

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**



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**Sinh viên : KHUẤT VĂN HOÀNG
Giảng viên hướng dẫn : TH.S NGUYỄN THỊ HUYỀN**

HẢI PHÒNG - 2019

**MINISTRY OF EDUCATION AND TRAINING
HAIPHONG MANAGEMENT AND TECHNOLOGY UNIVERSITY**

**DIFFICULTIES OF LEARNING JAPANESE KANJI FACED
BY HPU FIRST-YEAR ENGLISH MAJORS**

GRADUATION PAPER

MAJOR: ENGLISH - JAPANESE

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HẢI PHÒNG - 2019

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: *Difficulties of learning Japanese Kanji faced by HPU first-year English majors*

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày ... tháng năm

Yêu cầu phải hoàn thành xong trước ngày tháng năm

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Hải Phòng, ngày tháng.....năm 20..

Hiệu trưởng

GS.TS. NGUYỄN Trần Hữu Nghị

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Nội dung hướng dẫn:

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1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ ☐ Không được bảo vệ ☐ Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHĂM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Đề tài tốt nghiệp:

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1. Phần nhận xét của giáo viên chăm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viênchăm phản biện

Được bảo vệ ☐ Không được bảo vệ ☐ Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm

Giảng viên chăm phản biện

(Ký và ghi rõ họ tên)

TABLE OF CONTENT

ACKNOWLEDGMENT

PART I: INTRODUCTION 1

1. Rationale..... 1

2. Aim of the study 2

3. Scope of the study 2

4. Method of the study..... 2

5. Design of the study 3

PART II: DEVELOPMENT 4

CHATER 1: THEORETICAL BACKGROUND..... 4

1. Introduction 4

2. An overview of Japanese Kanji..... 4

3. What is Kanji ? 5

4. Writing rules of Japanese Kanji 6

5. Total number of Japanese Kanji..... 8

6. How to read Japanese Kanji words 9

7. The benefits of Japanese Kanji 11

8. Common problems faced by learners while learning Japanese Kanji 13

9. Conclusion..... 21

CHAPTER 2: METHODOLOGY 22

2.1. Introduction 22

2.2 Population and sample 22

2.3. Research methods	24
2.4. Conclusion.....	26
CHAPTER 3: FINDINGS AND DISCUSSION	27
3.1. Introduction	27
3.2. Difficulties in learning Japanese Kanji faced by first year English majors at HPU	27
3.3. Some solutions for HPU first year English majors to improve their learning Japanese Kanji.....	36
3.4. Conclusion.....	56
PART III: CONCLUSION	57
1. Summary	57
2. Limitations of the study.....	57
3. Suggestions for the further study	58
REFERENCES	59
APPENDIX	60

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Haiphong, October, 2019

Student

Khuat Van Hoang

PART I: INTRODUCTION

1. Rationale

In recent years, attractive jobs from Japanese investors have made Japanese hotter than ever. It gradually became more popular than before. Therefore, the demand for learning Japanese is increasing. Nowadays, you can easily learn this language in the Japanese language centers or even in the high schools and universities. In learning Japanese language, you will get greater job opportunities . At Hai Phong Private University, I was able to learn Japanese language. For each first-year English major student like me, learning Japanese is something really interesting. But in parallel with that, it is not impossible to mention the difficulties that first year English major students are encountering when learning Kanji – one of the three Japanese writing systems and the most difficult one. It seems to be challenging for every student. The difficulties in learning Japanese Kanji come as soon as they start studying it: from words shape, number of words, its meaning,... There are too many strange things that the students have never learnt before. It is completely different from our familiar Latin alphabet. Japanese Kanji is hieroglyphs that influenced by China. In fact, there are many factors affecting the learners. Consequently, it is very difficult for them to master the Japanese Kanji.

After studying at Foreign Language Department, Haiphong Private University for four years, I realize that the first-year students of English major still have many problems. In the hope of finding out the difficulties that they can easily get in learning Japanese Kanji for the first time, a study entitled: “Difficulties of learning Japanese Kanji faced by HPU first-year English majors,” has been conducted because of all above mentioned reasons.

2. Aims of the study

The general aim of this study is to identify the major causes of difficulties in learning Japanese Kanji in first-year English majors at Haiphong Private University. In addition, the study is expected to give some solutions for them to deal with their problems. To achieve these purposes, the study will focus on the following goals:

- *To find out the most common difficulties in learning Japanese Kanji faced by the HPU first-year English majors*
- *To identify the causes of the problems of learning Japanese Kanji faced by the HPU first-year English majors*
- *To find out and give some solutions to minimize the difficulties and improve efficiency in learning Japanese Kanji*

3. Scopes of the study

The study is about difficulties in learning Japanese Kanji for first-year English major students at HPU. Because of the limitations of time and knowledge, the shortage of reference materials, this study cannot cover the whole issue of problems. It mainly focuses on the causes of difficulties in learning Japanese Kanji and some suggested solutions to help students become good and effective learners. The subject of the study mainly aimed at first-year English majors at HPU.

4. Methods of the study

The study was carried out on the basis of quantitative research methods in which questionnaire was chosen as the main tool. Questionnaires were designed as a means to make the researcher's evaluation more objective. The questionnaires were given to the first-year students at HPU with the hope to find out the causes of difficulties in learning bilingual experienced by them and some suggested solutions to their difficulties.

Analyzing statistics from the survey questionnaire on learning activities was conducted with the cooperation of first-year English major students at HPU. All comments, remarks recommendation assumptions, and conclusion provided in the study were based on the data analysis.

5. Design of the study

The study includes three main parts, as follows:

Part 1: Introduction: includes the rationale of the study. It also includes the aims of the study and the scope of the study. The methods of the study is also presented. Finally is the design of the study.

Part 2: Development

The first chapter are the definitions regarding Japanese Kanji, the rules of learning Japanese Kanji in writing and reading, the importance and also is the mistakes which students faced when learning Japanese Kanji.

The next chapter is about attitude to Japanese Kanji which contains the survey questions, design and research methods.

The finally chapter focuses on data analysis collected by the first year English majors at Haiphong Private University about difficulties and solutions in learning Japanese Kanji. From the result of that, the major of difficulties in learning Japanese Kanji are found and suggest some good solutions to solve these problems for the first year English majors at Haiphong Private University.

Part 3: Conclusion: in this part, including summary, some limitations and suggestions for further research are stated.

PART 2: DEVELOPMENT

CHAPTER 1: THEORETICAL BACKGROUND

1. Introduction

In this chapter, I want to show all the most overview of Japanese Kanji in terms of definitions, number of Kanji words, rules of writing and reading in Japanese Kanji. In addition, there are benefits from Kanji , as well as the problems that learners encounter while learning Japanese Kanji.

Japanese language has long been regarded as one of the most difficult languages in the world (Miller, 1971). It is perhaps not surprising; therefore, that sixteenth century Portuguese missionaries regarded Japanese as a language invented by the devil. On average, the Japanese language takes three times longer to learn than a European language, and even native Japanese speakers argue that their language is difficult, not only for foreigners but for Japanese native speakers as well (Kindaichi, 1978). The difficulty of learning Japanese is believed to be largely due to the complexity of its written language, especially that part of the writing system known as the “Kanji” (Bourke, 1996; Gamage, 2003).

2. An overview of Japanese Kanji

Kanji (literally, “Han characters”) were borrowed from China in ancient times. What makes them different from alphabetic writings is that sometimes they have a phonetic value, sometimes they depict an image. Adopting Kanji was not a simple process for the Japanese. Being invented for a completely different language, Kanji arrived to Japan with their own meanings and pronunciation, so a lot of work needed to be done in order to adjust them for Japanese language. Nowadays, a single Kanji can be read in many different ways. Japanese people make a distinction between *on’yomi* (literally “sound

reading”, from Chinese) and *kun’yomi* (literally “meaning reading”, native Japanese). A good example for this can be the character 生, which is read as *sei*, *shō*, *nama*, *ki*, *o-u*, *i-kiru*, *i-kasu*, *i-keru*, *u-mu*, *u-mareru*, *ha-eru*, and *ha-yasu*. The very same character can be read in 8 different ways! In Japanese there are about 2000 common Kanji. No wonder that children spend so many years in school learning how to read!

3. What is Japanese Kanji?



For those students who started to get familiarized with the Japanese language, also heard about three common alphabets in which many Kanji scripts were considered to be the most troublesome and challenging to remember. Many people wondered that, “is it compulsory to learn Kanji? Can I use only soft and hard letters without Kanji?” Or "It would be nice if Japanese language only has soft and hard letters without reading Kanji". But why do we have to learn Kanji alphabet.

Chinese characters were introduced to Japan around the 5th and 6th centuries A.D. Ancient Japanese had no writing, so when Chinese characters were introduced to Japan, they used Chinese characters to write their voices. During that time, the Japanese writing system used entirely in Chinese (Kanji). Since the writing system based on Kanji is quite complex, it has created new alphabets of Hiragana and Katakana based on Kanji images to simplify writing. Initially, Kanji was written based on natural scenes, but gradually transformed into more generalized images. After many adjustments, Japanese has 3 alphabets like now: Hiragana - Katakana and Kanji.

Learning two tables of hard and soft letters is quite simple because it is like Latin letters, that is, a finite number - only a few dozen characters. And from the single characters put together, we have a meaningful word or phrase. But the third alphabet - Kanji is different, the number of words is thousands to tens of thousands of words, and each word contains its own, independent meaning. Therefore, it can be said that each Kanji has the power to express in hundreds of hard and soft letters combined, because each Kanji word itself contains rich nuances and expressions. Moreover, it showcases the superior ability of Kanji that contains a difference between hard and soft letters and makes it an indispensable part of Japanese. Thus, it can be said that Kanji is the original word of Japanese so it plays a very important role. Ultimately, if you want to learn Japanese well, you must memorize this form of alphabet extensively.

