

# การวิเคราะห์กลยุทธ์การเรียนรู้ตัวอักษรคันจิ ด้วยวิธีการวัดแบบ SILK

## บทคัดย่อ

การเรียนรู้คันจิ (Kanji) หรือตัวอักษรจีนที่ใช้ในระบบการเขียนภาษาญี่ปุ่นนั้น เป็นสิ่งหนึ่งที่ยากที่สุดสำหรับผู้เรียนที่ภาษาแม่ไม่มีความเกี่ยวข้องกับตัวอักษรจีน โดยเฉพาะอย่างยิ่ง รูปแบบตัวอักษร เส้น และลำดับขั้นตอนการเขียนนั้น มีความแตกต่างกับตัวอักษรไทยเป็นอย่างมาก คันจิถือได้ว่าเป็นตัวอักษรที่ยากต่อการเรียนรู้สำหรับผู้เรียนคนไทย และจนถึงปัจจุบันนี้งานวิจัยที่เกี่ยวข้องกับการเรียนการสอนคันจิก็ยังมีไม่เพียงพอนัก ดังนั้นในงานวิจัยนี้ จึงมีวัตถุประสงค์ดังต่อไปนี้ 1. เพื่อสร้างกลยุทธ์ในการเรียนรู้ตัวอักษรคันจิของนักศึกษาในประเทศไทยโดยใช้ SILK (Strategy Inventory for Learning Kanji) 2. เพื่อนำเสนอแนวทางการสอนคันจิที่เป็นประโยชน์แก่ผู้สอนภาษาญี่ปุ่นในประเทศไทย ในงานวิจัยนี้มีนักศึกษาศาสาภาษาญี่ปุ่น มหาวิทยาลัยมหาสารคามจำนวน 169 คนเข้าร่วม ซึ่งใช้แบบสอบถามที่ประกอบด้วยคำถามแบบปลายเปิดและคำถามแบบปลายปิดนำมาใช้ในการสำรวจสอบถาม ซึ่งผลลัพธ์ที่ได้คือ 1) ความถี่ (the frequency part) เป็นกลยุทธ์ที่ใช้มากที่สุด และเสียง (the sound part) เป็นกลยุทธ์ที่ใช้น้อยที่สุด 2) สำหรับผู้เรียนภาษาญี่ปุ่นที่เป็นคนไทย การใช้แบบเรียนสำหรับการเรียนคันจิและเอกสารประกอบการเรียนด้านทัศนวัสดุ การนำเสนอบทความที่มีหลากหลายรูปแบบมาใช้ การใช้สื่อ การเน้นย้ำความสำคัญของการเรียนคันจิ การศึกษาวิธีการเรียนรู้ที่เป็นรูปธรรม เป็นต้น กล่าวได้ว่าเป็นสิ่งที่ทำให้เกิดประสิทธิภาพต่อการเรียนรู้คันจิ

คำ

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# Analysis of Kanji Learning Strategies Using Strategy Inventory for Learning Kanji (SILK)

## Abstract

Kanji learning is one of the most difficult areas for Japanese learners from non-Kanji backgrounds. In particular, there are many differences between Thai characters and Kanji, such as the shape of characters, lines, and stroke order. Kanji can be very difficult to learn for the Thais; however, research in this area has not been sufficiently carried out. The purpose of this study was to focus on the following: 1. to derive the Kanji learning strategies of university students in Thailand using SILK (Strategy Inventory for Learning Kanji); and 2. to provide useful Kanji teaching ideas for Japanese lecturers in Thailand. A total of 169 students participated in this study, all of whom were students from the Japanese Department at Mahasarakham University. Utilizing the mixed-methods approach, the research data were collected using a set of questionnaires that consisted of closed-ended and open-ended items. The findings indicated that: 1) the frequency part was the most common, and the sound part was the least used of the Kanji learning strategies; 2) the visual aspects of teaching materials, the use of different types of tests, the media used in Kanji learning, emphasis on the necessity of Kanji, and teaching using a systematic approach to learning should be considered when teaching Kanji to Thai learners.

