

## LEARNING STRATEGIES QUESTIONNAIRE FOR JAPANESE

Name in English:

Last: \_\_\_\_\_

First: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

Your level of study in Japanese (Circle one) 1 2 3 4 5

**Directions:** As part of a research project on language learning, we would like you to complete this questionnaire about what you actually do when performing certain kinds of tasks in Japanese.

The questionnaire describes different kinds of tasks you might encounter in your Japanese class. Below each task are statements describing learning techniques, practices, tools, or strategies you might use to help you perform the task.

For each kind of task, read the description. Then read each statement describing possible approaches. Circle one of the options (Never, Rarely, Occasionally, Often) to show how *often* you use the approach described.

The list is not complete, so if you do anything else, please jot it down on the lines provided at the end of each section.

***There are no right or wrong answers. There are only answers that tell what you actually do.***

### ***Reading Japanese***

Reading is a frequent activity you use for learning and using Japanese. You may often read texts such as dialogues and stories in Japanese as part of classwork or on your own.

<b>How often do you do each of the following to help you understand Japanese reading material that is challenging?</b>
--

R1. I decide in advance what my reading purpose is, and then I read with that goal in mind.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R2. I decide in advance specific aspects of information to look for, and I focus on that information when I read.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R3. Before I read, I think of what I already know about the topic.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R4. Before reading, I try to predict what the text will be about.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R5. While I read, I periodically check whether the material is making sense to me.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R6. While reading, I decide whether the information makes sense based on what I already know about the topic.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R7. I imagine scenes or draw pictures of what I am reading.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R8. I act out the situation described in the reading (for example, using real objects to illustrate and put into context what I am reading).

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R9. I encourage myself as I read by saying positive statements such as "You can do it."

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R10. I work with classmates to complete assignments or solve reading comprehension problems.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R11. I use the context, like familiar words, pictures, and the content, to help me guess the meanings of unfamiliar words I read.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R12. I identify what I don't understand in the reading, and I ask a precise question to solve the problem.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R13. I use reference materials (dictionary, textbook, computer program, etc.) to help solve reading comprehension problems.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R14. After reading, I check to see if my predictions were correct.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R15. I summarize (in my head or in writing) important information that I read.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R16. I rate my comprehension by reflecting on how much I understood what I read.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R17. After reading, I decide whether the strategies or techniques I used helped me understand, and I think of other strategies that could have helped.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

R18. I check whether I accomplished my goal for reading.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

**Other approaches:**

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### *Listening to Japanese*

You may often listen to people speaking Japanese--your teacher, classmates, and native speakers (in person, on videotapes, and on cassettes), and you want to make sure you understand them.

<b>How often do you do each of the following to help you understand what you hear in Japanese?</b>
--

L1. I decide in advance what my listening purpose is, and I listen with that goal in mind.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

L2. I decide in advance specific aspects of information to listen for, and I focus on hearing that information.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

L3. Before I listen, I think of what I already know about the topic.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

L4. Before listening, I try to predict what information I'll hear.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

L5. While I listen, I periodically check whether the information is making sense to me.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

L6. While listening, I decide whether the information makes sense based on what I already know about the topic.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

L7. I imagine scenes or draw pictures of what I am hearing.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

L8. I act out the situation as I hear it (for example, using real objects to illustrate and put into context what I am listening to).

*Never*                      *Rarely*                      *Occasionally*                      *Often*

L9. I encourage myself as I listen by saying positive statements such as "You can do it."

*Never*                      *Rarely*                      *Occasionally*                      *Often*

- L10. I work with classmates to complete assignments or solve listening comprehension problems.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- L11. I use the context, like familiar words, pictures, and the content, to help me guess the meanings of unfamiliar words I hear.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- L12. I identify what I don't understand about what I'm hearing, and I ask a precise question to solve the problem.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- L13. I use reference materials (dictionary, textbook, computer program, etc.) to help solve listening comprehension problems.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- L14. After listening, I check to see if my predictions were correct.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- L15. I summarize (in my head or in writing) important information that I heard.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- L16. I rate my comprehension by reflecting on how much I understood what I heard.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- L17. After listening, I decide whether the strategies or techniques I used helped me understand, and I think of other strategies that could have helped.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- L18. I check whether I accomplished my goal for listening.
- Never*                      *Rarely*                      *Occasionally*                      *Often*

**Other approaches:**

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### *Speaking Japanese*

Part of learning and using Japanese is being able to speak it. In class you may have to answer questions, talk to classmates, and give information about yourself. Outside of class you might have conversations with native speakers and friends.