4. Writing rules of Japanese Kanji:

When you start writing Kanji, you will probably think that you can write as much as you like as long as the overview of the word shape does not look wrong with the original word, but adhering to the stroke order when writing Kanji is a very important thing. Furthermore, in learning Kanji alphabet, the writing order consists of two contents: one is the direction of the pen stroke.

For example: horizontal strokes must go from left to right, vertical strokes go from top to bottom. Then, the second one is the preceding order while writing the handwriting or the order of the pen strokes. These two factors, when combined, will ensure that Chinese characters are written in the correct order.

KANJI Information and Stroke Order Diagram

ON readings:
カ、ケ

KUN readings:
いえ、うち、や

Meaning:
house, home, family,
professional, expert, performer

Stroke Order Diagram: A diagram showing the character '家' with numbered strokes from 1 to 10. Stroke 1 is the top horizontal bar, stroke 2 is the top-left vertical bar, stroke 3 is the top-right vertical bar, stroke 4 is the middle horizontal bar, stroke 5 is the middle-left vertical bar, stroke 6 is the middle-right vertical bar, stroke 7 is the bottom-left diagonal bar, stroke 8 is the bottom-middle vertical bar, stroke 9 is the bottom-right diagonal bar, and stroke 10 is the bottom horizontal bar.

Statistics:

Kanji & Kana: 165	Jouyou grade: 2	JLPT (old): 3
SKIP code: 2-3-7	4-Corner: 3023.2	Unicode: 0x58B6
S & H Dict.: 3m7.1	Shift-JIS: 0x8967	EUC-JP: 0xB2C8
JIS X0208: 0x3248	Nelson#: 1311	Halpern#: 2273
Heisig#: 541	Gakken#: 81	Henshall#: 83
Frequency: 133	Kuten: 18-40	

Translations:

Written	Kana	Meaning
家	け	sub. house (e.g. of Tokugawa), family
家	うち	1. n. -no house, home (one's own) 2. -no
家	いえ	1. n. house, residence, dwelling 2. far

The main purpose of writing the letter in the correct order is to write and put the pen in handedness and conform to the configuration principle of Chinese characters, making the pen hand gesture to write quickly, making the writing out steady, stable.

Although there are many Japanese learners who can write Kanji correctly without having to follow the handwriting, instead of writing according to their own hands. However, for those who are starting to learn Japanese, and to be able to write beautiful Chinese characters, but more importantly, to write enough strokes without lacking of definition and to become aware and immersed with Chinese characters quickly. It is very relevant to comply with the rules of pen stroke order.

In addition, it can be said that the Kanji alphabet plays an extremely significant role in Japanese alphabet, is a tool to help you keep abreast with the Japanese language more easily.

5. Total number of Japanese Kanji

There is no definite number of Kanji characters, just as there is none of Chinese characters generally. The Dai Kan-Wa Jiten, which is considered to be comprehensive in Japan, contains about 50,000 characters. The Zhonghua Zihai, published in 1994 in China, contains about 85,000 characters, but the majority of them are not in common use in any country, and many are obscure variants or archaic forms.

Approximately 2,000 to 3,000 characters are commonly used in Japan, a few thousand more find occasional use, and a total of 13,108 characters can be encoded in various Japanese Industrial Standards for Kanji. In fact, the number of Japanese Kanji compared to the number of Chinese characters that Chinese learners must learn is much less. 2136 Kanji are accepted for official use in publishing, and 1945 Kanji is the total number of words required by the Japanese Ministry of Education to be taught in schools. But for us - those who are not used to using hieroglyphs as the official language, 1945 Kanji is still quite a large number.

Considering that the sheer number of Kanji presents difficulties for native Japanese speakers, it is no surprise that mastering Kanji is a complex and daunting task for learners from alphabet-based languages.

日本	東京	大阪	北海道			
Japan	Tokyo	Osaka	Hokkaido			
山	川	日	雨	水	火	田
mountain	river	sun	rain	water	fire	rice field
米	魚	寿司	肉	酒	茶	
rice	fish	sushi	meat	alcohol	tea	
車	電気	自転車	飛行機			
car	electricity	bicycle	airplane			
一	二	三	四	五	六	七
one	two	three	four	five	six	seven
男	女	松井秀喜	黒沢明			
man	woman	Matsui Hideki	Kurozawa Akira			
食べる	行く	小	大	多	少	
to eat	to go	small	big	many	few	

6. How to read Japanese

Kanji words

Because of the way they have been adopted into Japanese, a single Kanji may be used to write one or more different words—or, in some cases, morphemes—and thus the same character may be pronounced in different ways. From the reader's point of view of, Kanji are said to have one or more different "readings". Although more than one reading may become activated in the brain, deciding which reading is

Borrowing typology of Han characters

	Meaning	Pronunciation
a) semantic <i>on</i>	L1	L1
b) semantic <i>kun</i>	L1	L2
c) phonetic <i>on</i>	—	L1
d) phonetic <i>kun</i>	—	L2

*With L1 representing the language borrowed from (Chinese) and L2 representing the borrowing language (Japanese).

appropriate depends on recognizing which word it represents, which can usually be determined from context, intended meaning, whether the character occurs as part of a compound word or an independent word, and sometimes location within the sentence. For example, 今日 is usually read *kyō*, meaning "today", but in formal writing is instead read *konnichi*, meaning "nowadays"; this is understood from context. Nevertheless, some cases are ambiguous and require a furigana gloss, which are also used simply for difficult readings or to specify a non-standard reading.

Kanji readings are categorized as either *on'yomi* (literally "sound reading", from Chinese) or *kun'yomi* (literally "meaning reading", native Japanese), and most characters have at least two readings, at least one of each. However, some characters have only a single reading, such as *kiku* (菊, "chrysanthemum", an on-reading) or *iwashi* (鰯, "sardine", a kun-reading); kun-only are common for Japanese-coined Kanji (*kokuji*). Some common Kanji have ten or more possible readings; the most complex common example is 生, which is read as *sei*, *shō*, *nama*, *ki*, *o-u*, *i-kiru*, *i-kasu*, *i-keru*, *u-mu*, *u-mareru*, *ha-eru*, and *ha-yasu*, totaling 8 basic readings (first 2 are on, rest are kun), or 12 if related verbs are counted as distinct; see okurigana: 生 for details.

Most often, a character will be used for both sound and meaning, and it is simply a matter of choosing the correct reading based on which word it represents. In other cases, a character is used only for sound (*ateji*). In this case, pronunciation is still based on a standard reading, or used only for meaning (broadly a form of *ateji*, narrowly *jukujikun*). Therefore, only the full compound—not the individual character—has a reading. There are also special cases where the reading is completely different, often based on a historical or traditional reading.

The analogous phenomenon occurs to a much lesser degree in Chinese varieties, where there are literary and colloquial readings of Chinese characters—borrowed readings and native readings. In Chinese these borrowed readings and native readings are etymologically related, since they are between Chinese varieties (which are related), not from Chinese to Japanese (which are not related). They thus form doublets and are generally similar, analogous to different on'yomi, reflecting different stages of Chinese borrowings into Japanese.

7. The benefits of Japanese Kanji

7.1. Easy reading a Japanese's sentence .

For example, I'll write two identical sentences. One with hiragana only, and one normally: kyou, sushi wo tabe ni ikimasu ka(Are you going to eat sushi today?)

- 今日、寿司を食べに行きますか？
- きょう、すしをたべにいけますか？

Do you notice the difference? The second sentence is very difficult to read. There is nothing separating the words from each other. In Japanese, there are no spaces between words, so Kanji helps break words apart, making it easy to read. As I'm sure you can imagine, long sentences would get even more difficult to read, and when you don't know where one word begins and another one ends, reading errors can occur. You could be thinking that one word is another by combining the back end of one word to the front end of another...then where would you be?

7.2. Kanji gives meaning to words.

This sort of follows the same concept as English synonyms. In English, you just take the context and work with it. In Japanese, Kanji helps give meaning to words. Let's take the example of the word "Kanji," since that's what we're working with. If you wrote Kanji in hiragana, it would be more difficult to understand its meaning. If you wrote it in Kanji, you could tell the difference. For example:

Kanji (かんじ) → 漢字: Chinese character → 感じ: Feeling → 幹事: Secretary → 監事: Inspector

...And the list goes on. There are many many more examples out there, but as you can see, Kanji really helps to bring context to words.

7.3. It looks nicer when you write in Kanji.

Sure, this is just my own opinion, but I really think it's true. Kanji can be very beautiful. It has a soft spot in my heart, even if the rest of my heart hates it. Japanese parents tell their kids they have to learn to write beautifully, otherwise people will judge them on their handwriting. People must think I'm a slob that makes a lot of mistakes...or a twelve year old.

7.4. Kanji is easier to read.

"What??" You say. "Impossible!" Okay, so it's true. Having to learn how to read Kanji sucks. In the long run, though, it makes you an incredibly fast reader. I always wondered how my Japanese friends could read things so quickly. One day it hit me. Since each Kanji has it's own meaning, once you know Kanji well, you can skim over things, basically one Kanji at a time, and get the meaning of a sentence very quickly. You don't have to read all the hiragana (though I'm sure people do read it, otherwise it would be unnecessary).

Instead, you can understand the meaning of something just by jumping from Kanji to Kanji.

7.5. Kanji takes up less space.

You know those darn 10 page papers you have to write in English class? Pssh, you could write a 7 page paper if you were writing it in Japanese, especially if you were typing it. Typing in Japanese makes things so much easier. Kanji takes up less space than just writing in hiragana. Often times, two or three characters will be condensed into one Kanji. It's so efficient.

