An Empirical Study on Oral Japanese Teaching Based on SBI Model

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Abstract: The paper studied the SBI-based oral Japanese teaching mode that combined learning strategy training and daily teaching. The study adopted qualitative and quantitative methods under the guidance of Oxford's learning strategy theory. According to study findings, firstly, implementing targeted optimization strategy training according to individual differences effectively enhanced learners' strategy awareness and raised the strategy-application frequency; Secondly, such implementation had a positive impact on good learners and poor learners. Thirdly, the positive impact on poor learners outweighed that on good learners. Finally, the implementation significantly improved Japanese learners' oral expressions.

1. Introduction

Oral competence refers to the ability to express thoughts and make oral communication through language expressions. It is a core ability cultivated by the Japanese major [1]. This ability must be grasped through professional learning strategies, because the topics, objects, and scenarios of oral communication are changeable [2]. Despite its importance, the strategy training on oral language learning has been neglected for years. How to truly improve the competence of oral communication is a question urgently worth discussions and proper solution. This study aims to construct the SBI (Strategies-based Instruction) college oral Japanese teaching model that is student-oriented and based on strategy training. It first combined strategy training and daily teaching to incorporate strategy training into language learning tasks explicitly or implicitly. The mode provides learners with scenario-based strategy practice to ensure they grasp and familiarize themselves with using multiple oral Japanese learning strategies, aiming to enhance learners' competence of oral Japanese expression.

2. Learning Strategy Training Mode

Scholars Pearson and Dole were the first to put forward a set of learning strategy training solutions aimed at single strategy training in 1987. This training approach helps learners to understand and grasp ways of applying learning strategies deeply. The disadvantage of this approach is that it has simple strategy training contents. Generally speaking, a communication task should be completed through the general application of multiple strategies [3]. Oxford put forward learning strategy training in 1990, aiming to make language learning more meaningful and encourage students and teachers to work together in learning and implementing learning strategies conducive for independent learning. Meanwhile, it put forward the foreign language training mode oriented on teaching learning strategies [4]. O' Malley and Chamot put forward the Cognitive Academic Language Learning Approach in the same year, which was abbreviated to the CALLA mode. It focuses on studying language learning and strategy cultivation from the cognitive perspective [5]. Cohen put forward that teachers should incorporate strategy training into daily language classroom activities in 1998 to guide learners automatically select and flexibly use learning strategies and conduct scenario-based and task-driven strategy practice [6].

3. Research Design

This experiment studied 61 intermediate learners from two common classes of the Japanese

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major, Jilin International Studies University. All students were randomly divided into the experimental group (N=30) and the control group (N=31). The experimental group was subdivided into the high-score group (N=10), the middle group (N=10) and the low-score group (N=10) by the pre-test score. Both classes were taught by the same Japanese teacher according to the same teaching curriculum, textbook, and teaching schedule.

All respondents' oral competency levels before and after training were evaluated according to OPI (Oral Proficiency Interview) standards in a one-to-one interview. Next, a questionnaire study and in-depth interview on oral learning strategies were conducted. In terms of questionnaire design, Oxford Language Learning Strategy Scale is revised into an Oral Japanese Learning Strategy Scale suitable for Japanese learners. The scoring method of Likert five-level scale system is adopted with 50 items to test the current situation of application of three direct strategies, namely memory strategy (7 items), cognitive strategy (9 items) and compensation strategy (9 items) as well as three indirect strategies, namely meta-cognitive strategy (9 items), affective strategy (8 items) and social strategy (8 items).In the study, study findings (the results before and after testing and two questionnaires) underwent descriptive statistics and independent sample T-test through SPSS 23.0. It aimed to study the changes in respondents' oral competence and application of oral learning strategies before and after receiving training.

4. SBI Teaching Process

The 17-week oral language learning strategy training was conducted according to the results of the pre-test and questionnaire study. The experimental group was taught through the SBI-based oral language teaching mode, while the control group was taught according to a common teaching mode. The SBI oral language teaching model is divided into four cyclic links according to the thoughts related to Cohen's learning strategy training theories.

