explicit but has the **advantage of transferability to language tasks beyond the classroom** and in real life situations.*
6. There is an excellent potential in the strategy training programme if it is conducted in a *'remedial class'*. Learners weak in certain skills can be assisted through training that addresses specific needs.
7. Basic awareness programme on Language Learning Strategies can be introduced at basic level class. Intermediate and advanced learners can be provided with guidance and practice for higher skills and strategies.
8. A working model of strategy training for all four skills should be designed which can be accommodated in Japanese language schools. The training of direct strategies for specific language skills can be conducted as an intensive short-term training, and the practice sessions should be at regular intervals.
9. Activities facilitating self-monitoring and self-evaluation should not be limited to strategy training but be incorporated in regular courses. A long-term indirect strategy training can be very effective if conducted as a part of a regular course.

5.5 Suggestions for Improving Japanese Language Teaching-Learning

Processes

The surveys, tests and class performance revealed some classroom dynamics and a few problem areas (other than lack of strategy training), which can be addressed in Japanese language courses.

From the beliefs survey and the needs survey conducted during before both the training programmes, it can be said that the JFL learners have been more focused on ‘Language knowledge’ and not ‘Language Usage/Performance’. The perception and understanding of the learners regarding the difficulties in learning/ language tasks is limited and in almost all cases dependent on biases or external information. E.g., learners attribute the difficulty in reading to commonly emphasised factors such as unknown kanji characters or unknown vocabulary which can be classified as “language knowledge”. At the same time, they acknowledge the importance of ‘Language Usage’, but are not aware of the variety of means to achieve proficiency in it. The present focus of ‘Language Knowledge’ is a result of their learning experience till date and also the high importance attached to the certification examinations which are implemented in a specific format. Consequently, learners are relatively more aware and inclined to use memory strategies. The memory strategies too are not expanded for all the four language skills /the learning as a whole but are specific areas in language knowledge like Kanji/vocabulary.

The data collected by peer-feedback sheets and self-review sheets during Conversation Training reveals that learners were more focused on newly learnt vocabulary and expressions because many new expressions were introduced from the functional (pragmatic) point of view. Here, a note should be taken that such feedback occurred because *no new grammar was*

introduced. Since the vocabulary and the expressions needed no grammatical explanation, ***the learners could focus on the functional aspect of language. This calls for more attention to the orientation of teaching content and class activities in regular courses.***

When the learners are not compelled to speak in Japanese but are encouraged to do so in groups through interesting materials and activities, they initially rely on their common language other than Japanese and later, with some individual variations, ***they change over to Japanese as a medium of discussion***. It gradually transits from short Japanese expressions and small phrases to whole sentences. The same phenomenon reflected in the self-review forms of later sessions which contain more Japanese comments than English even though the teacher had not instructed to do so.

The readiness for group work/ peer learning can be systematically used as an effective learning strategy and a means to sustain communication with feedback which is otherwise lacking in ***a large numbered class***. Peer feedback was accepted openly and served as a significant contributor to self-evaluation. It can be further encouraged for developing the meta-cognitive ability of self-evaluation. It will help the learners become less dependent on teachers.

Though not experienced earlier, with some assistance from the teacher, the learners could manage to conduct self-evaluation. Learners have on their own compared their own performance in the current session with the earlier sessions. ***Self-evaluation activity served as a step towards the habit of self-monitoring during the performance***. Though the learners' self-assessment (marking) was not same as the assessment done by the teacher evaluators, the activity holds value in terms of building awareness among learners on the evaluation criteria, and it can be improved with training.

5.6 Connecting with Earlier Research and the Possibilities for Further

Research

5.6.1 Connecting with the Earlier Research

As described in the second chapter of Literature Review, there are many studies which report the benefits of providing students with opportunities to give feedback to, and receive it from, their fellow students. Particularly, the present study corresponds with the studies(E.g. Liu and Carless,2006 and Kurt and Atay,2007) stating that peer feedback helps learners to take an active role in managing their learning and that it can be quicker and more accessible sometimes than the feedback provided by a tutor. The present study also asserts their finding that learners experience significantly less anxiety in small groups/pairs while undertaking language tasks.

Further, it is noted in several studies that there is a difficulty in having students self-assess. The scores were not accurate. Orsmond, Merry, and Reiling (1997) report that students many times misjudged their assessments. Generally poor students over-marked their work and the good students under-marked their own work. The findings of the present study supports their argument. However, the author also agrees with Sadler (1989) who emphasises the need for a teacher to hand over the responsibility of assessment to the students and states that a teacher should guide the students in critical evaluation of their own learning.

With reference to the two views on Strategy Training (the one showing positive results and another one stating that it does not necessarily improve the learning or language performance of the learners), both the training models of the present study shows good results. However, as summarised in Oxford & Crookall (1989), some trainings were effective in certain skill

areas but were not so for other skills within the same study. The above said fact was more evident in case of the ‘Training in Japanese Reading and Learning Strategies’. Learners were quicker to apply bottom-up strategies related to conjunctions and referents. However, they seemed to need more time and practice for certain top-down strategies such as identifying the central idea of each paragraph or the gist of the whole text.

5.6.2 Limitations and Areas for Improvement

Firstly, the sample for the present study was purposive due to the nature and fixed period of both the trainings, a small group design was selected. Therefore, the conclusions of the study cannot be generalized for all the JFL learners in India. It is suggested that the training programme developed for the present study be experimented for larger and more heterogeneous groups.

Secondly, it was found that there is a need for interaction between the teacher and the student on an individual basis regarding the learning that occurs through self and peer-review. It will ensure the outcome as well as give more insight into the learners’ thought processes. A provision for teacher’s comments on self-review sheets can be provided for this purpose, which can also be linked with a follow-up or counselling. These sheets can be kept in a common place so that they are accessible even to learners and thereby help to improve interaction.

Thirdly, it would be a more comprehensive study if the survey of beliefs is carried out even at the end of such a training and check whether there is any change in the learner beliefs.

5.6.3 Possibilities for Further Research

Direct Strategies can be taught, and the difference can be measured more easily compared to the Indirect Strategy training and measurement of its results. More of qualitative data may ease and support the further research in Indirect Strategy training. For example, in the case of reading, Think Aloud Protocols can be of great help to gain insight into the learner's thinking process and check the usage of strategies.

The following areas are suggested for further research.

1. To conduct beliefs survey of teachers: The author believes that it is of utmost importance to investigate teachers' beliefs and their readiness for autonomous learning, by modifying their traditional roles and experiment with a new role in order to support Autonomous Learning.
2. Awareness building activity: Conduct Learning Strategy awareness programmes for both; learners and teachers.
3. Training (of skills and strategies) and Experimentation considering the aspects stated in point no. 1 and 2 at the beginning of this section (5.3.6) and improvisation through feedback.

5.7 Summary

The present chapter reported the observations about the JFL learners made during the study and summarised the conclusions of the present exploratory study based on the findings and analysis conducted in chapter IV. The chapter also summarised the development of the 'Framework for Strategy Training' which was successfully experimented for two language skills namely;

Conversation and Reading. It further gave suggestions for Japanese language courses in order to improve the teaching-learning processes and put forth some recommendations for conducting strategy training programme in foreign language classrooms. It also restated the areas for improvement and the possibilities of further research.

