Japanese Language Learning Strategies : Case study student in Japanese subject part, Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University

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Abstract : The research aimed to study the use of learning strategies for Japanese language among college students with different learning achievements who study Japanese as a foreign language in the Higher Education's level. The survey was conducted by using a questionnaire adapted from Strategy Inventory for language Learning or SILL (Oxford, 1990), consisting of two parts: questions about personal data and questions about the use of learning strategies for Japanese language. The samples of college students in the Japanese language program were purposively selected from Suansunandha Rajabhat University. The data from the questionnaire was statistically analyzed by using mean scores and one-way ANOVA. The results showed that Social Strategies was used by the greatest number of college students, whereas Memory Strategies was used by the least number of students. The students in different levels used various strategies, including Memory Strategies, Cognitive Strategies, Metacognitive Strategies and Social Strategies, at the significance level of 0.05. In addition, the students with different learning achievements also used different strategies at the significance level of 0.05. Further studies can explore learning strategies of other groups of Japanese learners, such as university students or company employees. Moreover, learning strategies for language skills, including listening, speaking, reading and writing, can be analyzed for better understanding of learners' characteristics and for teaching applications.

Keywords : language learning strategies, achievement, Japanese, college students
Conference Title : ICICC 2014 : International Conference on Identity, Culture and Communication
Conference Location : London, United Kingdom
Conference Dates : May 26-27, 2014