8. Common problems faced by learners while learning Japanese Kanji

Many people believe that Kanji is one of the biggest obstacles, making learners feel dismayed and give up early from the start of getting familiarized with Japanese language. It can be said that this is one of the main reasons that makes Kanji really difficult to learn. Despite the difficulty of Kanji acquisition, Kanji are an indispensable part of learning Japanese as it is essential for fluent reading and an essential element of the Japanese writing system (Mori, 2003). Hiragana and katakana are usually easily remembered by HPU students from alphabet based L1s probably because they are phonemic in nature, less visually complex, and the number of characters is much more manageable.

8.1. The spirit is easy to shake and underestimate itself

Japanese is one of the most difficult languages to learn in the world. With the Hiragana alphabet and the Katakana alphabet, you can learn very quickly. But when you switch to Kanji, a much bigger challenge is placed in front of you. Many people when learning Kanji, can not remember even after trying all the ways, applying all the methods. Then you get bored and lose your trust, underestimating yourself. This is a mistake that many of you encounter when learning Kanji.



Remember that everything has two sides: easy and hard, and Kanji as well. The word "best" has only one stroke: "一" is very simple, but it also has dozens of features in one word.

“The first step is always the hardest” Don't be discouraged, it's just because you haven't learned by the right way and haven't tried your best. Let's try learning by Another method and trying to equal 200% of the time you will see the difference immediately.

8.2. Stroke by stroke instead of radical combination

The human body consists of many parts that are extremely reasonably mounted. Kanji is like our bodies because it also include many strokes that are logically linked. Kanji radicals are like the Vietnamese alphabet that you have learned at the primary school. To read and write it, the first thing that you have to learn is the alphabet, you cannot write the word "Human" if you do not know how this word written?



If learning by this way, you only take 3 steps and can easily save countless time. So, when learning Kanji, let's think about which radicals it is made of and make use of your imagination to remember better. If you only study in the order of strokes, you will be like building a house without foundation or learning to read Vietnamese without learning the alphabet.

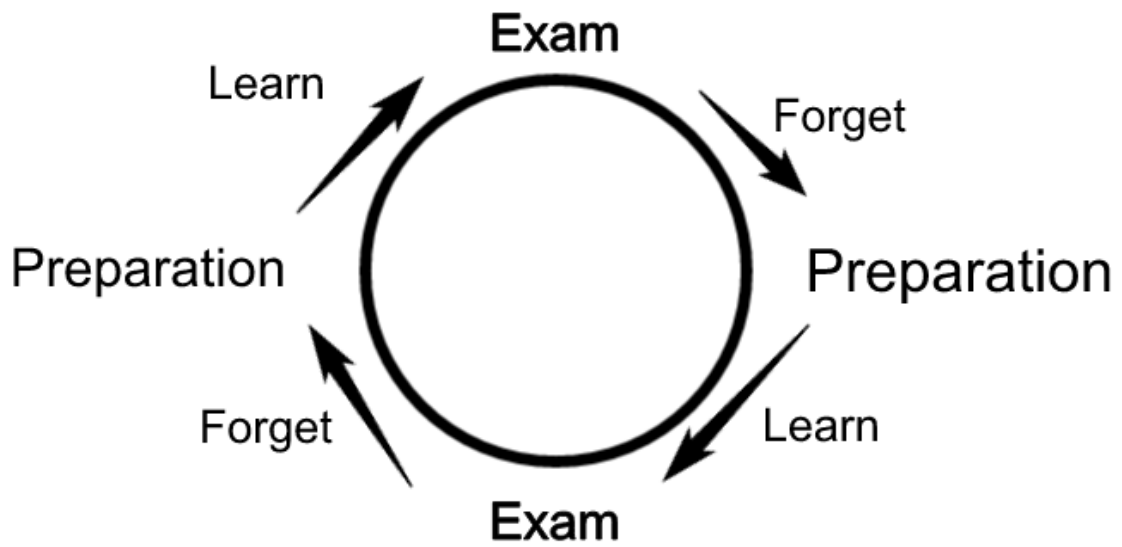
8.3. Memorize instead of acquire

Gamage (2003) found that Japanese learners from alphabetic backgrounds used repeated writing strategies to memorize Kanji words more than learners from Chinese character backgrounds (See also Mori, 2003, p. 452). The main method encouraged for learning Kanji for native Japanese in Japanese schools seems to be in the form of rote learning. Considering then that even after 12 years of studying Kanji even Japanese native speakers have difficulty with the Jouyou Kanji, you would think it would be difficult to convince many foreign learners of Japanese to study

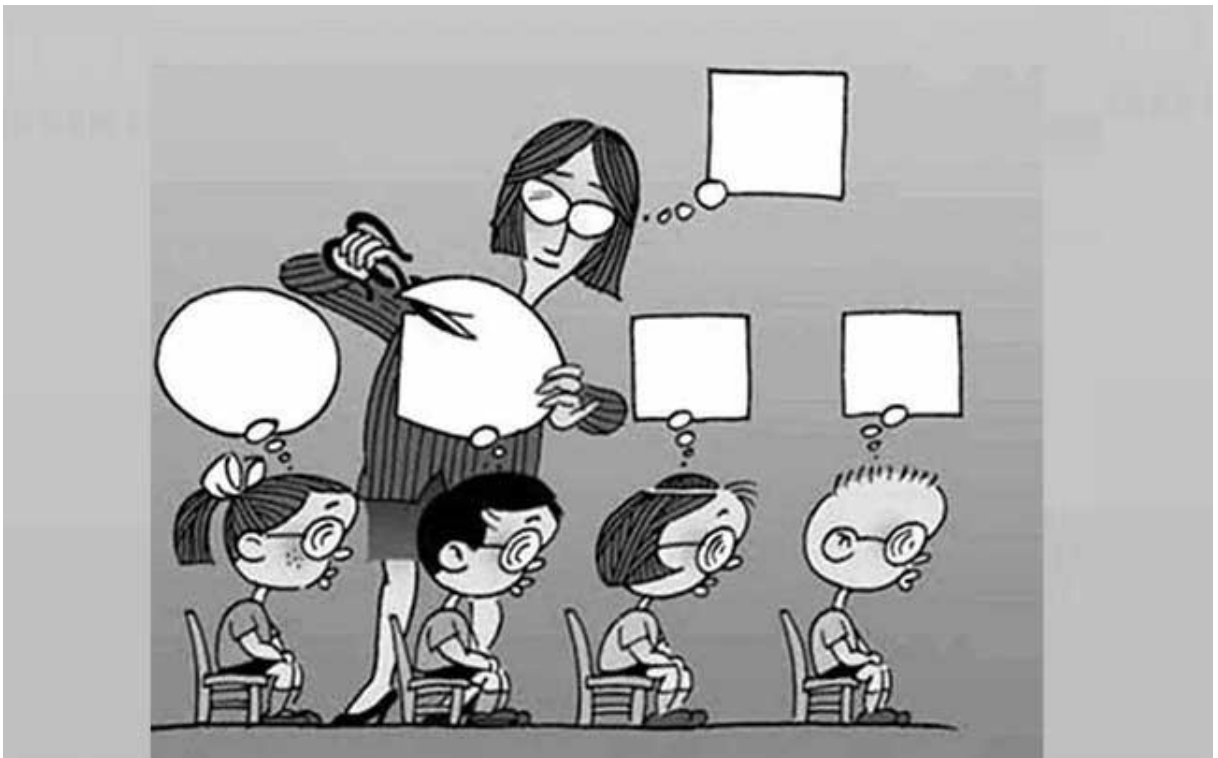
Kanji in the same way as Japanese native speakers do. Yet, rote learning seems to be the principle method used by foreign learners to remember the writing of the Kanji. In a study done by Shimizu and Green (2002), Shimizu found that the rote learning strategy was the most commonly used by students of Japanese for Kanji study. Shimizu points out that part of the reason for the popularity of rote learning as a learning strategy might be due to the fact that many native Japanese teachers draw on their own experiences when teaching Kanji and most of them learned by using rote methods. Furthermore, rote learning is not an uncommon method used by native English speakers to remember the spelling of English words and this therefore may also be a factor in why so many students choose to use this learning strategy to remember Kanji. Rote learning, however, can be a useful method in helping to remember the Kanji as it not only helps students to remember the Kanji but can help students in developing their ability to write Kanjis with the correct proportions. Nesbitt (2009) suggests that rote learning be used in the first year of Kanji learning as a specific, structured learning-tool to develop strong neural pathways for automaticity. Clearly, rote learning will continue to have its place as a Kanji learning strategy; however, studies seem to suggest that it is not particularly effective in improving retention.

Rote learning is the fastest way to learn a new language. However, if you encounter difficult foreign languages such as Chinese and Japanese, the more you learn, the worse the rote will be.

The Rote Loop



The reason for this is because you do not understand the essence of the language. So, when you study like a parrot to a certain level, you will not understand the higher ones behind, no matter how hard you try.



If learning Kanji words in a pictographic way, you will be very easy to remember the basic words and every wrote word will be like you are drawing letters. Yes, it is to draw letters, not to write letters. If drawing letters, you need to remember the whole thing to draw again until there are thousands of words, and then your memory is not able to absorb more than you will forget the word.

8.4. Do not use the best tools out there

This error is quite common, sometimes you suddenly remember a word but forget its meaning and pronunciation. Sometimes you are busy, sometimes you become lazy and sometimes there are no conditions (like going out). So you cannot look up the meaning of the word that suddenly appeared in your mind. In the end, you remove it (it's hard to do it), this is a common mistake when learning Kanji. Currently, there are many useful tools that can assist us in learning Kanji.