<b>How often do you do each of the following to help yourself speak Japanese?</b>
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- S1. I decide my goal for speaking by thinking about what I want to communicate.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S2. I think about what information is most important to the listener so I can focus on it.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S3. Before speaking, I think of what I know about the topic.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S4. Before I start speaking, I brainstorm words and phrases I can use when talking.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S5. I try to figure out if I'm not making sense to the listener so I can correct myself.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S6. I focus on topics that I know how to talk about, and I use language structures I am familiar with, so that others can understand me.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S7. I practice talking about things that relate to my own life and personal experiences.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S8. I imagine or draw a picture or situation that I want to talk about to help guide me when I'm speaking.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S9. I use real objects or act out the situation to illustrate and put into context what I am talking about.
- Never*                      *Rarely*                      *Occasionally*                      *Often*

- S10. I increase my confidence level by encouraging myself.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S11. I work with classmates to practice speaking Japanese.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S12. If I don't know how to say something, I substitute what I do know how to say.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S13. If I don't know how to say something, I ask a more proficient speaker how to say it.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S14. If I don't how to say something, I look it up in reference materials (dictionary, textbook, computer program, etc.).
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S15. After speaking, I think about whether the words & phrases I brainstormed helped the listener understand me.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S16. I mentally or verbally summarize what I've just said to see if makes sense.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S17. After I speak, I rate how well I did.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S18. I assess whether the strategies I used for speaking helped me, and I think of other strategies that could have helped.
- Never*                      *Rarely*                      *Occasionally*                      *Often*
- S19. I check whether I have accomplished my goal in communication.
- Never*                      *Rarely*                      *Occasionally*                      *Often*

**Other approaches:**

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## VOCABULARY LEARNING STRATEGIES QUESTIONNAIRE FOR JAPANESE

Name in English:

Last: \_\_\_\_\_

First: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

Your level of study in Japanese (Circle one) 1 2 3 4 5

**Directions:** As part of a research project on language learning, we would like you to complete this questionnaire about what you actually do when you are studying Japanese vocabulary.

The questionnaire lists statements describing learning techniques, tools, or strategies you might use to help you remember vocabulary.

Read each statement describing possible approaches, and circle one of the options (Never, Rarely, Occasionally, Often) to show how often you use the approach described.

This list is not complete, so if you do anything else to study and remember Japanese vocabulary, please jot it down on the lines provided at the end.

*There are no right or wrong answers. There are only answers that tell what you actually do.*

### *Learning vocabulary in Japanese*

Learning new words is a major part of learning Japanese. You have to learn vocabulary given to you by your teacher. You might also learn words that you want to know.

<b>How often do you do each of the following to help you learn new words and phrases in Japanese?</b>
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V1. As I think about a Japanese word, I imagine or draw a picture of the object/idea the word represents.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

V2. I think of something or someone in my life that the word reminds me of, and I remember that connection when I need to recall the word.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

V3. I make a point of learning words that relate to my life.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

V4. I group words that are similar or are related in some way.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

V5. I hold or point to an object that the Japanese word represents while thinking or saying the word.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

V6. I think of an English word that looks or sounds like the Japanese word, and I think about how the meanings are related.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

V7. I look for structural rules (prefixes, suffixes, roots, etc.) that give clues to the word's meaning.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

V8. I think of an English word that sounds like the Japanese word, AND I get a picture in my mind to link the meanings of the English and Japanese words.

*Never*                      *Rarely*                      *Occasionally*                      *Often*

V9. I review new words with a classmate.

*Never*

*Rarely*

*Occasionally*

*Often*

V10. I test myself to see if I have learned the words.

*Never*

*Rarely*

*Occasionally*

*Often*

**Other approaches:**

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