## Key words

Kanji, SILK, learning strategies

## 1. Introduction

Kanji<sup>1</sup> learning is one of the most difficult areas for Japanese learners from non-Kanji backgrounds (Banno and Ikeda, 2009, p.13). In particular, Thailand is geographically close to China and Vietnam, but uses its own language without being influenced by the languages of these countries. Thai characters are used to write the Thai which belongs to phonogram (Furui, 2012, p.1183). On the other hand, Kanji belongs to the logographic writing system (Takagi, 2016, p.2). Moreover, there are many differences between Thai characters and Kanji, such as shape of characters, line and stroke order, etc. (Hayashi, 2011, pp.86-87). In addition, according to a survey of Japanese Kanji learners in Thailand, Kanji is a character that is difficult to memorize because of its complex shapes and many strokes and so on (Wimonwittaya, 2014, p.36).

As mentioned above, Kanji can be very difficult to learn for the Thais. However, research on it has not been done sufficiently. Until recently, only a small number of Kanji-related researches for Thai students have been conducted in Japan and Thailand. The main themes of the researches are ‘Learning Strategies’, ‘Survey on Awareness’ and ‘Teaching Methods’<sup>2</sup>. In particular, analysis of ‘Learning Strategies’ can be very useful because it can lead to effective teaching strategies.

Watanabe (2014) focused on the development of the Kanji words learning strategies for Non-Kanji background learners and conducted interviews with 25 Non-Kanji background learners and 15 native Japanese speakers. After the questionnaire was drawn up based on the results of the interview, a survey was conducted on 150 Japanese learners and native Japanese speakers. Then, the Kanji words learning strategies’ scale and questionnaire were developed through exploratory factor analysis. Additionally, Kobayashi (2017) attempted to develop new questionnaire items for Japanese learners in Thailand under the JFL (Japanese as a Foreign Language) environment using the scale of Kanji words learning strategies which was developed by Watanabe (2014).

Banno and Ikeda (2008) investigated how the learning attitudes and Kanji learning strategies of students from Non-Kanji cultures vary according to their Kanji proficiency levels. The participants were 151 college students who were studying Japanese in Japan and the U.S.

Somchai (2008) attempted a comparative analysis with Kanji learners of the Philippines based on the results of research on learning beliefs and learning strategies of Kanji learners in Thailand. SILL (Strategy Inventory for Language Learning) was used as the analysis tool of the study.

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<sup>1</sup> A system of Japanese writing using Chinese characters, used primarily for content words (<https://en.oxforddictionaries.com/definition/kanji>)

<sup>2</sup> Search result from the references of <https://c.niil.ac.jp/> and [https://scholar.google.com/schhp?hl=en&as\\_sdt=1,5](https://scholar.google.com/schhp?hl=en&as_sdt=1,5)

The purpose of this study is to focus on the following, unlike the previous studies on the Kanji learning strategies.

(1) To derive the Kanji learning strategies of the university students in Thailand using SILK (Strategy Inventory for Learning Kanji).

(2) To provide useful Kanji teaching ideas for Japanese lecturers in Thailand.

## 2. Theoretical Background

### 2.1 Language Learning Strategies

There have been many classifications and definitions on the Language Learning Strategies since 1990.

Rubin (1994) divided Language Learning Strategies into three groups: learning strategies which contribute directly to the learning process; communication strategies which are used by learners while they are performing in the language; and social strategies which are used by learners as they engage in situations with others in order to practice the language.

O'Malley and Chamot (1990) suggested that Language Learning Strategies can be divided into three groups: metacognitive strategies, cognitive strategies, and socioaffective strategies. His first group refers to the activities learners use to plan, to pace, and to monitor their own learning. The second group refers to the activities learners use to obtain, store, retrieve, and use language information. The third group

refers to activities that are related to social-mediating activities and interacting with others. Oxford (1990) established two general groups into which Language Learning Strategies may be divided: direct strategies and indirect strategies. The first group refers to the activities that have a direct influence on the learning process such as memory, cognitive, and compensation strategies which help learners to overcome knowledge gaps in order to continue the communication. The second group refers to the activities that have an indirect influence on the learning process. Oxford stated that metacognitive strategies, affective strategies, and social strategies are part of the second group. Cohen (1998) also suggested two groupings for Language Learning Strategies: those which refer to the activities learners use to help them obtain and store language information, and language-use strategies which help learners to retrieve language information and to perform in the language (as cited in Jorge, 2010, pp.96-97). However, Rose (2015) and Shatz (2014) defined the Language Learning Strategies as a term referring to the process and actions that are consciously deployed by language learners to help them to learn or use a language more effectively. In this study, the Rose and Shatz's definition is cited.