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<https://indianexpress.com/article/education/first-japanese-language-training-centre-on-july-23-jnu-5263693/>
6. News on Hikari Academy, TCS. Retrieved from <https://www.tcs.com/tcs-inaugurates-japan-centric-delivery-center> and <https://www.thehindubusinessline.com/info-tech/tcs-sets-up-japan-centric-delivery-centre-in-pune/article7603894.ece>

Annexure 1 Chronological table of milestones in Japanese language education in India

Year 1954	Vishwa Bharati University Japanese Language(Elective subject) starts
Year 1954	Defense ministry foreign language school Japanese course starts
Year 1954	Mumbai (Bombay) Indo Japanese Association Japanese course starts
Year 1958	The Japan Embassy and Kolkata Consulate office Japanese course starts
Year 1969	Delhi University Japanese Language(Elective subject) starts
Year 1971	Pune Indo Japanese Association Japanese language course starts
Year 1972	Jawaharlal Nehru University Japanese Language(Elective subject) starts
Year 1973	Jawaharlal Nehru University BA and MA courses start with specialization in Japanese Literature/ Japanese Culture / Japanese language
Year 1977	Pune University Japanese course starts
Year 1984	Japanese Language Proficiency Test starts
Year 1994	The Japan Foundation, New Delhi office(Japan Cultural Center started later in 2006) starts
Year 1998	Delhi University MA courses start
Year 1999	Vishwa Bharati University BA course commenced
Year 2002	The Indian government introduces financial aid for IT engineers and students specializing in IT for learning Japanese language
Year 2005	CBSE decides to introduce Japanese language (From 2006, introduced as a formal subject for grades 6~10)
Year 2006	Vishwa Bharati University MA course starts
Year 2008	Indira Gandhi Open University (IGNOU) Japanese language course starts Tilak Maharashtra Vidyapeeth BA course starts

2007: Japanese language can be taken as a subject for 12th grade (HSC) examination

Year 2009 English and Foreign Languages University(EFLU) BA course starts

Year 2011 **Tilak Maharashtra Vidyapeeth MA course starts**

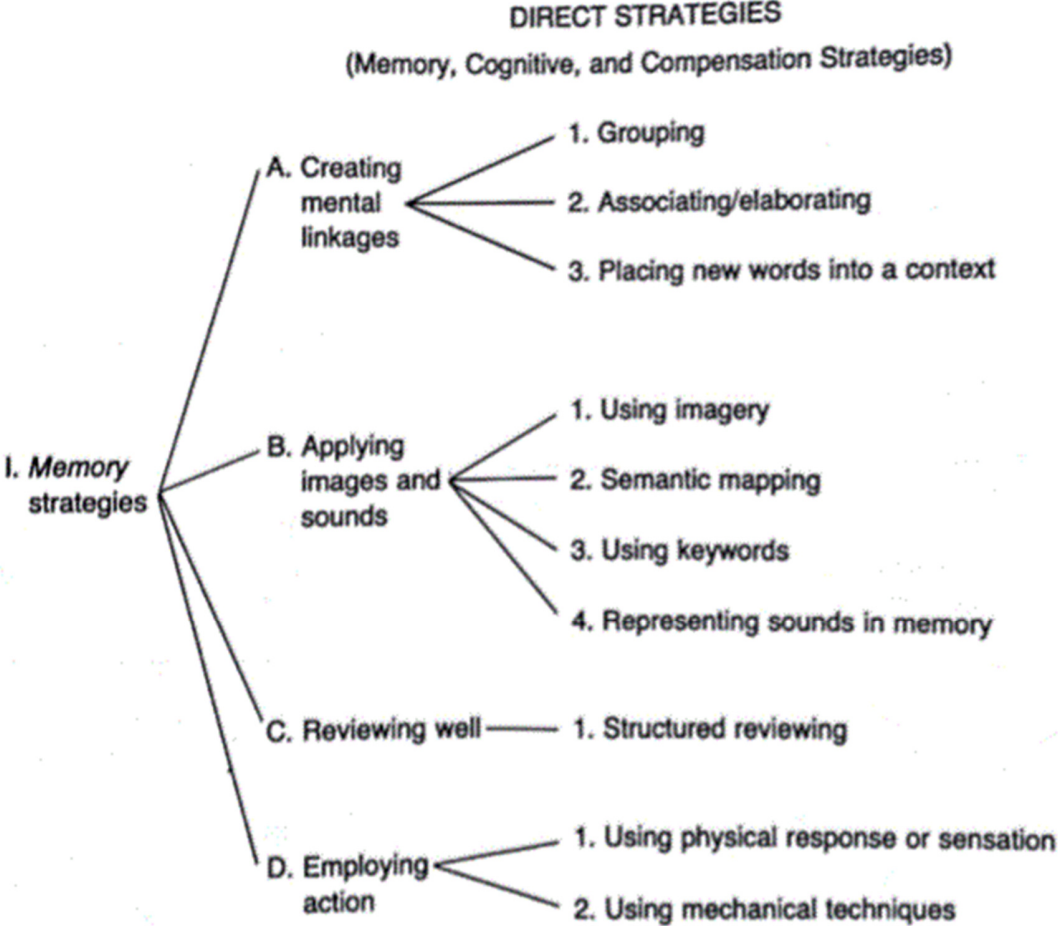
Bangalore University MA course starts

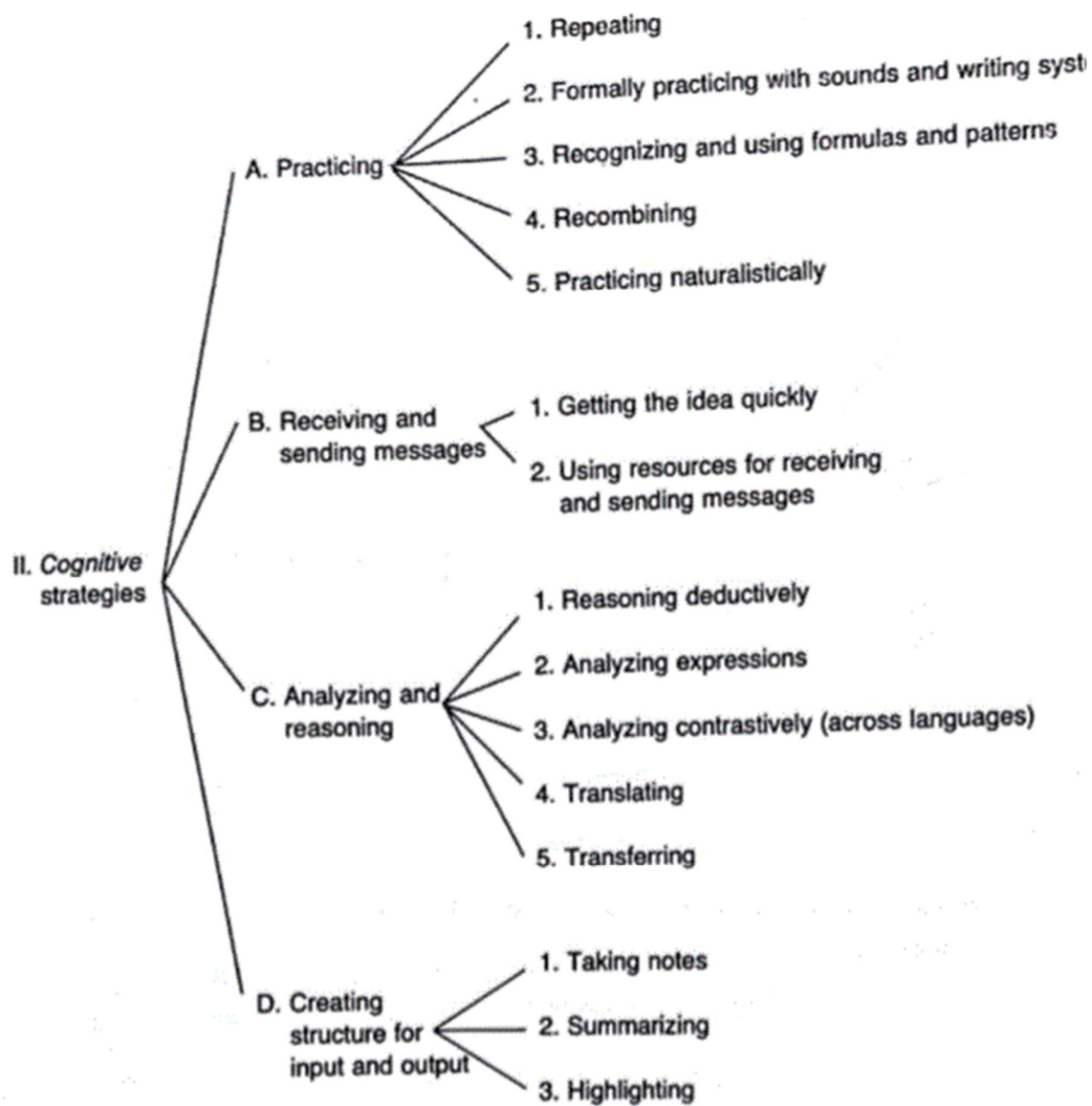
Year 2012 English and Foreign Languages University(EFLU) MA course starts

