

A Teaching Methods of Chinese Characters Recognition Through Image

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This paper describes a teaching methods of Chinese characters recognition through image.

It is known that words which easily make students have a concrete picture or a sharp image would remain in memory. To have images may help memory to remain fixed in students. It is therefore effective for the instructor to assist students to have image representations when learning a language. Through introducing this image-assisted-method, I have been trying to help students to read kanjis easily and to memorize them correctly.

I have interviewed students in regard to the images they have when shown a kanji, and made an analysis of the learning effectiveness. The method of interview makes it possible for the instructor to have an individual detailed response with using ample time.

The analysis of the interview data shows that the images they had vary widely, that there are certain kanjis which are easy to bring up images, that an image made of kanji may lead students to an easy learning of the character, and that kanjis new to the student are more difficult to memorize.

Among various images collected by interviews, it is found that there are some unique images which the Japanese people may not likely have and also some common images among the interviewees. The common images may be classified into some types.

The findings mentioned above indicate that the image-assisted method in introducing new kanjis to the students who are from countries without use of kanji is effective and is to be positively introduced in teaching Japanese as a foreign language.