Abstract

The research aims to study the use of learning strategies for Japanese language among Thai students with different learning achievements who study Japanese as a foreign language in the upper secondary 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 490 upper secondary students in the Japanese language program were purposively selected from five different schools in Bangkok, including Sri Ayudhya School, Assumption College Thonburi, Benjamarachalai School, Triam Udom Suksa School and Patumwan Demonstration School. 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 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 a 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.