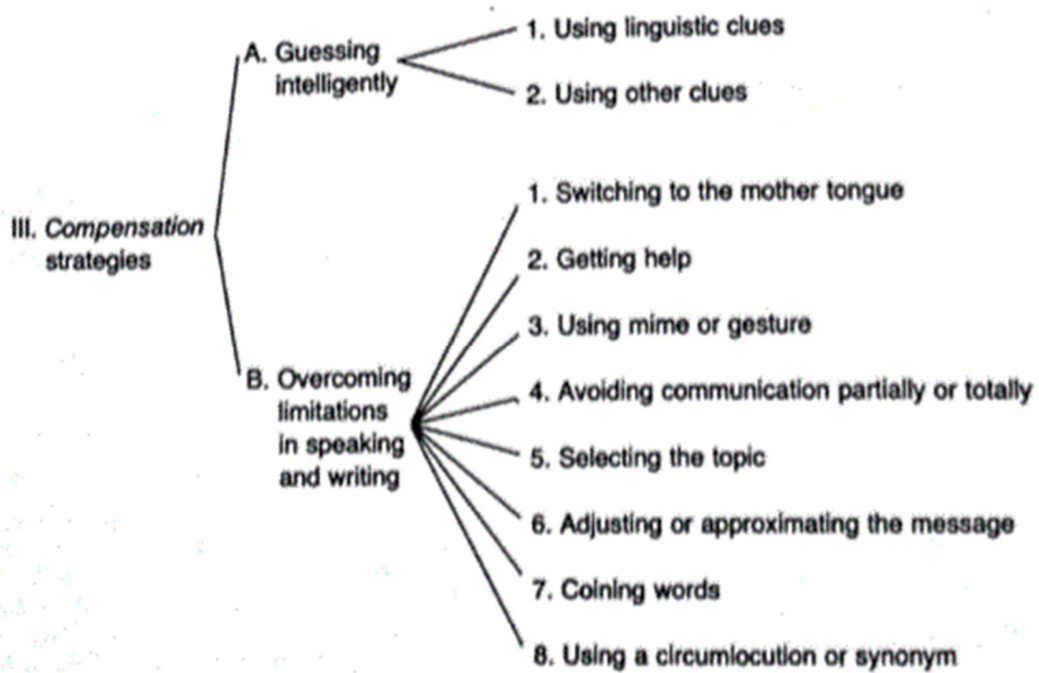
Year 2013 Doon University BA course starts

Year 2016 Doon University MA course starts

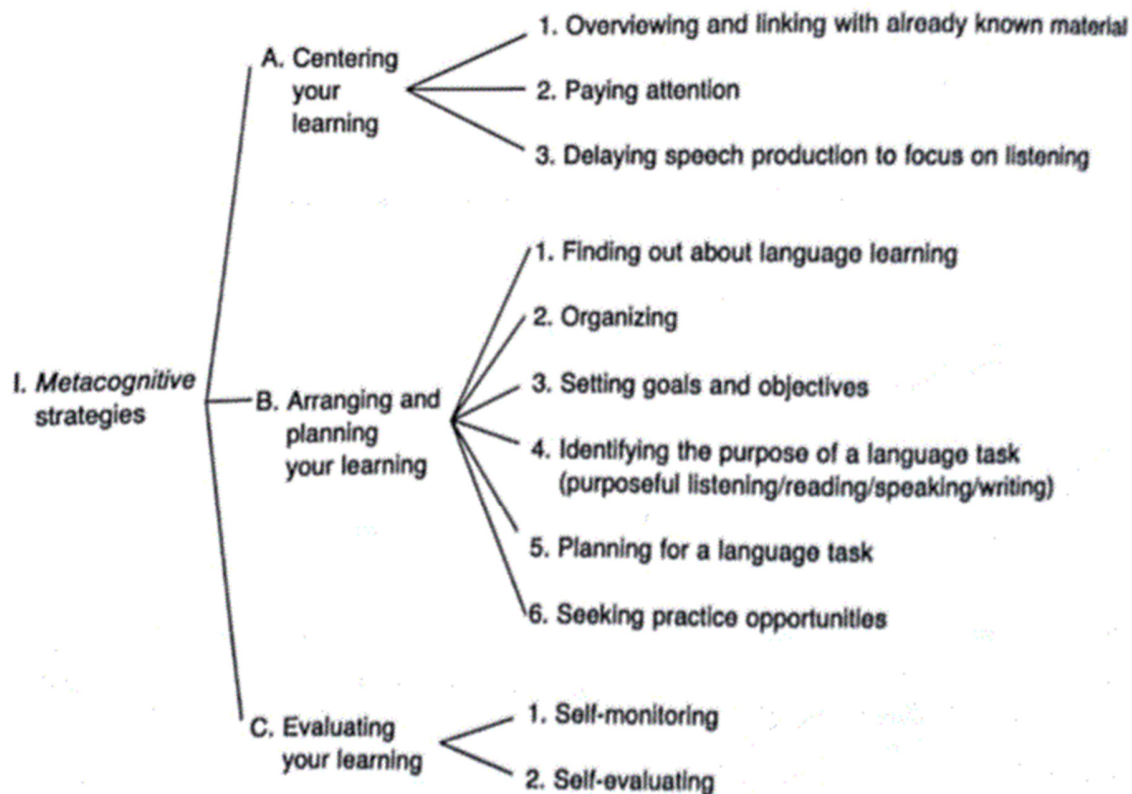
Annexure 2 Diagrams of the Strategy System showing All the Strategies

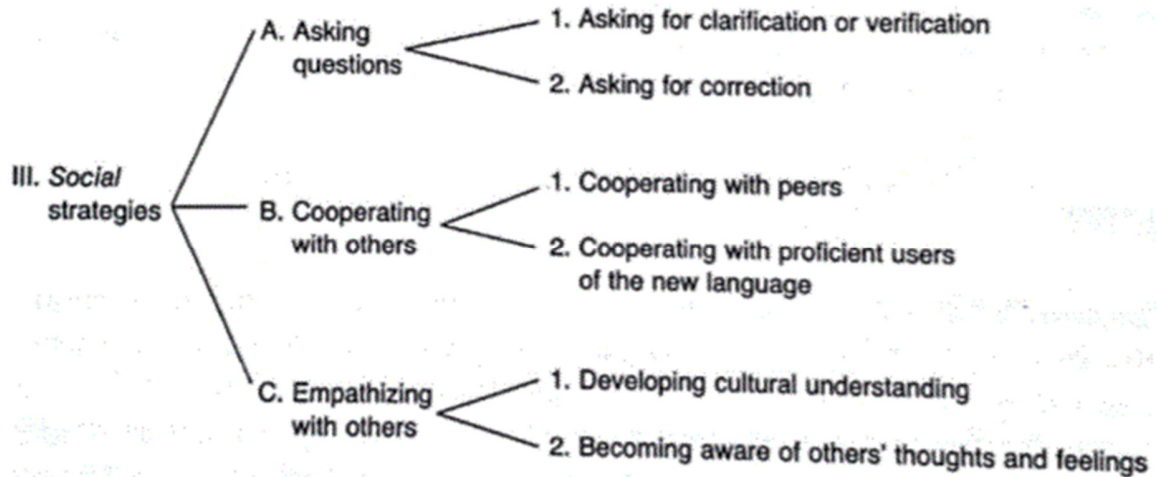
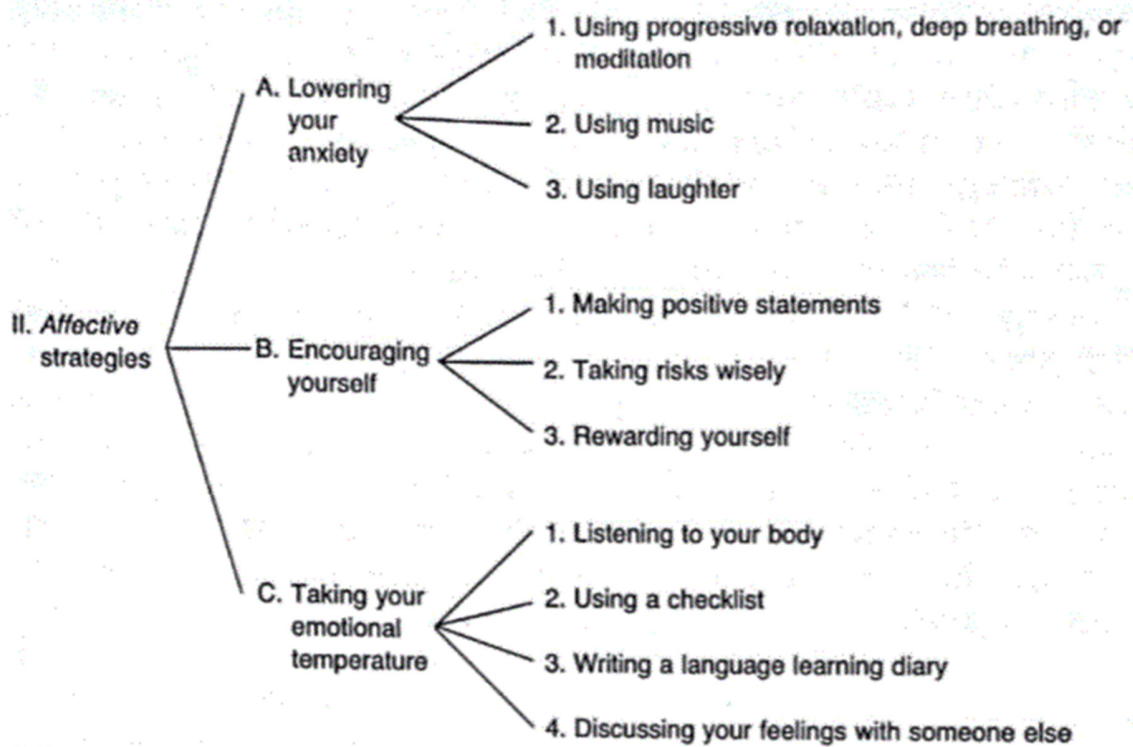