### 2.2 SILK

SILK stands for "Strategy Inventory for Learning Kanji" created by Bourke (1996) and it

is one systematic taxonomy example where orthography-specific characteristics are incorporated into a language-learning strategy inventory. A combination of interviews, think-aloud protocols and free recall tests on the kanji learning process of several Australian students and observations of native children studying kanji in Japan were used as resources for the formulation of the inventory. Strategies are grouped into direct (strategies dealing directly with the task) and indirect (strategies for managing your learning) groups, similar to that of Oxford's SILL. These are again subdivided into

In addition, the questionnaire mentioned in Watanabe (2014, pp.32-34) was translated into Thai and used with the Japanese version. It consists of 56 items in total and its structure is as follows.

### 3. Methodology

#### 3.1 Participants

A total of 169 students participated in this study, all of whom are students from the Japanese Department at Mahasarakham University (hereinafter, referred to as MSU) in Thailand. The survey group was composed of

**Table 1 Structure of SILK**

Part	Item	Part	Item
A 関連付け (Association)	9	I 文脈 (Sequence)	2
B ストーリー (Stories)	4	J 身体的・心理的反応 (Physical/Emotional response)	4
C 部首 (Radicals)	3	K 音 (Sound)	4
D 繰り返し (Frequency)	2	L 筆順 (Stroke order)	3
E 経験 (Experience)	2	M 学習計画 (Planning your learning)	10
F 視覚化・イメージ (Visualization)	2	N 学習評価 (Evaluating your learning)	3
G 自己モニター (Self-monitoring)	3	O 他人との協力 (Cooperating with others)	3
H 補償 (Compensation)	2	合計	56

fifteen subsets that are specifically focused on the learning processes of kanji (as cited in Gayathri, 2003, pp.5-6). In this study, SILK is used as a tool to measure Kanji learning strategies as it facilitates comparison and review among different researchers and learners in the analysis of Kanji learning strategies (Ishii and Kim, 2012, pp.52-53).

61 first-year students, 42 second-year students, 51 third-year students and 15 fourth-year students. The fourth year students are currently on field placement, so only a few could participate in the research.

#### 3.2 Data Collection

This study employed mixed-method approaches. The research data was collected

through a set of questionnaires which consisted of closed-ended and open-ended items. The closed-ended item has two main parts. The first part was designed to collect basic data of the participants' Japanese proficiency and the SILK was used as the second part to extract Kanji learning strategies. The open-ended item also has two parts, designed to reveal other preferred strategies of Thai university students in addition to the Kanji learning strategies listed in the SILK. The total number of items in the questionnaire are shown in the table below.

**Table 2 Number of questionnaire**

Method	Part	Elicitation	Number
Closed-ended	Basic data	Japanese proficiency	2
	SILK	Strategies for learning Kanji	40
		Strategies for managing learning	16
Open-ended		Strategies for learning Kanji	1
		Strategies for managing learning	1
Total			60

the questionnaire was analyzed using the Microsoft Excel software to calculate arithmetic means and standard deviation. The Pearson correlation coefficient was used for factor analysis. The results were then presented in tables.

Meanwhile, the qualitative data from the open-ended items were analyzed, using the open coding technique (Strauss and Corbin, 1990). This technique was used in order to identify the phenomenon found in the texts and their meaning. First, the participants' answers to the open-ended items were transcribed. Then the

The survey was conducted using Google forms for 10 days between January 25, 2018 and February 3, 2018 and the respondents accessed the forms at a convenient time and place during this period.

### 3.3 Data Analysis

In order to verify the reliability of the questionnaire, the Cronbach's alpha coefficient was derived by using the Microsoft Excel's Anova: Two-factor Without Replication (Microsoft Excel 2013, 15.0.4997.1000). The quantitative data from

concepts were derived from the text and similar concepts were integrated and categorized.