For example, get on the SRS train. Spaced Repetition Systems space out reviews because the best memories are formed when there is time between recall. If you are doing better, they will make the space bigger. If you're doing worse on a word or Kanji, the space will get smaller. They are essentially smart flashcards. Anki, iKnow.jp, and Memrise are all popular SRS applications amongst Japanese learners.

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 SERIES 2

定 486
 1. 勘定する
 2. 決定する
 3. 予定
 4. 定規
 5. 定期的に
 6. 一定の

完 宝
 8-3-5

テイ/ジョウ
 さだ・める/さだ・まる/
 fix, determine, decide, set, s
 roof/building correct
 1. かんじょうする to count;
 2. けつていする to decide/d
 3. よてい a schedule; a plan;
 4. じょうぎ a (measuring) rule
 5. ていきてきに periodically;
 6. いってい the fixed; definite; a

- Learn **4,500** common kanji compound words
- Master the written form of kanji with stroke-by-stroke diagrams
- All readings shown in kana scripts (no romaji)
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750
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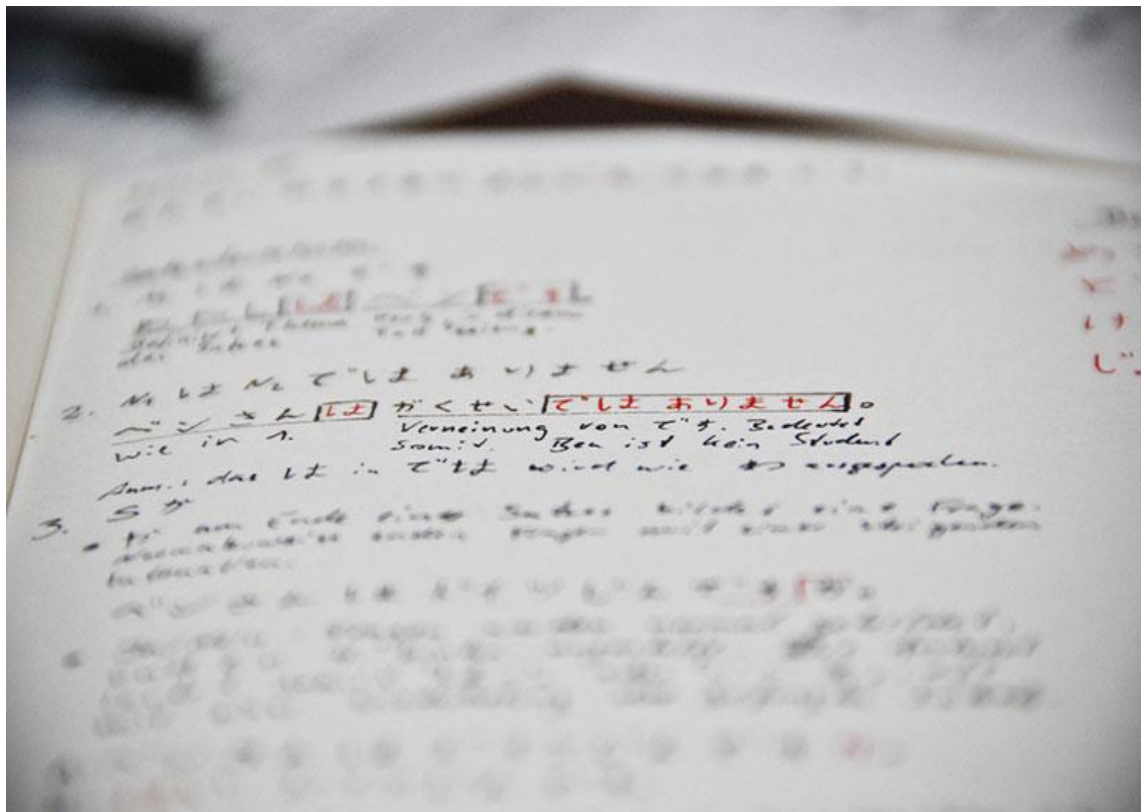
SERIES 2, VOLUME 2
 Max Hodges and Tomoko Okazaki
www.whiterabbitpress.com

8.5. Do not study in context

Shimizu and Green (2002) maintain that the important underlying concept of mnemonics as a learning strategy is the possibility of making the learning of new Kanji more meaningful if they are presented within the context of a student's previous knowledge.

Studying Kanji in context is a popular learning strategy for Kanji study and evidence of this can be seen in the number popular Kanji textbooks on the market that adopt this approach; notably, Chieko Kano's books "Basic Kanji Book," "Intermediate Kanji Book," and "Kanji in Context" published by Japan Times. The basis for this approach is that Kanji should be treated as "vocabulary" rather than an "alphabet". This is frequently the approach taken for Kanji education at intermediate levels. Kano (1995) asserts that the goal of Kanji education at the intermediate level should be efficient vocabulary building with Kanji use words rather than the teaching of Kanji as characters. According to Shimizu and Green (2002), contextual strategies have been emphasized because the reading and meaning of Kanji compounds are often highly context dependent. With the large number of homonyms in the Japanese language, studying Kanji in context as opposed to just studying individual Kanji isolated from any context whatsoever is a useful strategy for the student of Kanji.

The first time learning Kanji, you will feel it is very dry, hard to remember, difficult to write, difficult to understand, ... In general, everything is difficult. So have you tried learning in context? Do not learn word by word, put them into sentences to learn. Each sentence has a way of arranging and meaning of sentences. Sometimes you just need to remember the meaning of the whole sentence to be able to deduce the meaning of the word itself. If you do not learn Kanji in context, it is really a big mistake and misconception.



9. Conclusion

After having an overview of Japanese Kanji as mentioned above, we also understand somewhat about it. In parallel with these are the benefits of Kanji in Japanese. In addition, we cannot forget to mention the problems that students faced while learning Japanese Kanji. Since then, I have had specific methodology to find out the causes that students faced when learning Japanese Kanji and some suggested solutions for them to master it.

CHAPTER 2: METHODOLOGY

2.1. Introduction

In the second chapter, I want to mention people who will take part in this survey. They are first-year students in English Department from K22, accompanied by “Minna no Nihongo” curriculum that learning at Haiphong Private University. After that, with 11 questions, the survey questionnaire is designed to collect information about the issues of learning Japanese Kanji of first year English major students at Haiphong Private University.

2.2. Population and sample

The research was undertaken with the participation of students in Faculty of Foreign Language. They age from 18. The subjects of the study were 23 first-year students in English Department from K22 when they were in the first semester of their academic year at Haiphong Private University. A large numbers of them have not learnt Japanese language before. There are only few students who knew Japanese and have learned it at the Japanese language center. However, some of them have not considered Japanese as an important subject. They just feel excited when learning and interacting with Japanese for the first time. Gradually, they are very passive in class, just stand up and take part in class activities when teachers call their names. After a semester entering university and access to new teaching methods, this situation continues with the majority of students, especially when they have to learn Japanese Kanji with amount of knowledge more and more before. So they cannot catch up with new increasing Japanese knowledge. Thus, their Japanese levels were limited and they absolutely face up with many difficulties in studying Japanese and inevitable Kanji words. Consequently, a number of students cannot use Japanese Kanji fluently.

Nowadays, Minna no Nihongo (みんなの日本語) is the official most-used primary Japanese curriculum in Vietnam. This course has books from Beginning to Intermediate level, designed according to the standards of international Japanese training curriculum. Minna no Nihongo (Elementary level) provides about 2200 useful Japanese vocabulary in daily life, deals with many grammar samples used in real life conversation, and introduces more advanced ways of using these grammar patterns themselves. For the Exercises, usually in revision textbooks, to help students understand and apply the lesson knowledge. It is easy to see common lessons with one type repeated very carefully because many exercises use rare grammar variations.



Minna no Nihongo consists of 50 lessons divided into 8 categories: Vocabulary, grammar, practice conversations, listening practice, exercises, Kanji and tests. In addition, the curriculum also has 30 Japanese communication lessons to help you reflect for listening and speaking Japanese.

Learning Kanji the Japanese way takes a long time and requires considerable motivation on the part of HPU students who are limited in their exposure to Kanji in everyday life. Moreover, the order in which the Kanji are taught to native Japanese seems to have no logical progression other than the fact that the more frequently used Kanji are taught first. For HPU students who have limited exposure to real Japanese, frequency is perhaps not the best criteria for ordering Kanji.

For non-Kanji background learners, learners of Japanese whose native language (L1) does not incorporate the use of “Chinese characters” (Kanji), acquiring proficiency in the reading and writing of Kanji is perhaps the greatest obstacle to overcome in mastering the language (Tollini, 1994). In particular, it is recognized that character based languages such as Japanese are difficult for learners whose L1 is alphabet-based (Bourke, 1992; Douglas, 1992)

Therefore, a question raised here is what we should do now to inspire for students the interests and motivation in learning Japanese Kanji. The questionnaires were designed for students because the researcher finds them easily to summarize and analyze the collected data. Questionnaires for students consist of 12 questions which are specified in the three research questions. Therefore, the survey questionnaires for students were delivered to 20 first-year students of K22 at Faculty of Foreign Languages, HPU to find information for the three research questions.

2.3. Research methods

To guarantee the reliability and the validity of the samples, the questionnaires for learners were directly distributed for learners of K22 during their break time in the class and collected right away. That meant these learners could pay most attention to answer the questions related to what they had just experienced. Before asking the learners to do the survey questionnaire, the researcher briefly stated the purpose and significance of the study and clarified

any misunderstanding about the survey questions. Beside the written instructions on the handout, oral the instructions and explanations in Vietnamese were presented to avoid any ambiguity. In the end, there were 20 students participating in giving responses to the survey questionnaire.