INDIRECT STRATEGIES
(Metacognitive, Affective, and Social Strategies)





Reference: Rebecca L. Oxford (1990) 'Language Learning Strategies: What Every Teacher Should Know', Heinle & Heinle, pp.18-21.

Annexure 3 Initial Survey of Beliefs on Autonomous Learning

1. Teacher is and should always be the controller of the class.
A) Strongly agree B) Agree C) Disagree D) Totally disagree
2. Teacher is the only source of knowledge the students should depend upon
A) Strongly agree B) Agree C) Disagree D) Totally disagree
3. I should become more independent in my studies as I progress in my Japanese language studies.
A) Strongly agree B) Agree C) Disagree D) Totally disagree
4. If I come across certain difficulty in Japanese, I should try to find the solution by myself.
A) Strongly agree B) Agree C) Disagree D) Totally disagree
5. I can evaluate my own learning and level properly.
A) Strongly agree B) Agree C) Disagree D) Totally disagree
6. If I correct my friends' errors, it may affect my relation with them.
A) Strongly agree B) Agree C) Disagree D) Totally disagree
7. It is possible for me to plan my own learning and monitor it.
A) Strongly agree B) Agree C) Disagree D) Totally disagree
8. If I come across certain difficulty in Japanese , I should immediately approach the teacher to find a solution.
A) Strongly agree B) Agree C) Disagree D) Totally disagree
9. It is possible for my classmate to assess my performance in speaking and give me a feedback.
A) Strongly agree B) Agree C) Disagree D) Totally disagree
10. I will feel more comfortable if the teacher is always besides me to correct and support even during advanced level studies.
A) Strongly agree B) Agree C) Disagree D) Totally disagree

Annexure 4 Training in Conversation: Student's background survey

1. Student's Name: _____
2. Age as of 16.2.14 _____
3. Gender: M F
4. Email ID : _____ Mobile / landline Number : _____
5. Work Experience, if any: _____ years _____ months
6. Type of job / industry: _____
7. Current Japanese course name : _____
8. Mother tongue : _____
9. Languages known apart from mother tongue: _____
10. Have you been to Japan, If yes, Total stay: _____ years / months / days
11. Learning Japanese since _____ (Month and year)
12. Japanese language courses completed till date: _____
13. Education apart from Japanese (Other degree/ diploma/ courses doing/done)

14. Have you interacted/ do you interact with Japanese native people? Regularly/ Not regularly
15. If yes, describe the purpose and nature of interaction in brief:

16. Which textbooks have you used before?
 - A. Nihongo Shoho
 - B. Minna no Nihongo
 - C. Atarashii Nihongo
 - D. Shin Nihongo no Kiso
 - E. Nihongo no Kiso
 - F. Nihongo 90 nichi
 - G. Any other _____

17. Which other aids do you use on your own for learning Japanese? (E.g. CDs, Radio, Internet etc.)

18. With your current proficiency, how do you find speaking in Japanese? Is there any specific area you would like to improve?

19. With whom would you like to speak in Japanese?

- A. Japanese teachers
- B. Friends in Japanese Society
- C. Japanese Coworkers in India
- D. Japanese Tourists in India
- E. Students
- F. Clients from Japan

20. Where do you wish to speak with the attained skill of speaking?

- A. In workplace
- B. In School, College
- C. Home/ Society in Japan
- D. In Tour Guide job
- E. At the site of interpretation

21. Have you ever studied together in a group? Yes / No

If yes, what kind of activity/ study you do?

22. Write about your expectations from this course.

Please read the following statements and mark with a tick mark (√) only one option.

1. I try to avoid speaking in a class because am afraid of making mistakes.
a. Strongly agree b. agree c. disagree d. strongly disagree
2. Grammar is the only important aspect of language.
a. Strongly agree b. agree c. disagree d. strongly disagree
3. Speaking in a native like accent and intonation should be the goal of a language class.
a. Strongly agree b. agree c. disagree d. strongly disagree
4. Communicating correctly should be considered more important than native like accent and intonation.
a. Strongly agree b. agree c. disagree d. strongly disagree
5. Speaking skills can be developed through practice.
a. Strongly agree b. agree c. disagree d. strongly disagree
6. A language class should mainly involve communication practice.
a. Strongly agree b. agree c. disagree d. strongly disagree
7. Good listening skills help to develop good conversational skills.
a. Strongly agree b. agree c. disagree d. strongly disagree
8. Which of the following elements in Japanese are the easiest for a student?
Give ranking 1 for which you think is the easiest and 7 for the most difficult.

a) Kanji	e) Conversation
b) Grammar	f) Reading
c) Vocabulary	g) Writing
d) Listening	

9. Give ranking to your own conversation skills on the scale of 1 to 10(1being poor and 10 being best)

Thank you!

Annexure 5 Handouts for the Beginning of Training in Conversation

タスク① 会話の日本語では「どうぞ. . .」と「どうも. . .」という省略された表現がよく聞こえますが、この二つはどんな決まり文句を省略しているのだろうか？グループで話しながらメモしてください。文末を入れて完全な分を考えて見ましょう。

例： どうも。→ どうもありがとう。

どうも	どうぞ	どうぞ~なく

★その他にもいくつかの決まり文句がありますね！ 例：おかげさまで→おかげさまで元気で

決まり文句には文末を省略するものがたくさんあります。上の例は聞き手に対する気配りを表すものなので、目上の人やあまり親しくない人と話すときもよく使われます。うまく使うと、相手との人間関係をなめらかにするのに役に立ちます。

では、マラティ語でもそういう決まり文句がありますか？

タスク②²⁰ 一人で左と右を結んで会話を作りなさい。

a) 「どうぞそちらへ」		1. 「おかまいもしませんで」
b) 「どうもおじゃましました」		2. 「じゃ、また後で」
c) 「どうぞごえんりよなく」		3. 「お疲れさま」
d) 「じゃ、後ほど」		4. 「じゃ、お言葉に甘えて」
e) 「じゃ、お先に」		5. 「おじゃまします」

タスク③ 次の対話でどちらが目上の人で、どちらが目下の人ですか。（ ）の中に「上」か「下」を書き入れなさい。

- A: 「それでは、また後ほど」 ()

B: 「じゃ、また後でね」 ()
- 男 A: 「ごぶさたいたしまして」 ()

男 B: 「ほんとにひさしぶりだなあ」 ()

²⁰ Ball game: students choosing one utterance and throwing to anyone while saying that, the other one has to respond correctly, and then again throw it to someone.