## 4. Quantitative Results

### 4.1 Reliability of the questionnaire

To verify the reliability of the questionnaire, the Cronbach's alpha coefficient was calculated as follows: the reliability is considered to be sufficiently high<sup>3</sup> by obtaining a high value of the alpha coefficient.

<sup>3</sup> Generally, 0.6 of alpha coefficient or more is considered to be reliable.

Table 3 Alpha coefficient

$\alpha$ coefficient	Number of the questionnaire
0.94 <sup>4</sup>	56 <sup>5</sup>

Table 4 Learning time

Learning time	Number of the participants
6M – 1Y	32
1Y – 1Y 6M	19
1Y 6M – 2Y	14
2Y – 2Y 6M	26
2Y 6M – 3Y	25
3Y – 3Y 6M	25
3Y 6M – 4Y	15
4Y+	13
<b>total</b>	<b>169</b>

#### 4.2 Learning time & using the Kanji learning strategies

The details of the participants' learning times are in the table below.

Approximately 70% of the participants have learnt Japanese within the last 3 years and this indicates that they have very little prior

learning experience in Japanese before entering the MSU.

The mean values and standard deviations of each learning time were extracted into High and Low frequency strategies. In the table 5 below, the derived figures are shown as 15 Kanji learning strategies parts.

<sup>4</sup> 0.938898 rounded to 2 decimal places

<sup>5</sup> Among the 60 items, there are 56 items on the 5-point scale.

<sup>6</sup> Refer to table 1 for the abbreviations of each part

Table 5 Using the Kanji learning strategies by learning time

Learning time	Fre.	Part <sup>6</sup>	Mean	S.D
6M – 1Y	High	Fre.	3.88	0.65
		Com.	3.48	1.00
	Low	Eva.	2.22	0.66
		Sou.	2.21	0.65
1Y – 1Y 6M	High	Fre.	3.71	0.67
		Com.	3.45	0.81
	Low	Coo.	2.56	1.04
		Sou.	2.53	0.67
1Y 6M – 2Y	High	Fre.	3.68	1.03
		Exp.	3.68	0.97
	Low	Eva.	2.55	0.79
		Sou.	2.14	0.70
2Y – 2Y 6M	High	Fre.	3.50	0.72
		Com.	3.40	0.98
	Low	Coo.	2.31	0.98
		Sou.	2.15	0.74
2Y 6M – 3Y	High	Fre.	3.96	0.82
		Com.	3.46	0.97
	Low	Eva.	2.64	0.71
		Sou.	2.54	0.70
3Y – 3Y 6M	High	Fre.	3.78	0.76
		Exp.	3.26	0.81
	Low	Sou.	2.37	0.71
		Eva.	2.35	0.77
3Y 6M – 4Y	High	Fre.	3.43	0.90
		Com.	3.13	0.94
	Low	Sto.	2.18	0.66
		Sou.	2.18	0.68
4Y+	High	Fre.	3.88	0.79
		Exp.	3.65	0.85
	Low	Sou.	2.48	0.69
		Eva.	2.26	0.61



The frequency part is the most common of the Kanji learning strategies, followed by the compensation and the experience parts, regardless of the learning time. Table 5 shows that there is no relation between the Kanji learning strategies with a high frequency and the learning times.

Some items with a mean value of 3.5 or higher<sup>7</sup> were found; 2 items in the frequency part ('I remember Kanji by writing them out numerous times until I know them', 'I remember the Kanji which I use often') and 1 item in the experience part ('I learn a Kanji if I think I'm going to need it in the future'). This shows that it is effective to teach learners focusing on the use of Kanji in various situations frequently encountered in daily life.

On the other hand, the Kanji learning strategies part that is least used is the sound part, followed by the evaluation, the cooperation and the stories parts. The strategies with a low frequency are not related to the learning times as well.

8 items with a mean value less than 2.5 were extracted from 5 parts and the details are as follows: strategies for learning Kanji (1 item in the radicals part, 2 items in the sound part) and strategies for managing learning (3 items in the planning your learning part, 1 item in the evaluating your learning part and 1 item in the cooperating with others part). The fact that 5 items were derived from the strategies for managing learning shows that there are many passive learners among the participants.<sup>8</sup>

According to the analysis results of table 5, it is important to emphasize the necessity of Kanji and to teach the use of Kanji that Japanese learners often encounter in daily life. It is expected to develop a positive learning attitude and improve the learners' Kanji abilities.