To collect information about the issues of learning Japanese Kanji of first year English major students at HPU, first of all, 20 copies of survey questionnaires were handed out to students.

When the data collection was accomplished, the data analysis was initiated. The results of survey questionnaires revealed students' techniques they use in communication most 25 copies of the questionnaire delivered to the learners. The data are analyzed in this part of the study in the below tables and charts which show the responses for the questions in the questionnaires.

The survey questionnaire is designed for 3 main purposes:

- Question 1-2, students were inquired about their information related to the gender, the age.

- Question 3-6 aims at their attitude exploiting toward the importance of Learning Japanese Kanji. There are also questions about the time they study Japanese Kanji and how they feel about it.

- Question 7-11 is about the difficulties faced by students as well as suggested solutions in terms of learning Japanese Kanji. In question 7, I want to find out the frequency that problems faced by students while learning Kanji. Next question, I focus on some kinds of Japanese Kanji texts that them expect to practice. Then I look for some reasons make students difficult to learn Japanese Kanji. Finally, I ask about what makes they interested in learning Japanese Kanji the most as well as the weaknesses for them in learning it.

2.4. Conclusion

After giving an overview about the participants of the survey as well as the curriculum they are studying Japanese Kanji and 11 survey questions for them. Based on this, we have the basis to implement each opinion gathered from students. .

CHAPTER 3: FINDINGS AND DISCUSSION

3.1. Introduction

To complete this part of the study, the researcher analyzed the data based on questionnaires and then made conclusions. The figures are given through charts.

3.2. Difficulties in learning Japanese Kanji faced by first year English majors at HPU

The answer was found after the researcher analyzed the results of the following 8 charts: By using collected data figure from students through the questionnaires. I found out the problems that students faced while learning Japanese Kanji and some expectation from them to have good result in their study.

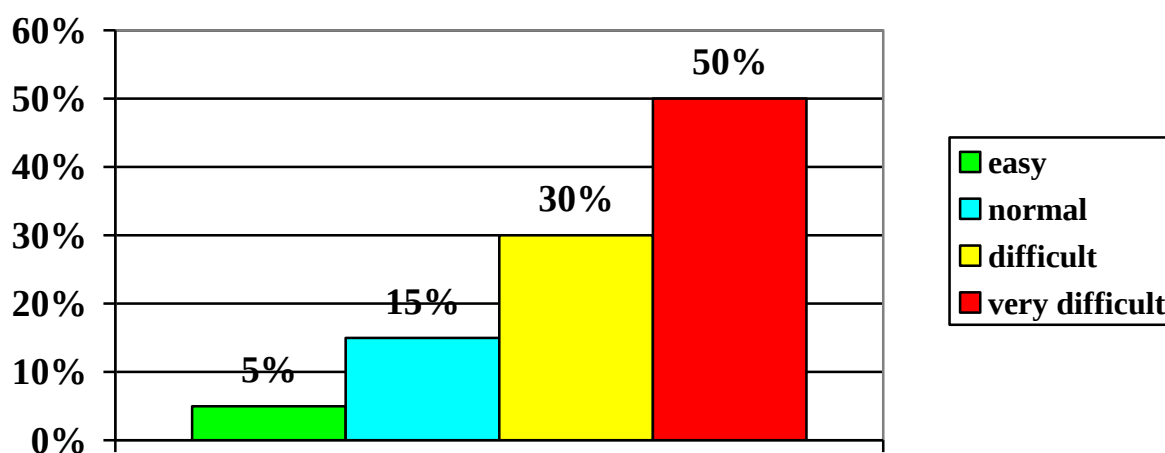


Chart 1: The students' assessment of learning Japanese Kanji

It can be seen obviously in the chart that learning Kanji is really a difficult part of learning Japanese. 50% of the learners suppose that Kanji is very difficult. For each student, learning Japanese and mastering Kanji is really a problem. Moreover, the number of learners who agree that learning Japanese

Kanji is difficult took 30%. It is the same as the number of the learners who find learning Kanji normal (15%) or easy (5%). In fact, as what can be seen by the observation, the learners who confirm that it is easy to learn Japanese Kanji are the best students. In short, the survey proves the assumption about the difficulty of learning from Japanese and learning it.

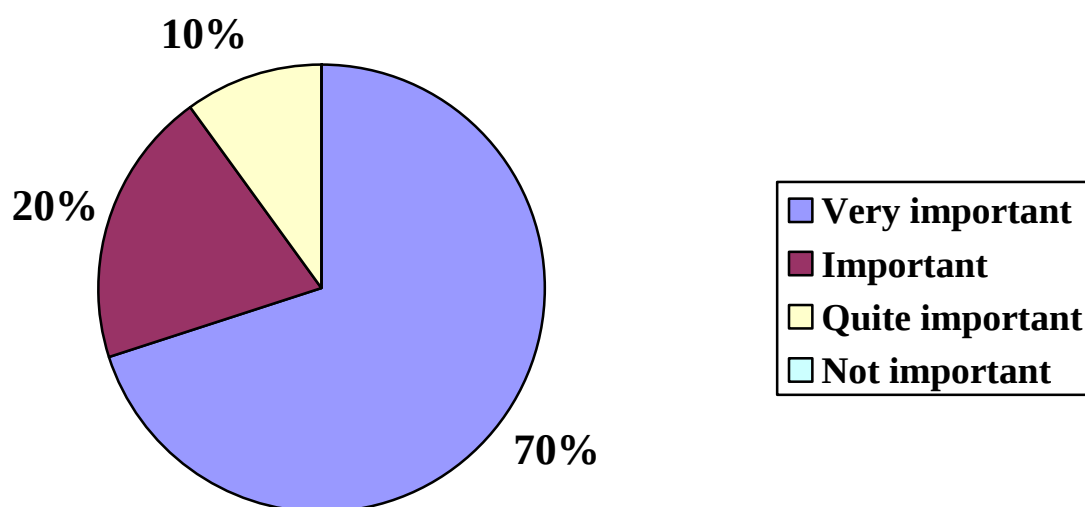


Chart 2: Students' attitudes towards the importance of Japanese Kanji

It can be seen clearly from the pie chart, most of the students agree that learning Japanese Kanji is very important as well as very important is 70%. Meanwhile, there are 10% of them reckoning that it is quite important. This chart shows that most of students at Faculty of Foreign Languages, Haiphong Private University claim that learning Kanji has an important role in learning Japanese

In conclusion, it is more and more important to learn Japanese Kanji from the beginning to the end

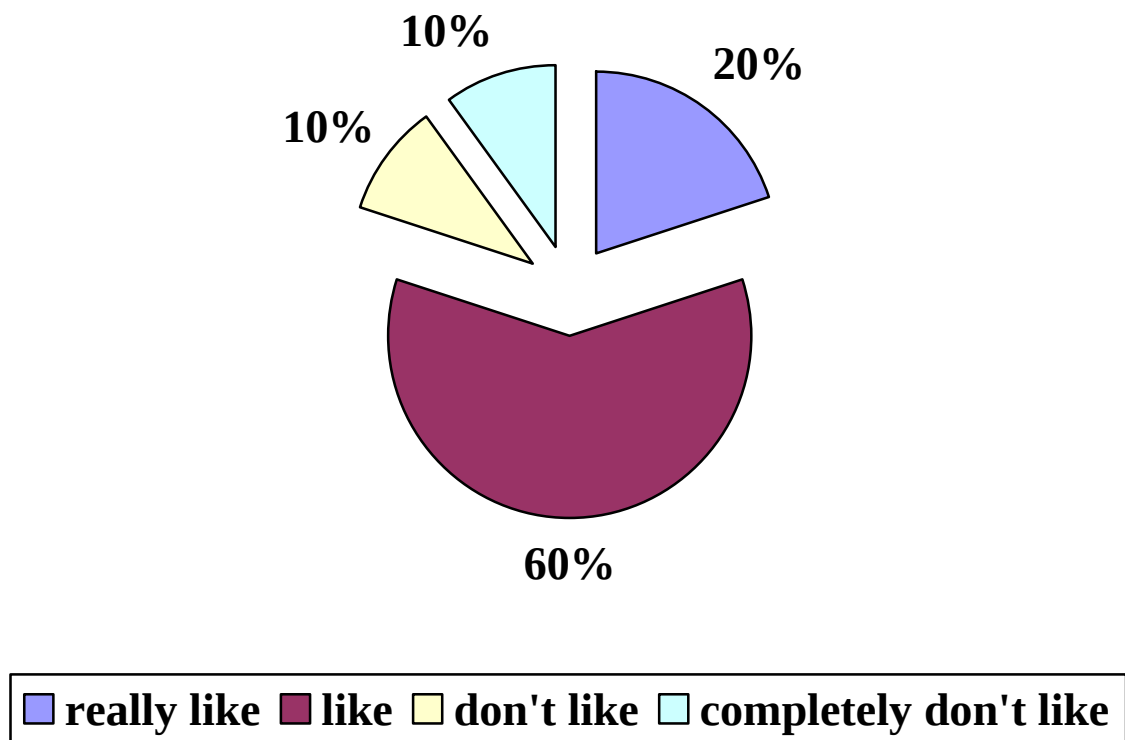


Chart 3: The students' interest in learning Japanese Kanji

This chart shows a surprising result which is very contrary to the author's subjective assumption. Normally, the difficulties bore the listeners. However, the survey indicates the contrast. In spite of the difficulties of learning Japanese Kanji, 20% of the learners still really like this alphabet and 60% of them like it. Kanji is not really boring as many people thought. As it can be seen, in the Japanese class, learning Kanji is still interesting. There are only 10% who dislike it. And about 10% of the learners do not mind learning this alphabet. For them, learning Kanji might be neither interesting nor boring or it depends on each lesson. In conclusion, learning Japanese Kanji is a favorite subject of the students but it is difficult to find interest in learning it