3. A:「これで失礼いたします」 ()
 B:「どうもごくろうさま」 ()
4. 男 A:「ちょっと塩とってくれない？」 ()
 男 B:「どうも気がつきませんで」 ()

タスク④ . . . のところにどんな言葉を加えることができますか。

例:「もう遅くなりましたので、ぼくはこれで. . .」 (失礼します)

1. 客:「ごめんください」
 主人:「よくいらっしゃいました。どうぞこちらへ. . .」 ()
 「今お茶を入れますから」
 客:「じゃ、えんりょなく. . .」 ()
2. 先生:「時間になりましたから、今日はこのへんで. . .」 ()
 学生:「ありがとうございました」
3. 客:「このトマト、くださいな」
 店員:「500円いただきます。はい、毎度. . .」 ()
4. 客:「これつまらないものですが、どうぞ. . .」 ()
 主人:「そんなに気を使っていたいては. . .」 ()

聞き取り練習

次の会話を聞いて、決まり文句のところに下線を引いてください。

1. 女の人はお見舞いに行きました。何を持って行きましたか。
 女 A: お体の調子はいかがですか。
 男 B: ありがとうございます。だいぶよくなりましたので、ご心配なく。
 女 A: これ、お見舞いです。どうぞ。
 男 B: きれいな花ですね。どうもすみません。こちらにおかけください。
 女 A: いいえ、おかまいなく。会社のみんなからのお見舞いも預かってきましたこれ、どうぞ。みんな心配しているんですよ。

男 B : すみませんね。どうぞみなさんにくれぐれもよろしく。来週にはもう退院できると思いますので. . . 。

女 A : それはよかったですね。

男 B : おかげさまで。退院後、一週間ほど家で休んでから会社に出ます。

女 A : どうぞごゆっくりお休みになってください。今日はこれで失礼します。どうぞおだいじに。

2. 二人は会社の同僚です。今日はどこで晩ごはんを食べることになりましたか。

女 A : 仕事はまだ終わらない？

男 B : もうちょっとなので、やっつけてしまおうと思って. . . 。

女 A : そう、じゃ、いつものところへ行っているわね。

男 B : お先にどうぞ。ぼくも後から行くから。

女 A : じゃ、また後で。

男 B : お待たせしましてごめん。仕事が終わったと思ったら、国際電話がかかってきて…

女 A : それはごくろうさま。じゃ、ビールでも飲む？

男 B : それよりおなかがぺこぺこなんだ。

女 A : それじゃ、ステーキでも食べに行かない？

男 B : でも、給料日前だし…

女 A : じゃ、わたしのアパートへ来る？何かごちそうするわ。

Annexure 7 Training in Conversation: Pre-test and post-test contents

(Pretest sheet for testers) **プリテスト：テスター向けのシート**

このプリテストは本調査として行う会話授業の前に学習者のレベルを評価するための口頭テストです。テスター1人が大体10人の会話の相手になります。テストは全て録音され、後で評価されます。会話授業13回行ってからもう一度同じ形のポストテストを行います。

テストの内容と順番：

時間：一人当たり10分程度

1. 自己紹介してもらいます。自己紹介を通して自然なやりとりをします。仕事について／日本語以外の勉強をしている場合それについて質問してもいいです。
2. 説明をきく：「インドの食事の食べ方やマナー」
3. インドの社会問題について／解決方について意見を述べてもらう：puneの「交通問題」
4. ロールプレイ1つ： 皆に同じ「依頼」のロールプレイをしてもらいます。
ロールプレイにはAとBのロールカード(役)があります。Bの役はテスターにやっていただきます。
5. 音読：学習者が両方の役を読みます。役の名前を読まなくてもいいです。

できるだけ自然な会話になるように、**普通のスピードと普通のスタイル**でお話するようにお願いいたします。日本語教師のように間違いがあってもわかってあげたり、**わざと分かりやすい言葉に言い換えたりしない**ようお願いいたします。

Role card A

You are a student of Japanese language.

Request your teacher to extend the date for submission (deadline) of the homework.

Try to convince if he/she refuses.

Role card B

You are a Japanese teacher. A student makes some request to you.

Refuse the request and accept later after he/she tries to convince.

よろしくお願いたします！

Sheet for students

音読用のスクリプト

田中： あのを、相撲すもうのチケットを買いたいんですが、．．．．．。

チケット売り場の人：はい、日ひにちはいつですか。

田中： 5月18日ですけど、まだありますか。

チケット売り場の人：ええ、ありますよ。

田中： よかった。

あの、チケットはいくらですか。

チケット売り場の人：マス席せきといす席せきがありますが、どちらですか。

田中： マス席？マス席ってなんですか？

チケット売り場の人：4人ひとくみ一組ぐみでくつねを脱すわいで座せきる席せきです。

田中： それはいくらですか。

チケット売り場の人：一ひとマスます3万6800円からです。

田中： ええっ！た、高いですね。

Role card A

You are a student of Japanese language.

Request your teacher to extend the date for submission (deadline) of the homework.

Try to convince if he/she refuses.

Posttest sheet for testers and test Contents

ポストテスト：テスター向けのシート

このテストは本調査として行った会話授業の後で学習者のレベルを評価するための口頭テストです。テスター1人が大体10人の会話の相手になります。テストは全て録音され、後で評価されます。会話授業13回行ってからもう一度同じ形のポストテストを行います。

テストの内容と順番：

時間：一人当たり10分程度

6. 自己紹介してもらいます。仕事について／日本語以外の勉強をしている場合それについて質問してもいいです。
7. 説明をきく：「名前の意味と説明」
8. インドの社会問題について／解決方について意見を述べてもらう：puneの「ごみ問題」
9. ロールプレイ1つ： 皆に同じ「依頼」のロールプレイをしてもらいます。
ロールプレイにはAとBのロールカード(役)があります。Bの役はテスターにやっていただきます。
10. 音読：学習者が両方の役を読みます。役の名前を読まなくてもいいです。

できるだけ自然な会話になるように、**普通のスピードと普通のスタイル**でお話するようにお願いいたします。**日本語教師のように間違いがあってもわかってあげたり、わざと分かりやすい言葉に言い換えたりしないように**お願いいたします。

Role card A

You are a student of Japanese language.

You are invited by a Japanese friend to a party. Politely refuse the request

Role card B

You are a Japanese person.

You invited a Japanese language student to a party. Refuse the request.

Sheet for students

音読用のスクリプト

- 田中： あのを、相撲すもうのチケットを買いたいんですが.
- チケット売り場の人： はい、日ひにちはいつですか。
- 田中： 5月18日ですけど、まだありますか。
- チケット売り場の人： ええ、ありますよ。
- 田中： よかった。
あの、チケットはいくらですか。
- チケット売り場の人： マス席せきといす席せきがありますが、どちらですか。
- 田中： マス席？ マス席ってなんですか？
- チケット売り場の人： 4人一組ひとくみでくつむを脱いですわ座るせき席せきです。
- 田中： それはいくらですか。
- チケット売り場の人： 一マスひとます3万6800円からです。
- 田中： ええっ！ た、高いですね。

Role card A

You are a student of Japanese language.
Request your teacher to extend the date for submission (deadline) of the
homework.
Try to convince if he/she refuses.

Annexure 8 General Peer review form

date:

Activity name: Role plays for invitations, asking explanation/ telephone conversation

About my friend(s) _____'s performance:

- What went well?

- What went wrong?

- Something I did not understand or need clarification on...

- Something new **I learnt** from his/her performance...

Self-review form

date:

Activity name: Role plays for invitations, asking explanation/ telephone conversation

Name: _____

1. What went well in my conversation?

2. What went wrong?

3. Something I did not understand or need practice on...

4. Something new **I learnt** from friends/peer feedback

My plan for next week: _____

Example of changed format of self-review form as per the specific requirement

Self-review

Date: _____ **Your name:** _____

Teammate's name(s): _____

The goal for today's conversation:

Evaluation of your own performance: Evaluate your speech on a scale of 1-5 in each of the following categories.

0: No, Not at all--- 3: Average --- 5:Yes, Very much. Use given space wherever you want to elaborate.