Table 1 SBI Oral Language Learning Strategy Teaching Mode

Teaching Preparations	Diagnose the problems in communication through the oral-competence pre-test
	Study learners' strategy awareness and application through a questionnaire survey
	Know about learner's demands through one-to-one in-depth interviews
	Make a teaching plan, determine teaching contents, and design classroom activities
Implement Strategy Teaching	Prepare training materials and activities
	The teacher describes and demonstrates ways of using the strategy
	Incorporate strategy application into classroom teaching materials
	Draw inference from one example and apply strategies to practice
	Have group discussions, evaluate the effects of strategy application
Evaluate Teaching Effects	Conduct post-test of oral competence and test changes in learners' oral competence
	Conduct the questionnaire study and test the changes in strategy application of learners
	Have a interview about the changes in learners' understanding of learning strategies
Reflection	Rectify strategy training and reflect on the teaching plan

5. Data Statistics and Analysis

5.1 Changes in Experimental-Group Learners' Application of Oral Learning Strategies

According to study findings, the average strategy application frequency of experimental-group learners improved after one semester of oral language learning strategy training (see Fig.1).

Regarding the increase, memory strategy>meta-cognition strategy>affective strategy>compensation strategy>social strategy>cognitive strategy.

Besides, learners in the experimental group used six learning strategies more frequently after the training (>3.5). According to T-test findings, the differences between the frequencies of applying six learning strategies before and after training had statistical significance (Sig<0.05). It proved that the strategy training of oral learning effectively improved students' strategy applications (see Table 2).

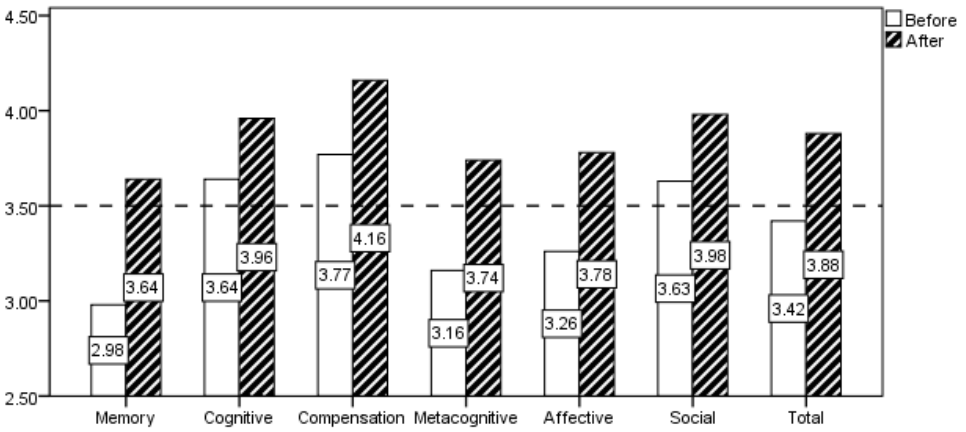

Figure1 Changes in Experimental-Group Learners' Application of Oral Learning Strategies

Table 2 A Comparison of Experimental-Group Learners' Application of Oral Learning Strategies Before and After Training

Learning Strategies	N	Mean (Before/After)	Increased Range	Std.Deviation (Before/After)	t	Sig (2-tailed)
Memory	30	2.98/3.64	0.66	0.56/0.43	5.089	0.000
Cognitive	30	3.64/3.96	0.32	0.32/0.30	3.972	0.000
Compensation	30	3.77/4.16	0.39	0.46/0.52	3.043	0.004
Meta-cognitive	30	3.16/3.74	0.58	0.41/0.36	5.831	0.000
Affective	30	3.26/3.78	0.52	0.48/0.41	4.510	0.000
Social	30	3.63/3.98	0.35	0.29/0.34	3.336	0.001
Total	30	3.42/3.88	0.46	0.27/0.25	6.897	0.000

5.2 Impact of Oral Learning Strategy Training on Learners With Different Competence

The results of strategy questionnaires for the high-score, middle-score, and low-score groups underwent the comparative analysis and statistic analysis. It aimed to know the changes in the strategy application of students on different levels.