### 4.3 Correlation between the Kanji learning strategies

As a result of the analysis, the parts that showed strong positive correlations are as follows:<sup>9</sup>

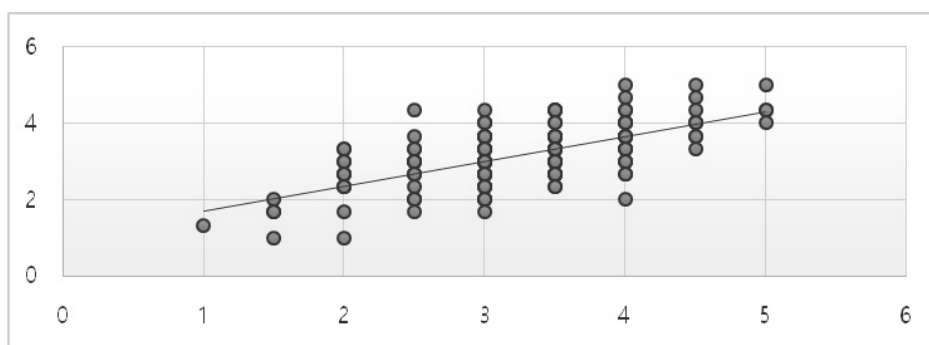


Figure 1 Visualization and Self-monitoring<sup>10</sup>

<sup>7</sup> On the 5 point of Likert Scale, 2.5~3.5 corresponds to 'the sometimes', 3.5 or above is highly positive and less than 2.5 is interpreted as high negative (Hyun and Kim, 2017, p.353)

<sup>8</sup> The part of the strategies for managing learning is a useful tool for planning and coordinating the overall Kanji learning process. (<http://kanji-silk.net/strategies/managing/index.html>) Hence, the small number of users of this part can be translated that there are fewer self-directed learners in the participants.

<sup>9</sup> In this study, the guidelines for interpretation of a correlation coefficient ( $-0.3 < r < 0.3 \rightarrow$  weak,  $-0.5$  to  $-0.3$  or  $0.3$  to  $0.5 \rightarrow$  moderate,  $-0.9$  to  $-0.5$  or  $0.5$  to  $0.9 \rightarrow$  strong,  $-1$  to  $-0.9$  or  $0.9$  to  $1 \rightarrow$  very strong) was adopted. ([https://www.sheffield.ac.uk/polopoly\\_fs/1.5364581/file/MASH\\_Correlation\\_R.pdf](https://www.sheffield.ac.uk/polopoly_fs/1.5364581/file/MASH_Correlation_R.pdf))

<sup>10</sup>  $r = .633$ ,  $p < .05$ ,  $N = 169$

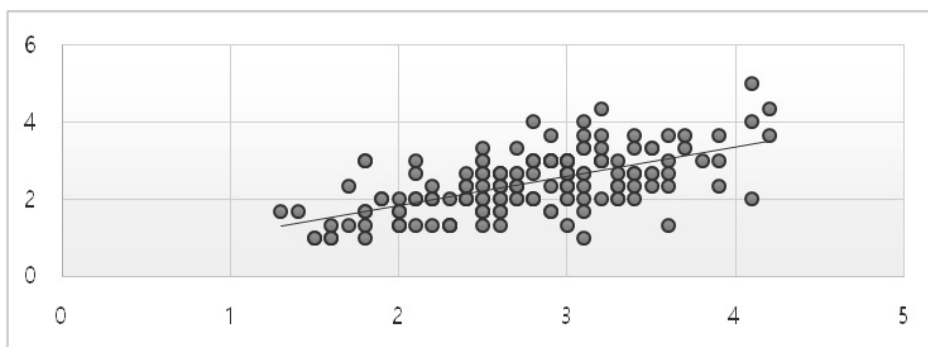


Figure 2 Planning your learning and Evaluating your learning<sup>11</sup>

Although the above four Kanji learning strategies' parts were not preferred by the participants, there were strong positive linear relationships between the variables. Referring to Figure 1, lecturers need to consider the visual aspects (character size, font and layout etc.) from the learners' point of view when choosing Kanji textbooks or producing teaching materials. In addition to this, quizzes and other tests should be conducted frequently to ensure that learners are aware of their knowledge gaps in learning Kanji.<sup>12</sup>

Figure 2 shows the importance of teaching the learning strategies for planning and managing Kanji. As mentioned before, there may be many reasons for the passive attitude of the participants in learning Kanji, one of these being the lack of a systematic approach to learning. Therefore, time should be allocated for the above parts that are not fully covered in typical language courses.