1. You could achieve the goal you described on top?	
2. Were you able to remember and fluently use Keigo (polite language)?	
3. Was your speech correct (vocabulary, grammar etc.)? Specify mistakes if any.	
4. Could you speak with the variety of recently- learned expressions/strategies?	
Total points	

How was your experience today of using Keigo compared to earlier experience like tables of Keigo expressions? _____

Something NEW or interesting you learnt today from friend/s:

Areas/points for own improvement (as specific as possible) after self-review and peer review:

Another example of elaborate Self review forms

Date: _____ **Your name:** _____

Your roles for today's conversations: ① _____

 ② _____

Name of the partner: _____

Evaluate your talk on 1-5 scale. 0: No, Absolutely not--- 5:Neither --- 10:Yes, very much. **Recollect/listen to the recorded conversation and the discussion with friends thereafter.** Use the given space if you want to elaborate.

1. Were you able to perform the roles you well?	
2. Were you able to talk fluently while assuming different roles?	
3. Were you able to use the expressions you learnt during last two and a half months ?	
4. Were you able to ask the word or meaning with correct intonation ?	
5. Was your speech correct (vocabulary, grammar etc.)?	
6. Could you use appropriate level of formal or informal language as per the situation?	
7. Were you able to use a proper flow of the conversation? E.g. While declining an invitation→ Refuse with apology+ reason+ another polite expression	
8. What categories did you cover while giving peer feedback ? (eg. Recently learnt expressions, flow, Grammar, vocabulary, intonation etc.)	
9. What was the most difficult part for you in today's session?	
Total points	

This is the last session of our conversation class. What have you thought about your conversation practice hereafter? Any particular points /specific line of action for own improvement? _____

Annexure 9 Training in conversation skills and strategies : Lesson Contents

	<i>Contents covered</i>	<i>Conversation Skills/strategies covered</i>
<i>Pre-test</i>		
<i>Session 1</i>	Set phrases(決まり文句), Greetings, short conversations	quick responses
<i>Session 2</i>	Self-introduction, Introducing someone	Sequence as per position, set phrases
<i>Session 3</i>	To invite someone, Accept and refuse an invitation	Beginning, developing and ending a conversation, Formal expressions
<i>Session 4</i>	Asking once again, asking/providing the meaning/explanation, asking for rephrasing	Asking when you do not understand something/ providing explanation
<i>Session 5</i>	Accent, Intonation and change in meaning	Correct use of tone
<i>Session 6</i>	Using colloquial language with friends, Intonation	Conversation in informal situations
<i>Session 7</i>	Making a request, Accepting a request	Discourse(flow) and Formal expressions
<i>Session 8</i>	Refusing the request, Introduction to "encouraging words"	Discourse(flow) and Formal expressions, あいづち(Back-channeling/ making agreeable responses)
<i>Session 9</i>	Words of encouragement,	あいづち(Back-channeling/ making agreeable responses) in detail
<i>Session 10</i>	Telephone conversation, Requesting/receiving a message	Telephone conversation

<i>Session 11</i>	Making a complaint, giving and receiving warning and apologizing	Have a smooth conversation without sounding aggressive
<i>Session 12</i>	Assert oneself softly	Have a smooth conversation without sounding aggressive
<i>Session 13</i>	Assert oneself, ask for /state one's opinion, disagreeing with another's opinion	Have a smooth conversation without sounding aggressive

Annexure 10 Training in reading: Survey of Reading Needs and beliefs

Dear Students,

This Survey will take 10 Min for answering questions.

The information can be a valuable data for improving teaching & Learning Japanese Language.

It will be used for Training & Research Purpose only.

Mrs. Manasi Shirgurkar

Asst. Professor, Tilak Maharashtra Vidyapeeth, Pune.

Date:

1. Name : _____
2. Email: _____
3. Mother tongue : _____ Birth year : ____
4. Current Japanese course level: N____/other _____
5. Learning Japanese since _____
6. Why do you want to learn Japanese? (Check✓ all that apply)
 1. _____ Interested in the language
 2. _____ Interested in the culture
 3. _____ Want to use in future for career
 4. _____Other(_____)

7. Do you like reading? Do you find reading Easy or Difficult? : Fill in the following table.

4. Very difficult 3. Difficult 2. Easy 1. Very easy

Make a circle O

Language	Difficulty level
1. Mother tongue	(4) (3) (2) (1)
2. English	(4) (3) (2) (1)
3. Japanese	(4) (3) (2) (1)

Which of the following types do you read in **Japanese language**

Type of Text	Almost every day / alternate days	Once a week	Once a month	Never
1. Textbooks				
2. Japanese Language Proficiency test questions (N5,N3 etc.)				
3. Japanese novels				
4. Japanese Newspaper				
5. Japanese magazines				
6. Japanese internet sites/ social media				
7. Others (specify) _____				

8. What is your objective of reading the Japanese text material you usually read?(multiple choice possible)
 1. To improve vocabulary 2. Enjoy the language 4. Be able to answer questions 5. Prepare for higher level texts 6. JLPT preparation 8. Any other _____

9. What is the most recent Japanese Language Proficiency Test (JLPT) you have taken?

10. Based on experience, what are the reason for difficulty in reading Japanese texts for You?
 4. Strongly agree 3. Agree 2. Disagree 1. Strongly disagree

Make a circle O

1) Unknown Kanji.....→ (4) (3) (2)(1)

- 2) Unknown vocabulary.....→ (4) (3) (2) (1)
- 3) Unknown Grammar patterns→ (4) (3) (2) (1)
- 4) Grasping long sentences with clauses→ (4) (3) (2) (1)
- 5) Grasping word boundaries and meaningful chunks of words/phrases...→(4) (3) (2) (1)
- 6) Grasping scope of referents like 「これ」 , 「それ」 etc.→(4) (3) (2) (1)
- 7) Length of the reading passage.....→ (4) (3) (2) (1)
- 8) Difficulty to differentiate between quotations and the author's opinion→ (4) (3) (2) (1)
- 9) Structure of the passage.....→ (4) (3) (2) (1)
- 10) Determining the writer's perspective.....→ (4) (3) (2) (1)
- 11) Not having the background knowledge of the topic.....→ (4) (3) (2) (1)
- 12) Less interest in the content.....→ (4) (3) (2) (1)
- 13) Not being able to find out the central idea of the→ (4) (3) (2) (1)
- 14) Other_____

11. Write whether you do the following activities while learning Japanese?

4. Often 3. Sometimes 2. Not much 1. Never Make a

circle O

- 1) Read passages/ new words as homework.....→(4) (3) (2) (1)
- 2) Read aloud in the classroom and translate → (4) (3) (2) (1)
- 3) Read passages **silently** in the classroom and solve questions individually...(4) (3) (2) (1)
- 4) Discuss a topic related to the reading passage/text before reading.....→(4) (3) (2) (1)
- 5) Study different ways of reading such as rapid reading or scanning for a particular detail.
.....→(4) (3) (2) (1)
- 6) Discuss the topic of the passage after reading.....→ (4) (3) (2) (1)
- 7) Read the passage and solve O and X marking questions.....→ (4) (3) (2) (1)
- 8) Read the passage and answer subjective and/or descriptive questions. . → (4) (3) (2) (1)
- 9) Write summary of the passage.→ (4) (3) (2)(1)
- 10) Other_____

12. What is the **single** most important document type you want to read comfortably?

- 1) Newspapers
- 2) Novels
- 3) Business correspondence
- 4) Technical literature
- 5) Other _____

13. Try to remember and tell about your ACTUAL reading style while reading Japanese.

a) What do you do if you come across an unknown word?

- 1) Stop reading and look up a dictionary
- 2) Go ahead and guess the meaning from context

14. Do you pay attention to any particular types of words to guess the structure/ flow of the content written ahead? If yes, write down an example.

b) Do you predict content of the written matter when you are reading it? Yes/ No

c) Do you use smart phone while reading Japanese texts? Yes, frequently/ Sometimes/ No

d) If you use: 1. Dictionaries 2. Japanese internet/social sites 3. E-mails 4. Do not use

15. Would you be open for a short 10 min discussion on your Suggestion to improve Japanese Language teaching-learning In India? Your inputs will help us to improve our future Japanese language courses.

Yes / No

- Thank you !!

