

## Issues concerning the learning mechanism and memorization method for Kanji

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The paper sets forth, analyzes, and discusses issues related to the learning mechanism and memorization method for Kanji with a view to establishing an autonomous method of learning and in order to clarify the orientation of research while articulating its contents from the standpoint of memorization as opposed to the method of instruction.

The trends of Kanji education in the context of teaching of Japanese as a foreign language (JFL) classes over the last 30 years have revealed the presence of numerous problems in this education. The paper summarizes and analyzes these problems from the standpoint of the learning mechanism and method of memorization. In spite of the numerous problems and issues that date from the application of the method of instruction for Kanji in Japanese language education for native speakers to JFL, there was no attempt to review or revise the learning mechanism, and this caused problems to snowball. The tasks that must be tackled in Kanji education were magnified by the failure to hammer out a concrete response after the reform. In this situation, the structure was saddled with various problems right from the start in such respects as the positioning of Kanji learning in the context of JFL, perspectives on Kanji instruction among teachers, and the teaching approach. As for the method of memorization, it was discovered that it is difficult to distinguish the established method of memorization from the method employed in learning Kanji, and that the two are confused with each other. The paper proposes a systematization while underscoring the need for further research.

The paper identifies four major issues for the future for the Kanji learning mechanism: 1) the need for organization of, and distinction among, methods of presentation, practice, and memorization; 2) subconscious absorption from results of which the reader is conscious; 3) the need for metacognitive skills; and 4) intermediate interface. It identifies three major issues for the future for Kanji learning: 1) selection of and memorization method for the subject Kanji, 2) stereotyping of the learning characteristics in Kanji learning, and 3) improvement of metacognitive skills.