On the whole, the average values of learners' strategy application in three groups increased by different degrees. Strategy training had the biggest impact on learners in the low-score group (poor learners) and the least impact on learners in the high-score group (good learners). Thus it can be seen the learning strategy training was more necessary for poor learners than good learners (see Table 3).

Table 3 Impact of Oral Learning Strategy Training on Learners with Different Competence

Learning Strategies	Groups	Mean (Before/After)	Increased Range
Memory	1.High	3.23/3.78	0.55
	2.Middle	2.94/3.61	0.67
	3.Low	2.79/3.53	0.74
Cognitive	1.High	3.82/4.13	0.31
	2.Middle	3.68/3.98	0.30
	3.Low	3.42/3.77	0.35
Compensation	1.High	3.98/4.25	0.27
	2.Middle	3.86/4.17	0.31
	3.Low	3.47/4.06	0.59
Meta-cognitive	1.High	3.40/3.93	0.53
	2.Middle	3.25/3.82	0.57
	3.Low	2.83/3.47	0.64
Affective	1.High	3.45/3.96	0.51
	2.Middle	3.38/3.88	0.50
	3.Low	2.95/3.50	0.55

Social	1.High	4.10/4.18	0.08
	2.Middle	3.55/3.98	0.43
	3.Low	3.24/3.78	0.54
Total	1.High	3.68/4.04	0.36
	2.Middle	3.45/3.91	0.46
	3.Low	3.13/3.69	0.56

5.3 Changes in the Oral Japanese Scores of Learners in Experimental Group and Control group

The oral Japanese scores of learners in the experimental group and control group before and after training underwent an independent sample T-test. All results are shown in Table 4.

Table 4 A Comparison of Oral Japanese Scores of Learners in the Experimental group and Control Group Before and After Testing

Groups		N	Mean	Std.Deviation	t	Sig (2-tailed)
Control	pre-test	31	79.35	5.10	0.869	0.388
	post-test	31	80.45	4.84		
Experimental	pre-test	30	79.23	5.45	2.866	0.006
	post-test	30	83.13	5.09		

It was found through the data analysis that two classes had equal oral competence before the experiment. After one semester of oral language learning, the oral scores of learners in both groups increased. The T-test showed there were significant differences between experimental-group learners' scores of oral Japanese before and after the experiment (Sig<0.05); conversely, there was no significant difference between the oral scores of learners in the control group. The comparison shows that oral language learning strategy training effectively improved learners' oral communication competence.

5.4 Changes in Learners' Understanding of Oral Language Learning Strategies

A one-to-one interview was conducted for 30 learners in the experimental group after the experiment. According to interview data, most learners (86.67%) identified with oral strategy teaching, thinking the teaching method was original, had more student-teacher interactions, and helped to clarify learning objectives and explore suitable learning approaches. Before the experiment started, learners generally had weaker strategy awareness. However, strategy training expanded the learners' strategy perspective and enhanced their strategy awareness. Also, it enabled learners to form figurative memory, review regularly, be good at learning from Japanese' communication style and manner of discourse, and develop a good learning habit of making up for deficient language knowledge through the compensation strategy. Meanwhile, learners were guided to monitor their learning processes and adjust affective states in a real-time manner. Besides, classmates discuss with each other and have the coordinative practice to achieve ideal learning effects. More importantly, it raised learners' initiative for oral communication, enhanced their subjective and participatory awareness, and built up the confidence of oral expression.

6 Conclusion

In conclusion, the correct application of learning strategies is conducive for learners to grasp their learning directions and improve learning efficiency through scientific approaches. Meanwhile, it helps learners to develop the ability of independent study and lays a solid foundation for students' lifelong learning. This study constructed the SBI-based teaching mode for oral college Japanese, clarified the values of strategy training, and proved that the oral learning strategy training was an effective approach for elevating learners' oral competence.

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