Annexure 11 Training in Reading: Lesson plan, contents and sequence of materials of sessions

The materials referred in the lesson details are as the following:

- A: 『中・上級者のための速読の日本語』 The Japan Times
- B: 『日本語能力試験 N1・N2 試験に出る読解—40 日完成』 桐原書店
- C: 『留学生のための読解トレーニング—読む力がアップする 15 のポイント—』 凡人社
- D: 『文化中級日本語 II』 文化外国語専門学校編

DAY 1

1. Questionnaire survey (5 min)
2. **Pretest** - Time consumed more than expected(20 min): 35 minutes.
3. General introduction, purpose of the session (2 min)
4. Various levels of reading : words- sentences- paragraphs and whole text
5. Input: PPT till slide 4
Practice set: Set A page 7 and 8
6. Slide 6,7,8,9,10
Practice set: Set C 1st page
7. 連体修飾+文の骨 : Slide 11、12
Practice set : Set B 1, 2, 3 日目 (2~7 ページ)
8. Getting the gist of the paragraph : 誰が? なにを? : Set A 39 ページ
Practice set : Set A 40 ページ
9. 主語 : Slide 13
Practice set : Set C Pg14-15
10. 中身は何か?
Practice set : Set B 8 ページ
Practice set : Set C 20 ページ
11. 文の構造
Practice set: Set B pg. 8 and 9
Practice set: Set C pg.20
12. 前件と後件
Slide 15,16,17,18

Practice set: Set C 24-25 ページ

Practice set: Set A 49 ページ、

13. Practice set: 4th on page50 as test

14. Practice set: 51 ページ as test

15. Practice set: 57 ページ as test

16. 文の連続

これ、それ、あれ Slide 19

Practice set: SetC 38~40 ページ

DAY 2

1. Slide 20~24

Practice set: Set A pg.56,57

Practice set: Set B pg.16,17,18,19

Practice set: Set C pg.62,63 84,85

2. Input: Set D pg. 70,71

Activating prior knowledge, paying attention to picture, title of the text, discussing ideas and guessing the content (Top down method)

Proceeded without paying attention to each and every word and grammar pattern, dealt with paragraphs, structure of the text, summarizing paragraph wise

Identifying the gist/ key sentence for each paragraph

3. Practice set : Set D Solve 190~192 as test (More time spent for discussion, As participants found forming sentence of summary very difficult)

4. Post-test: Test 2 + dokkai passage from 聴解の弱いあなたへ (48,49,50) Time taken lesser compared to pretest: 30 minutes (1.50 to 2.20 pm)

Annexure 12 Training in Reading: PPT shown in the class

<p>読解をうまく読もう！</p> <p>Manasi Shirgurkar</p> <p>Tilak Maharashtra Vidyapeeth</p>	<p>読解を読むときは、次の何が大切ですか？</p> <p>語と文を理解しなければならない</p> <p>文の連続を理解しなければならない</p> <p>文章全体の展開を理解しなければならない</p>
<p>読解の種類</p> <p>読む量から見ると、</p> <p>精読 (Intensive reading) : 少量のテキストを詳しく細部まで読むこと</p> <p>多読 (Extensive reading) : 大量に読むこと</p> <p>精読と速読 (Rapid reading)</p> <p>読む速さから、比較的 ゆっくり丁寧に読む精読と早く読み進む速読と区別する</p>	<p>読解スキル・ストラテジー</p> <p>精読</p> <p>スキミング(斜め読み、大意読み)</p> <p>スキヤニング(選択読み、探し読み)</p> <p>予測と推測 : 内容の予測、テキスト内の語彙的・文法的要素に基づく展開の予測、談話構造の知識に基づく展開の予測、また最後に、推測</p>
<p>語・文レベル</p> <p>語のまとまりをとらえましょう！</p> <p>日本語には語と語の間に切れ目がない</p> <p>文の構造を理解するために、語を意味のまとまりでとらえることが重要！</p>	<p>チェックポイント 1</p> <p>Independent words : 名詞・動詞・形容詞など、実質的な意味のある語</p> <p>Adjunct words : 助詞・助動詞・自立語の後について文法的な役割をする語</p> <p>両方がセットになったものと自立語だけのこともあります。</p> <p>私が/ 日本に/ 初めて/ 来た/ とき、/ さくらの/ 花が/ きれいに/ 咲いていた。/</p>
<p>チェックポイント 2</p> <p>では、「～なければならない」や「～たことがある」のようなものはどうですか？</p> <p>①と ②どちらが正しい？</p> <p>① / 読まなければ/ ならない/ 読んだ/ ことが/ ある</p> <p>② / 読まなければならない / 読んだことがある/</p>	<p>チェックポイント 3</p> <p>漢字やカタカナの前で分ける</p> <p>きのうスーパーで私が買った品物はヨーグルトと野菜だ。</p> <p>きのう/ スーパーで/ 私が/ 買った/ 品物は/ ヨーグルトと/ 野菜だ。/</p>
<p>文の構造をとらえましょう！</p> <p>修飾部の長い文: 修飾文がどこからどこまでかを判断する</p>	

リンは遅刻が相手に失礼なことだという自覚が持っていないようだった。

弟は、私が思ったほど父が怒っていなかったので、家に戻った。
弟は、思ったほど父が怒っていなかったので、家に戻った。
だれが？何が？

文の骨

主語 (Subject) を見つける

述語 (Predicate) を見つける

Remove Modifiers and Qualifiers, Adjectives

Clauses describing nouns

Quotations

主語を簡単に見つけましょう！

特にこんな関係をつかみましょ
う。

する/される

～てあげる/～てくれる

～てもらう/～てほしい

使役受身形

受身形

文の連続

前件と後件の関係をつかみましょ
う！

Antecedent and Consequent

文をつなぐ言葉（接続詞）は大事！

Resultative (Conjunction where what follows is a result of
the preceding)

ひらがなが続くときは注意する、連語をま
とまりとしてかんがえる

これを/ 使えば/ どんな/ 汚れも/ さっ
と/ きれいに/ する/ ことができる/ わ
けだ。/

特に気をつけたい連語

The following topics were covered in detail in subsequent slides.

1. 文をつなぐ言葉（接続詞）は大事！

「これ」「それ」が指すものを考えましょ
う！

2. 文章のレベル

文章の構成・流れ

3. 大切なサインをつかみましょう！

本題に入るサインを知る

話題の展開と内容をまとめるサインを知る

4. 筆者の意見(1)： 接続詞に注目
5. 筆者の意見(2)： 文末表現、筆者の気持ちに注目
6. 筆者の判断を表す文末、主張する表現、疑問をぶつける表現など
7. 筆者の気持ちを問われる場合、感銘を表す文を探す

Separate Practice texts for various strategies and skills

Long passages for practicing various skills simultaneously

Twenty Major Reading Strategies (1) Grabe (2009)

Empirically validated strategies	Strategies supporting indirectly
1. Activating prior knowledge	1. Clarifying
2. Answering questions and elaborating interrogations	2. Establishing goals for reading
3. Constructing mental images	3. Inferencing (Using context)
4. Forming questions	4. (Mental) translating
5. Making associations (Mnemonic support)	5. Paraphrasing
6. Monitoring	6. Predicting
7. Previewing	7. Rereading
8. Summarization	8. Reading aloud (for modeling, for fluency)
9. Text-structure awareness and story grammars	9. Synthesizing information
10. Using graphic organizers	10. Taking notes

Annexure 13 Training in Reading: Pre-test and Post-test with model answers

読解試験 1

この試験は、書く問題と選択肢を選ぶ問題と、両方があります。
書く問題の場合、用意されたスペースをはみ出さないようにください。

Total Marks: 31 点

問 1 : 次の文章を読み、問題の答えを書きなさい。

今春スタートの新ドラマ「いもうと」

愛とマリは2歳^{さいちが}違いの姉妹^{しまい}。両親は、長女の愛を厳しく育てたが、妹のマリを甘やかすことが多かった。やりたいことをなんでも自由にさせた結果、ほんぼうな性格に育ったマリ。一方、愛は真^ま面^{じめ}目で、気が弱く、子供のころからマリに困らされてばかり。朝なかなか起きないマリを何度も起こしに行って、自分も学校に遅刻してしまったり、新品の服を貸したらぼろぼろにされたり、約束を忘れられて、大雨の中3時間も待たされたり...。それでも、無^む邪^{じや}気な笑顔でマリに「ごめんね」と言われると、人のいい愛はつい許してあげてしまうのだった。

年月が経^たち、二人は高校生になった。ある日、愛はマリに、一日だけアルバイトを変わってほしいと頼まれ、引き受ける。しかし、それがとんでもないアルバイトで、愛は大変なトラブルに巻き込まれてしまうのだった。