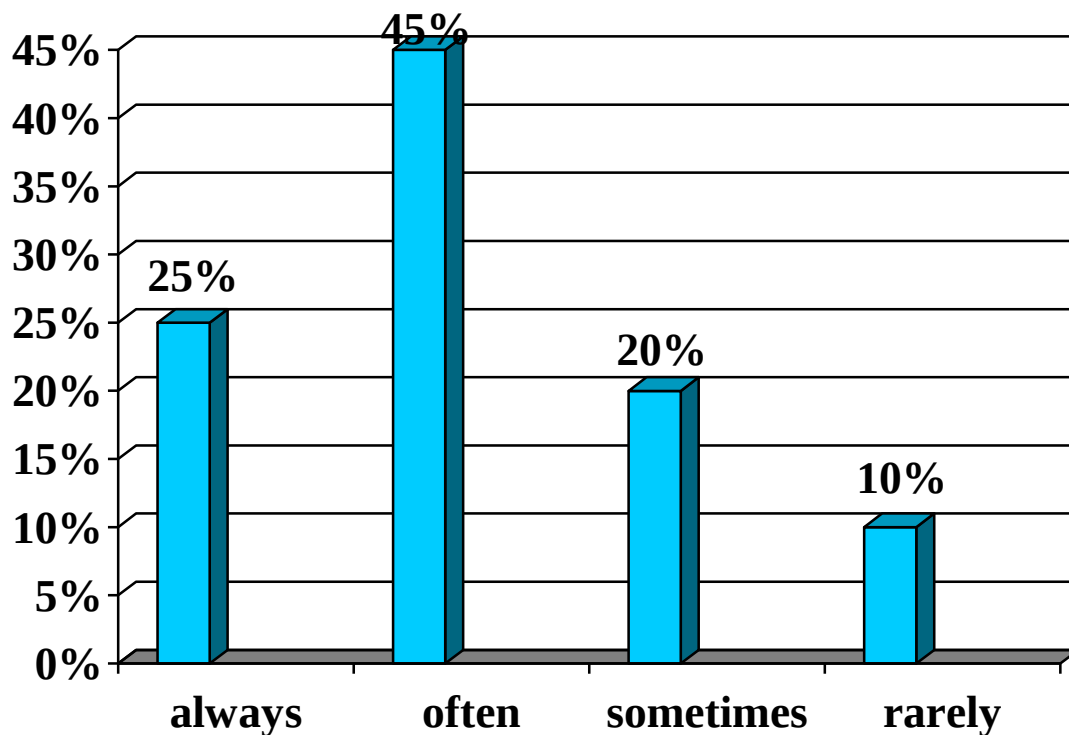


Chart 4: Students' frequency of having problems when learning Japanese Kanji

Statistics provided in Chart 4 shows the frequency of students' having problem when learning Japanese Kanji. According to the collected data, 45% students who are very often and 25% of them always has trouble; in addition, 20% sometimes makes this and just 10% rarely. To sum up, students always have problems in learning Kanji and this is a thing that students need repairing.

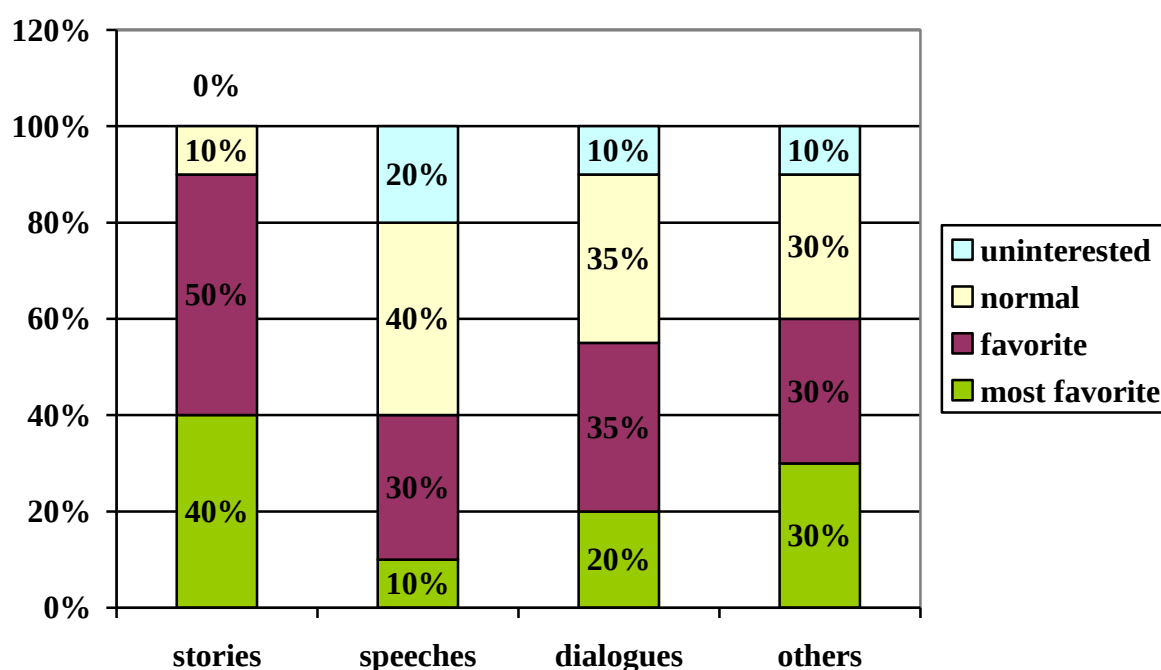


Chart 5: Students' interest in extra learning Japanese Kanji activities

As it can be seen from the above bar chart, most of the students liked learning from the stories. Learning from the stories are the most favorite activities of 40% of the students. And no one of them is not interested in this kind. In contrast to the stories, learning from the speeches bored the most students (20%). As a consequence, 10% of them finds interested in these kinds of monologue. Besides, learning from dialogues the seems interesting. But, it is surprising when only 20% of the learners love them. Moreover, one third of them (10%) are not excited about the dialogues. Learning from other extra activities is accepted because 30% of them suppose those are their favorite activities and the same 30% one affirm those are their most favorite activities. Additionally, 30% of them think those activities is normal. In conclusion, most of the students like learning from the stories, but for speech and dialogue activities, it is the opposite

To find the techniques to improve learning Kanji for first-year English major students at Haiphong Private University, the author wants to find out the reasons which make you difficult to learn it. This chart below will show the difficulties in students' learning Kanji.

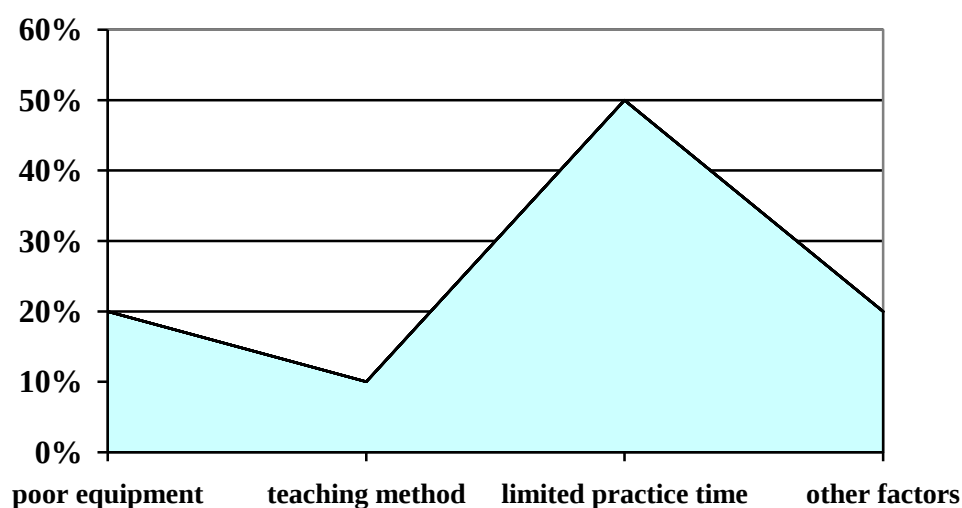


Chart 6: Students's difficulties in learning Japanese Kanji

The chart shows that the poor equipment is not a big problem. There are 20% of the learners think it made them difficult to learn. And still 20% Students chose the other factors. The most number of the students (50%) find that the main reason for the difficulties in learning Kanji is the limited time of practicing at class. Besides, 10% of learners think that the teacher gives speed too fast. Almost the learners also point those factors affecting their learning Kanji.

To find out the factors have influence on the interested in learning Japanese Kanji, the researcher gives 4 factors that influence in this alphabet.