In contrast to the parts with a strong positive correlation, there were other parts with correlation coefficients close to zero.

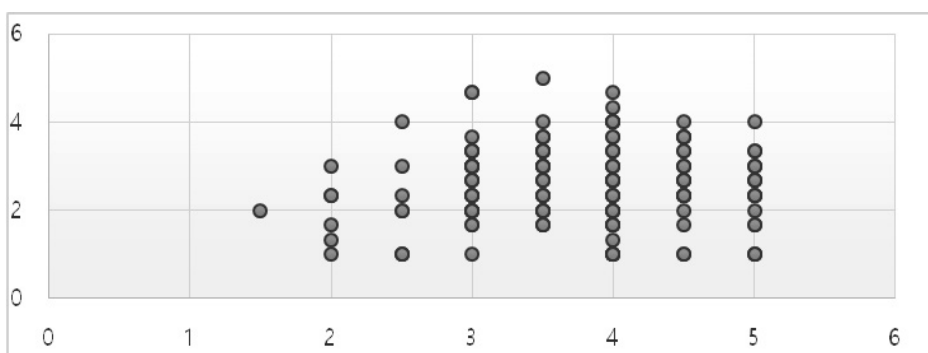


Figure 3 Frequency and Cooperating with others<sup>13</sup>

<sup>11</sup>  $r=.608$ ,  $p<.01$ ,  $N=169$

<sup>12</sup> The main idea of the strategy of self-monitoring part is that students learn from test. Refer to appendix '自己モニター' for details.

<sup>13</sup>  $r=.036$ ,  $p<.01$ ,  $N=169$

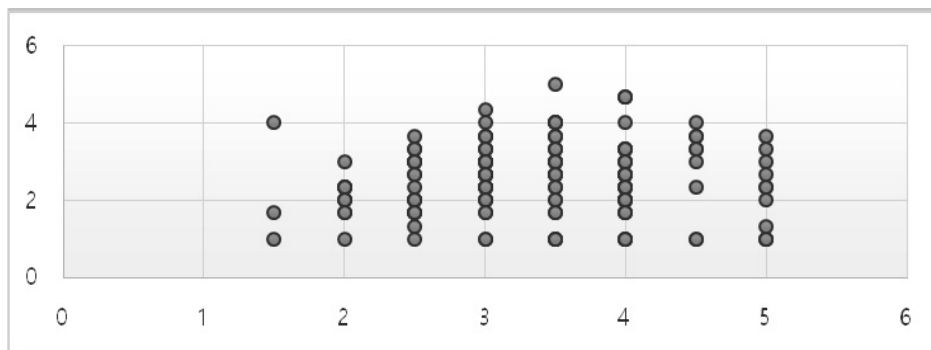


Figure 4 Experience and Cooperating with others<sup>14</sup>

The figures indicate that there are no associations between the variables.

## 5. Qualitative Results

The answers to the open-ended questions were received from 46 participants for the strategies for learning Kanji and 56 participants for the strategies for managing

learning. Sub-categories were derived from collecting only those answers which were in the appropriate form (excluding answers unintelligible or not relevant to the questions). Consequently, 7 categories were constructed by grouping similar sub-categories. This analysis process is illustrated as below:

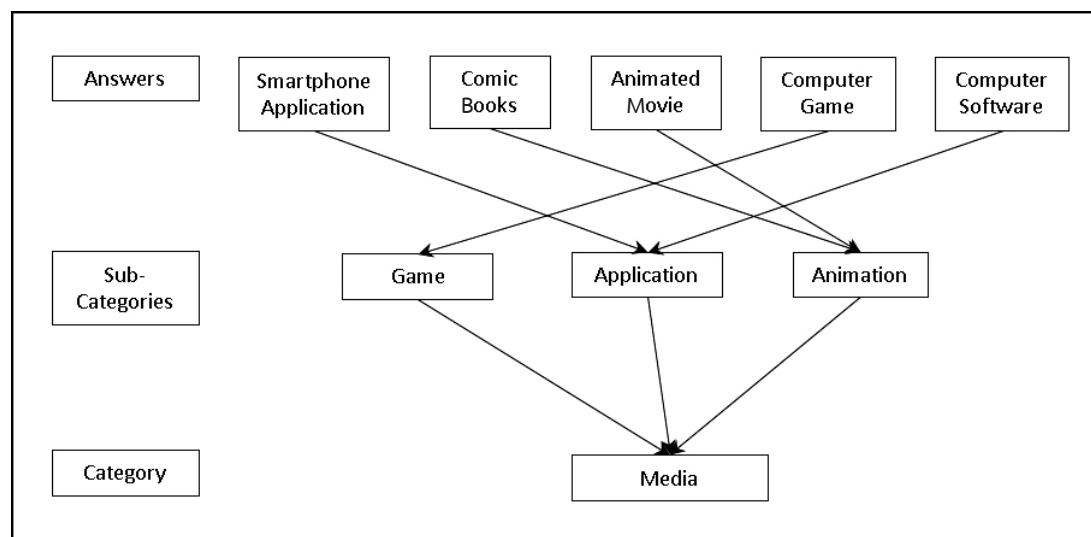


Figure 5 Open coding process

<sup>14</sup>  $r=.050$ ,  $p<.01$ ,  $N=169$

**Table 6 Results of open coding**

	N	Sub-categories	Categories
Strategies for learning Kanji	46	Game	(Media)
		(Application)	
		Animation	
		Attach to a wall	Frequency
		Attach to a thing	
		See often	
		Associate with objects	Association
		Yomigana	Pronunciation
Sub total		8	4
Strategies for managing learning	56	Kanji card	Tool
		During the class	Immediacy
		During the day	
		Memorize immediately	
		Pop culture	(Media)
		(Application)	
		Memorize when it needs	Necessity
Sub total		7	4
Total	102	15(14) <sup>15</sup>	8(7)

The most notable of the seven categories is the media. Many participants use the media when they learn Kanji and it has not been addressed at all in the SILK. This shows that there is a clear distinction between learners at the time the SILK was written (Bourke, 1996) and current learners. In addition, it can be seen that there have been many changes in Kanji learning environments and tools. Of course, this result may only be for Thai students, but considering

digitization progress in numerous areas, it will be necessary to increase the proportion of the media use in Kanji learning in the future.

## 6. Conclusion

Through the study, not only was it possible to grasp the Kanji learning strategies of learners in Thailand, but also some ideas that may be applied to Kanji teaching in the future were derived. The details are as follows:

<sup>15</sup> The number in parentheses counts multiple instances of a category in the different strategies as one.

<sup>16</sup> The total of valid responses were 18 out of 46 in the strategies for learning Kanji and 22 out of 56 in the strategies for managing learning. Among them, 6 responses and 14 responses respectively, were related to the media category.

1. Kanji learning strategies: the frequency part is the most common of the Kanji learning strategies, followed by the compensation and the experience parts; the least used is the sound part, followed by the evaluation, the cooperation and the stories parts.

2. Ideas for Kanji teaching: it is important to emphasize the necessity of Kanji and to teach the use of Kanji that Japanese learners often encounter in daily life;<sup>17</sup> it is necessary to consider the visual aspects of teaching materials;<sup>18</sup> different types of tests should be conducted in a frequent manner;<sup>19</sup> time should be allocated for the systematic approach to learning that are not fully covered in typical language courses;<sup>20</sup> it is also necessary to increase the proportion of the media (game, application software, animation and pop culture etc.) use in Kanji learning.<sup>21</sup>

However, there are two limitations in this study. First, it can be difficult to generalize the results, because the research participants consisted only of MSU students. Second, correlations between variables were confirmed by correlation analysis, but causation has not been adduced.

In order to overcome the limitations stated above, research participants will be collected from various regions in Thailand. This will help to ensure the generality of the findings. Additionally, regression analysis will be conducted to clarify the causal relationship between variables.