対照的な性格の姉妹の青春を描いた、ほのぼののコメディ。

* 文章の内容に合っているものに○、違っているものに×をつけなさい。 **6 点**

1. 両親と違って、マリは愛を甘やかすことは多かった。
2. マリは子供のころから愛を困らせることが多かった。
3. 愛はマリの新品の服を借りて、ボロボロにしてしまった。
4. マリは約束を忘れて、3時間も愛を待たせたことがある。
5. マリは、よく愛に迷惑をかけるが、謝ると許してもらえる。

6. 愛はマリに頼んで、アルバイトを変わってもらった。 X

問2：次の文を読んで、質問に答えなさい。 **5点**

1. A先生が出した、授業に関連する本を3冊以上読んでレポートを書くという課題は大変だった。

「という」の内容は、どこからどこまでですか？書きなさい。

授業に関連する本を3冊以上読んでレポートを書く

2. 由紀子は結婚した夢を見た。

だれが夢を見ましたかか？ 由紀子

夢の内容は？ 結婚した

3. 由紀子が結婚した夢を見た。

だれが夢を見ましたかか？ 私

夢の内容は？ 由紀子が結婚した

問3：文の内容に合っているものに0、違っているものにXをつけなさい。 **3点**

和美は家事を手伝わずに遊んでばかりいる妹と大ゲンカをした。

①和美は家事を手伝わずに遊んでばかりいる妹と大げんかをした。 0

②妹は遊んでばかりいて家事を手伝わない。 0

③和美は家事を手伝わない妹と大げんかした。 0

問4：次の文章を読み、問題の答えをを解答用紙に書きなさい。 **6点**

今から20年くらい前、外国に住んでいる友人から1通の手紙が届きました。今は電子メールが当たり前に使われている時代ですが、その頃はまだそのような便利なものはありませんでした。

封筒の中に開けてみると、何だか様子を変です。手紙にページ数は書かれていましたが、その数が4ページから始まっているのです。「初めの3ページはどこだろう？」ともう一度封筒

の中を見ましたが、何も入っていません。でも、その代わりに小さいメモが入っているのを見つけました。そこには、こんなことが書かれていました。

「3人に同じ内容の手紙を書こうと思いましたが、手が疲れてしまいました。手紙は全部で9枚あるので、残りは3人で会って読んでね。」

文章中の下の言葉はそれぞれ、何を示しているか、文章の中から抜き出して、書いてください。

1. その頃： _____ 今から20年くらい前 _____
2. そのような便利なもの： _____ 電子メール _____
3. その数： _____ 手紙のページ数 _____
4. その代わり： _____ 初めの3ページ _____ (の代わり)
5. そこ： _____ 小さいメモ _____
6. こんなこと： _____ 3人に同じ内容の手紙を書こうと思いましたが、手が疲れてしまいました。手紙は全部で9枚あるので、残りは3人で会って読んでね。 _____

問い5：次の文を読んで、どちらが筆者の意見で、どちらが事実か書きなさい。 **2点**

筆者の意見として、よりふさわしい文はA、Bのどちらですか？

1. A：若さを無責任な態度の言い訳にしないでもらいたいものだ。 意見
B：若さを無責任な態度の言い訳にする人が多いようだ。 事実
2. A：この悲しい事件は、現代社会の親子関係が変質した結果、起きたという。 事実
B：この悲しい事件は、現代社会の親子関係が変質した結果にほかならない。 意見

問い6：次の文を読んで、 _____ のところに入れそうなものを選びなさい。 **3点**

1. 大都会は住みにくい所である。物価は高いし、空気は汚いし、さらに、 a。
a. 人口が多いので、狭苦しい。
b. 交通は便利である。
c. あまり人は住みたがらない。
2. 円が高くなれば、日本では輸入品が安くなるはずだ。ところが、 c。
a. 車や服や食べ物などが安くなるだろう。

- b. いろいろな物がずいぶん安くなった。
c. ぜんぜん安くなっていない。
3. 敬語というのは、日常生活でもよく使われる。例えば、**b**
- a. 相手に対する敬語の気持ちを表す言い方である。
b. 「いらっしゃいます」や「なさいます」のような言い方である。
c. 最近の若い人はあまり知らない。

問い7：次の文を読んで、質問に答えなさい。ⁱ

2点

送信者：日光旅行株式会社 営業部

日時：2014年9月8日

宛先：東海株式会社 事業部

件名：お詫びと訂正

東海株式会社

事業部 山田 一郎様

背景、

いつもお世話になっております。早速ではございますが、9月6日付で送付いたしました貴社社員旅行計画書のうち、見積書に一部訂正しなければならない個所（別紙）が生じました。小社の手違いにてご迷惑をお掛けしまして、まことに申し訳ございません

何についてのメールですか？日本語/ 英語/ マラティ語で文1つで書きなさい。

見積書の一部を訂正しなければならないことへのお詫び

問い8. 次の文を読んで、次の質問に答えなさい。

4点

鼻は口の上に建てられた門衛小屋のようなものである。生命の親の大事な消火器の中へ侵入しようとするものをいちいち戸口で点検し、そうして少しでも胡散臭い^{うさんくさ}(注1)ものは、即座に嗅ぎつけて拒絶するのである。

人間の文化が進むにしたがって、この門衛の肝心の役目はどうかすると忘れられがちで、ただ小屋の建築の見てくれ^(注2)の美観だけが問題になるようであるが、それでもまだこの門衛の失職する心配は当分なさそうである。感官^(注3)を無視する科学者も、時には匂いで物質を識別する。

注1：胡散臭い：なんとなく怪しい 注2：見てくれ：外見 注3：感官：感覚器官

1. この文章で筆者がもっとも言いたいことは何ですか？

(ア) 匂いで物を識別するという鼻の役割は、これからもなくならないだろう。

(イ) 現代人は、鼻の本来の役割より、形の美しさばかりを気にしている。

(ウ) 鼻の役割は、体の中に悪いものいれないようにするということである。

(エ) 科学者たちと同じように、我々も鼻の役割を大切にすべきである。

読解試験 2

24 marks

この試験は、書く問題と選択肢を選ぶ問題と、両方があります。
書く問題の場合、用意されたスペースをはみ出さないようにしなさい。

Part1

問1：次の文章を読み、問題の答えを書きなさい。

私は日本語学校で日本語を学んでいる学生だ。入学して1年になるが、今でも自分の思ったことが相手にうまく伝わらないことが多い。それで、週末、地域のボランティア教室に通うことにした。

が気になって、放課後彼の家まで行って見たそうだ。

① 佐藤君は今日試験を受けている最中に席を立った。 0

② 青木君は真っ青な顔で教室を出て行った。 **X**

③ 佐藤君は青木君の家に行ってみた。 **X**

2. A社の研究スタッフは、メガネをかけなくてもまるでゲームの世界の中に自分が入り込んだような気分が味わえる、ゲーム愛好者にとってまさに夢のような3Dゲームを開発した。

① A社の研究スタッフはメガネをかけなくてもゲームが開発した。 X

② A社の研究スタッフはゲームの世界の中に入り込んだような気分を味わえる。 X

③ A社の研究スタッフが開発した3Dゲームゲーム愛好者にとって夢のようなものだ。 0

0

問4：次の文を読んで、質問に答えなさい。

2点

筆者の意見として、よりふさわしい文はA、Bのどちらですか？

3. A：若さを無責任な態度の言い訳にしないでもらいたいものだ。 0

B：若さを無責任な態度の言い訳にする人が多いようだ。 _____

4. A：この悲しい事件は、現代社会の親子関係が変質した結果、起きたという。 _____

B：この悲しい事件は、現代社会の親子関係が変質した結果にはかならない。 0

問5：例のように次の文を、それぞれ語のまとまりに分け、スラッシュ(/)で区切ってください。

例：山田さんの/うちに/いる/うさぎは/ふわふわして/いても/かわいい。

1. しなければならない/ことは/

もちろん/、言われなくても/分かっているが/、しようしよう/思っている/うちに/どんどん/時間が/過ぎていく/。 **11 x 0.5 = 5.5**

このまま/機会を/動かしつづけたら/壊れてしまう/ことになりかねないので/、停止させる/ことにした。/ **7 x 0.5 = 3.5**

文章の参照（質問は自作）：

問1～4、7：Strategy material

問5、6：N2模擬試験 問8：インターネット上のN2問題