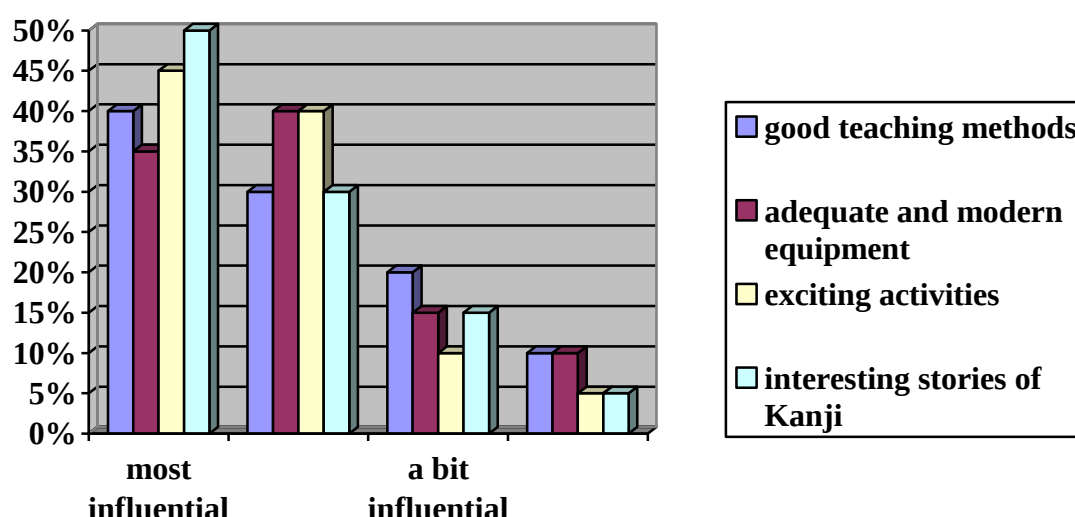


Chart 7: Factors motivating students' learning Japanese Kanji

It is easy to see from the above chart that the most influential factor to the students' motivation is the interesting stories of Kanji. 50% of the students affirm that. 30% of them think they are influential. So interesting stories from each Kanji word is the first element that all the teachers should notice in teaching Kanji Lesson. The next factor that many students find interested is the exciting activities. 45% of the learners define that motivate them a lot to learn better. Furthermore, 40% supposes that they are influential. A small number (5%) of the students think activities do not effect. In the meanwhile, 40% of the student's rank the teaching methods is the most influential factor, and 30% agrees they are influential. However, 20% insist that it had a bit influence. Also, 10% says the teaching methods have no effects their learning. The least influential factor of four is the equipment. Adequate and modern equipment are assessed that it just has a bit effect on the learners' learning Japanese Kanji by 15% of the learners. It is a surprising number due to the need of the equipment.

This part shows the difficulties and problems that students are suffering through learning Japanese Kanji inside the classroom

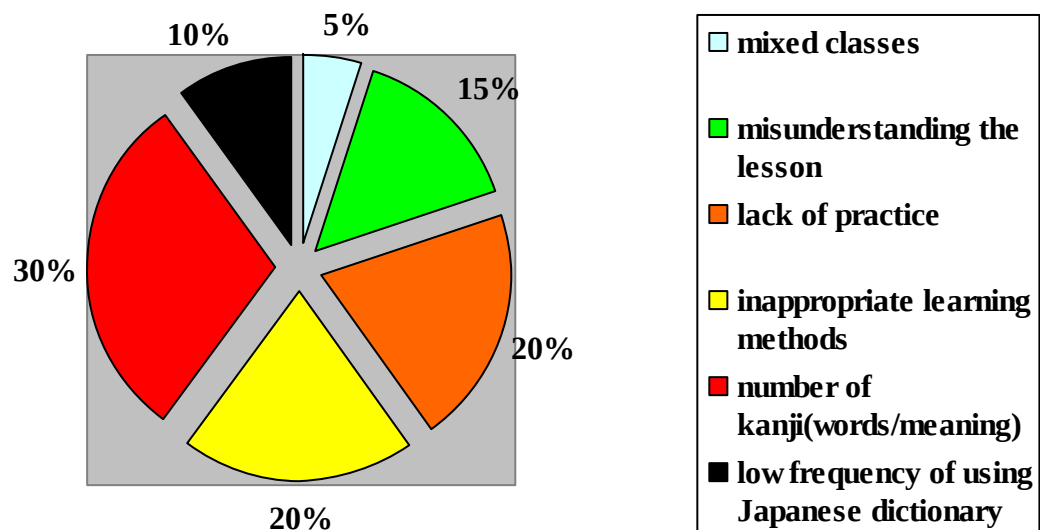


Chart 8: Students' difficulties in learning Kanji in Japanese classes at HPU

As it can be seen obviously from the above bar chart with data figure, there are many causes affecting students that make learning Japanese Kanji more difficult:

- *Mixed classes*

The first problem is mixing classes. There are only 5% thought but it is still a factor that they mentioned. "Why?" In learning difficult foreign language as Japanese (Kanji), a good environment is very important for students to create the best effect. Especially, the number of student is not too crowded, it will be easier to control student in learning.

- *Misunderstanding the lesson*

The second problem is misunderstanding the lesson. This problem can come from both sides: the student and the teacher. From the student, there are many reason can explain why they misunderstanding the lesson: not paying attention to the lecture, do own work in the class, talkative in class, And from the other, teaching way is also the cause of this problem. Lesson delivery of teacher is extremely important for students. It can lead to learning effectiveness for student or not.

- *Inappropriate learning methods*

With the right direction, obvious planning for your learning is always the best way to lead to success in learning Japanese. Specifically here is learning Kanji. But many of the sample individuals don't give attention to their study. Hence, this neglect makes them unable to use Kanji effectively inside the classroom. 20% of them mentioned that they have suffered of limitation of following their study. The students are almost impossible to absorb new Japanese Kanji knowledge.

- *Lack of practice*

This factor showed results that same as the previous ones. The students who learning Japanese also know that Kanji is very important. It is the foundation that helps them improve their Japanese knowledge from the beginning. But Kanji is really difficult. Thus, to mastering it, learning in class is not enough, the students have to spend more time practicing fluently.

- *Number of Kanji(words/meaning)*

This problem has occupied top of the results according students' answers. Students have difficulties in memorizing the Kanji words and its meaning. On the other hands, most of the students also have other problems while learning Japanese Kanji . (30%), mentions that they have suffered of limited amount of Kanji words inside the classroom. An evidence of that is as follows: Some students said," There are many Kanji words and its meaning they have to learn and remember all of them. So it is really a big problem ".

- *Low frequency of using Japanese dictionary*

For learning foreign language in general and learning Japanese in particular, dictionary is really necessary tool for each student. Japanese

dictionary helps them a lot in study: easily look up and learn new words. With the current technology era, the search is even easier. In the past, instead of taking more time to look up a dictionary that make many of students had to be discouraged. Now with a smartphone, you can easily find out the word you want. But there are still many students who do not have that habit. They are still lazy in using a dictionary to look up the words. With the rich number of Kanji and its difficulty is always parallel with it, it is necessary to use the dictionary more frequently.

3.3. Some solutions for HPU first year English majors to improve their learning Japanese Kanji

After found out the problems that students encounter in learning Japanese Kanji, the researchers came up with a few suggestions for student. This part presented the solution for problems that students are suffering from using Kanji

3.3.1. Watching movies, TV shows and videos of Japanese

This method is quite interesting. It is really good for Japanese learners. It can both help students entertain after stressful lessons, and help them acquire an amount of knowledge more effectively and excitedly. Many of them have solutions through watching movies, TV shows and videos of Japanese. The amount of Kanji words from easy to difficult appears quite a lot in these Japanese programs. For example, NHK World-Japan is a Japanese state-owned international broadcaster owned by NHK. The service is aimed at the overseas market, similar to BBC World News, Arirang TV, DW, VOA, ..., and broadcast through satellite and cable operators throughout the world as well as online and through its mobile apps. So you can easily access with the link: <https://www3.nhk.or.jp/nhkworld/> or watching on your TV. Like you can see in the picture below, You can easily see a lot of Japanese Kanji appear in this program. In addition to learning Kanji, you also learn more about Japanese

culture as well as English subtitle along with Japanese subtitle. This is really useful method to learning Japanese Kanji.



3.3.2. Listening Japanese songs

This is another interesting method. It brings the excitement to Japanese learners like the previous one. This way is also quite common and applied by many students. Students can easily learn Kanji through lyrics with easy to difficult levels of each song. You can choose any your favorite song to learn or more simply to relax after stress school hours. It is really a good way for those who want to do both of activities at the same time. Learning through songs is always the lightly way for students to get knowledge more easily. Surely that many people will not forget the famous Japanese song, associated with the childhood of many children in Vietnam like Doraemon. In that day, you can only remember the melody and sing along even though you do not know Japanese. But now you can go back to the childhood, learn Japanese though this song and sing it clearly with the lyrics. It really helps students become more interested in learning Japanese Kanji.



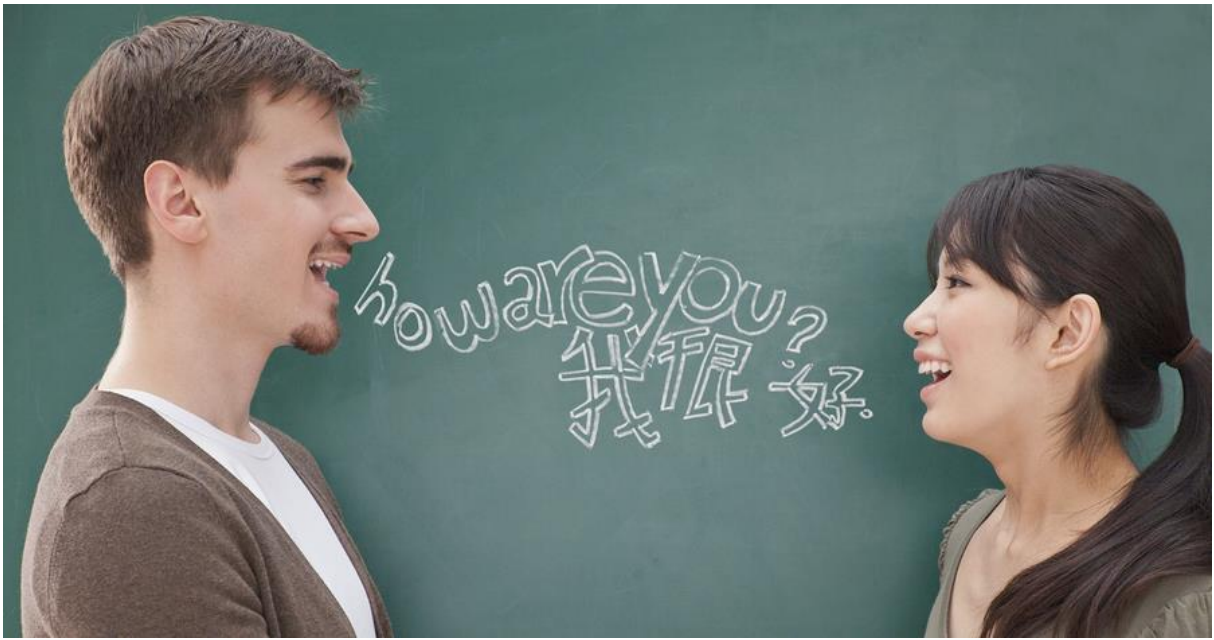
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ドラえもん
doraemon