At last, based on the results, a follow-up study will be required to provide more detailed and various information that can be applied immediately in class.

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<sup>17</sup> Refer to analysis for table 5

<sup>18</sup> Refer to analysis for figure 1

<sup>19</sup> Refer to analysis for figure 1

<sup>20</sup> Refer to analysis for figure 2

<sup>21</sup> Refer to analysis for table 8

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## ภาคผนวก (Appendix)

### Strategy Inventory for Learning Kanji (Watanabe, 2014, 32-34)

関連付け	新しく学習した漢字をすでに知っている漢字と結びつける。
	新しく学習した漢字をカタカナと結びつける。
	新しく学習した漢字を他の図形などと結びつける。
	新しく学習した漢字をアルファベットと結びつける。
	新しく学習した漢字を同じ意味を持つ別の漢字と結びつける。
	新しく学習した漢字を反対の意味を持つ別の漢字と結びつける。
	新しく学習した漢字を形が違うが同じ読み方をする漢字と結びつける。
	新しく学習した漢字を形が似ているが違う読み方をする漢字と結びつける。
ストーリー	形が似ている漢字同士を、混乱しないように比較し、対比する。
	漢字が私にとって何に見えるかに基づいたストーリーを作る。
	漢字の部品に基づいたストーリーを作る。
	教師から教わったストーリーを使う。
部首	参考書に載っていた漢字を覚えるためのストーリーを使う。
	同じ部首を持つ漢字のグループを作る。
	まず漢字の部首を思い出し、そこから漢字の全体を思い出す。
繰り返し	漢字を部首の意味と結びつける。
	わかるまで何度も書いて漢字を覚える。
経験	よく使う漢字を覚える。
	その漢字が思い浮かぶ個人的な経験と結びつける。
視覚化／イメージ	必要になると思う漢字を覚える。
	頭の中で漢字を思い浮かべ、そのイメージを紙に書き写す。
自己モニター	勉強するときに読んだ本のページ上で見えたように漢字を記憶する。
	漢字のテストをして、わからなかった漢字をもう一度学習する。
	間違えた漢字を単語帳に書いていつでも見られるようにしておく。
補償	間違えやすい漢字をとことん練習する。
	知らない漢字を辞書で調べる。
文脈	漢字についてよくわからないことがある時、他の人に質問する。
	よく使う文脈で漢字を関連付けして覚える。
身体的／心理的反応	新しい漢字を文にを使って、文脈で覚える。
	漢字を書いた感覚で覚える。
	何らかの理由で「好きではない」ためにある漢字を覚えた。
	特別に難しかったためにある漢字を覚えた。
音	何らかの理由で「気に入った」漢字を覚えた。
	日本語の音（読み方）と英語の意味とを結びつける。
	英語の音と漢字の意味とを結びつける。
	日本語の音（読み方）とアルファベットとを結びつける。
筆順	筆順や部首に名前を付けて、歌いながら覚える。
	筆順を記憶して漢字を覚える。
	筆順の最初の一つを覚えておけば、残りは自然に思い出す。
	リズムで筆順を覚える。
	学習を計画するストラテジー
学習計画	一日／一週間ごとに漢字を学習するための時間を設定する。
	繰り返し漢字を勉強するために単語帳を使う。
	漢字を練習するためにコンピュータを使う。
	できるだけ漢字を使う。（例：授業中にノートをとるとき。／宿題を提出するとき。）
	漢字の参考書の情報を整理するためにラインを引く。
	本で調べたり人に聞いたりして良い漢字学習の方法を探す。
	授業で指定されたもの以外に、漢字学習用の教材を買う。
	図書館で漢字学習用の教材を借りる。
	一週間ごとに達成したい漢字学習のゴールや目的を設定する。
	どれだけの漢字を学習するか、長期間のゴールを設定する。
学習を評価する	学習した漢字を覚えているかどうか確かめるため、定期的にテストをする。
	私が知っている漢字のリストを残しておく。
	学習の進捗とその時の気持ちを記録するために漢字学習日記を書く。
他の人と協力する	他の人と協力して、一緒に練習する。
	漢字学習タスクについて感じたことを他の人と話し合う。
	自分の漢字学習を他の人にテストしてもらう。