

STRATEGY INVENTORY FOR LEARNING KANJI (SILK)
Test Instrument for Identifying Strategies in Use for Learning Kanji
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The Strategy Inventory for Learning Kanji (SILK) Test Instrument is designed to gather information about how you, as a student of Japanese as a foreign language, go about learning kanji. On the following pages, you will find statements describing possible approaches to the kanji learning task. Please read each statement and mark the response (1, 2, 3, 4 or 5) that describes how often you use that particular approach.

<u>Possible Responses:</u>	1	NEVER
	2	ALMOST NEVER
	3	SOMETIMES
	4	QUITE OFTEN
	5	VERY OFTEN

Please note that there are **no right or wrong answers** and **no ‘best’ average scores** for the different parts. Each individual will approach the task in his/her own unique way. This instrument is designed to give you a profile which summarises the way you are approaching the task of learning kanji to make you more aware of the strategies you use and to introduce some strategies you may not have thought of using yourself.

GROUP 1: Strategies for learning kanji

These are “tools” that you can use to understand the way kanji are made up and to try to remember them in a way that they can be more easily remembered at a later date.

A ASSOCIATION

- A1 I create associations between the new kanji and other kanji I already know
- A2 I create associations between the new kanji and katakana
- A3 I create associations between the new kanji and other known symbols
- A4 I create associations between new kanji and letters of the alphabet
- A5 I associate kanji with other kanji from the same meaning group
- A6 I associate kanji with kanji that mean the opposite
- A7 I associate kanji with other kanji that look different but have the same reading
- A8 I associate kanji with other kanji that look the same but have a different reading
- A9 I compare and contrast kanji that look similar so as not to confuse them

B STORIES

- B1 I make up my own stories according to what the kanji looks like to me
- B2 I make up my own stories according to the component elements of the kanji
- B3 I use stories told to me by my teacher
- B4 I use stories I find in reference books on how to remember kanji

C RADICALS

- C1 I group the kanji with other kanji containing the same radical
- C2 I remember the radical first and it helps me remember the kanji
- C3 I associate the kanji with the meaning of the radical

D FREQUENCY

- D1 I remember kanji by writing them out numerous times until I know them
- D2 I remember the kanji which I use often

E EXPERIENCE

- E1 I associate kanji with some personal experience the kanji reminds me of
- E2 I learn a kanji if I think I'm going to need it in the future

F VISUALISATION

- F1 I visualise the kanji in my head and transfer the image to paper.
- F2 I remember what it looked like on the page where I learned it from.

G SELF-MONITORING

- G1 I test myself and relearn the kanji I didn't know
- G2 I write the kanji I have trouble with in a separate book for easy reference
- G3 I practise more thoroughly kanji that are easily confused

H COMPENSATION

- H1 If I don't know a kanji, I look it up in a dictionary
- H2 If I'm not exactly sure of a kanji, I ask someone who knows

I SEQUENCE

- I1 I associate the kanji with other kanji in the sequence it's often used in.
- I2 I place the new kanji in a sentence and remember it in that context.

J PHYSICAL/EMOTIONAL RESPONSE

- J1 I remember the kanji by the way it feels to write it.
- J2 I remember some kanji because I don't like them for some reason
- J3 I remember some kanji because they are especially difficult
- J4 I remember some kanji because I like them for some reason

K SOUND

- K1 I associate the Japanese sound with the meaning of an English word
- K2 I associate the English sound with the meaning of the kanji
- K3 I associate the Japanese sound with a letter of the alphabet
- K4 I give names to the strokes or elements and use chants to remember kanji

L STROKE ORDER

- L1 I remember kanji because I have committed the stroke order to memory
- L2 If I remember the first stroke, the rest comes naturally
- L3 I use rhythm to remember stroke order

GROUP II: Strategies for managing learning

These strategies are for planning and coordinating the overall kanji learning process.

M PLANNING YOUR LEARNING

- M1 I have a set time each day/week which I spend learning kanji
- M2 I use flashcards to repeatedly practise kanji
- M3 I use a computer program to practise kanji
- M4 I use kanji as often as I can (e.g. in class notes, homework assignments etc.)
- M5 I use a highlighter to organise the information in my kanji learning book
- M6 I try to find better ways of learning kanji from books or by talking to others.
- M7 I buy kanji learning resources additional to those required in my course.
- M8 I borrow kanji learning resources from the library
- M9 I set myself goals and objectives for what I wish to achieve each week
- M10 I set myself a long-term goal on how many kanji I want to learn

N EVALUATING YOUR LEARNING

- N1 I test myself regularly to check whether I know the kanji I have studied
- N2 I keep a list of the number of kanji I know
- N3 I write a language learning diary where I record my progress and my feelings.

O CO-OPERATING WITH OTHERS

- 01 I work with others on kanji learning, practising together
- 02 I discuss my feelings about the kanji learning task with others
- 03 I ask another person to test me on my kanji

THE END