Activate Windows

3.3.3. Reading Japanese articles and magazines

This method is one of the good way to learning Japanese Kanji but it is not used by many students. By this way, we also learn Kanji well but it is the same with reading comprehension exercises in the Japanese class. Even it is more difficult. So this reason makes students not really like to use this method. But it is undeniable that this is also a good way to learn Kanji for students. In the picture below, I want to introduce a famous Japanese article is NHK news. This is a place where you can easily read the hottest news from domestic and foreign reported by Japan. You can also choose from easy to hard levels to read with the number of Kanji appearing quite a lot. In addition, each newspaper page has image, video and audio very clearly. Thereby, you can learn more about reading skill and listening skill in Japanese in parallel with learning Kanji. So I still choose this way to learn Japanese Kanji.



3.3.5. Chatting Japanese with friends(anytime possible)

Nowadays, chatting online with friends is no stranger to young people and student as well. Normally they only use to chat with friends but have not tried it in learning Japanese Kanji. This way is really good for them. Chatting with friends by Japanese daily will help you not forget the Kanji that you have learned in class. It would be better to chat with Japanese people. Nowadays, there are many applications that can help you easily talk to Japanese people, making friends with them and exchanging Japanese Kanji knowledge. So I would recommend that one of the most used application in Japan is Omiai. With the name derived from the tradition of getting married through matchmaking in Japan, Omiai is trusted by many Japanese to seek long-term relationships. After you have registered an account on this application, you can easily make friends with many other Japanese people who are using this application. By this application, you can chat with them anytime possible. This is really good for you when using Kanji more often. It gradually becomes a habit but it doesn't make you bored.



3.3.6. Taking part in Kanji clubs

This way is quite familiar to student. Together, they can help each other in study learning Japanese. With difficult part like Kanji, you need to immediately discuss to your friends. In group, you easily exchange and discuss about Japanese Kanji knowledge and experience as well. That things help you improve Kanji day by day. So Kanji clubs is where you should join in. This is a place where people who study and practice Japanese Kanji together. Nowadays, there are many Kanji club that you can easily join to meet and exchange Japanese Kanji knowledge and experience with other members. Besides, there are many interesting activities about Kanji in those clubs. You can easily review Japanese Kanji knowledge and have fun while studying at the same time. This has a good effect on learning Japanese for students.



3.3.7. Practicing frequently

With a plentiful numbers of Kanji knowledge to remember in Japanese, daily practice is very necessary. Every day, let's set your goal to be 5 words/day to learn and make sure it's yours. And from there, you keep learning Kanji gradually. After that, you try to increasing the amount of Kanji words according to your ability. Imagine that if you practice hard, how much Kanji words do you have. This method can help you use Kanji fluently day by day. And it is becoming easier than before. You no longer feel scared when facing it. "Practice frequently" is always the best ways to help you improve your Kanji.



3.3.8. Practicing exercises of Japanese Kanji

In order to have a better way to learn Japanese Kanji, besides learning in class, you must have a sense of self-study and review your knowledge at home through Kanji-related exercises. There are many kind of exercises for you to practice at home. In the example below, I want to recommend two quite common multiple choice exercises to revise Kanji words. First exercise, you have to choose A,B or C to find out the correct Kanji or correct pronunciation from the given reading sound or given Kanji words.

Ex1: Choose the correct 漢字 (Kanji):	Ex2: Choose the correct kunyomi (reading sound):
1.TA(rice field) a) 竹 b) 田 c) 川 2.MORI(forest) a) 土 b) 林 c) 森 3.ISHI(stone) a) 金 b) 石 c) 土 4.KAWA(river) a) 川 b) 山 c) 水 5.KI(tree) a) 日 b) 火 c) 木	1.金(money) a) KANE b) KAWA c) KI 2.竹(bamboo) a) TA b) HAYASHI c) TAKE 3.月(moon) a) TSUCHI b) TSUKI c) ISHI 4.林(woods) a) HAYASHI b) KI c) MORI 5.水 (water) a) MORI b) KAWA c) MIZU

Next is filling the appropriate word in the blank exercise. In this form of exercise, you need to find the appropriate Kanji word to fill in the blank so that it is the best answer for the sentence.

1. () 内に言葉を入れて文を完成させなさい。
 - 1) 私は働く ()、工場にきました。
 - 2) 今日中にレポートが書け () だ。
 - 3) 電話は便利なので、最近手紙を書 () になりました。
 - 4) その意見 () だれも反対しなかった。
 - 5) 来週試験があるので、漢字の練習をし () おきます。
 - 6) どうも風邪をひいた () です。
 - 7) 休みの日はでかけるより家にいる () が多い。
 - 8) 日本語を話 () ようになりました。
 - 9) 朝日、レストランにご飯を食べ () 行きます。
 - 10) 一生懸命勉強した ()、テストは不合格でした。
2. 適当な言葉を選んで文を完成させなさい。
 - 1) 電車の事故があつて、30分ほど遅れ () なんです。
 - a. よう b. らしい c. そう
 - 2) コピーする前に () もう一度チェックしてください。
 - a. 念のため b. ために c. そろそろ

For reading comprehension, we have this kind of exercise. This is common one for students. As we can easily see the number of Kanji words from easy to hard to appear quite a lot in reading comprehension exercise like this. So if you daily practice in reading comprehension exercises, you will no longer feel it difficult when facing Kanji anymore.

段落

初めまして、私はリーです。韓国から来ました。私は20歳です。大学の学生です。あの人はミラーさんです。アメリカから来ました。ミラーさんは23歳です。ミラーさんも私の大学の学生です。あの方は田中さんです。田中さんは日本から来ました。45歳です。会社員です。

会話

A: 初めまして。私はチャンーです。中国から来ました。大学生です。

失礼ですが。お名前は

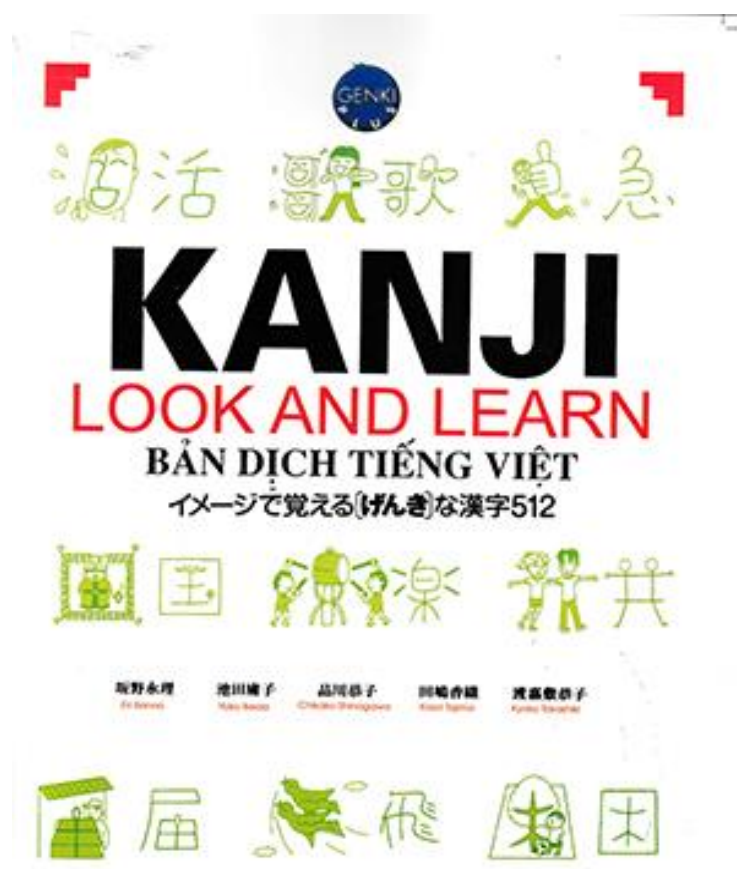
B: 私は田中と申します。日本から来ました。研究者です。

どうぞよろしくお願いします。

14

images. Besides, the examples given are also very simple and extremely easy to understand through familiar situations.

With Kanji Look and Learn, you not only know how to decipher but also understand the structure and usage of words. This helps you to memorize Kanji effectively without much difficulty. Especially the end of the book will have a lookup by number of strokes, per set and in Hiragana order help you get more useful information when learning.



Most of Japanese Kanji learners already know and have done this curriculum.

3.3.9. Imagination

The origin of Kanji is hieroglyphics, described by the ancients in the way of their thinking and imagination. Therefore, one of the interesting ways to learn Kanji is to imagine and compare words according to things and phenomena in real life.

rice field		This is the shape of a rice field. た かんばのかたちです。
▶ でん ▷ た だ	田中さん (たなかさん) Mr./Ms. Tanaka 山田さん (やまださん) Mr./Ms. Yamada 田舎 (*いなか) countryside	田んぼ (たんぼ) rice field 田植え (たうえ) rice-planting 水田 (すいでん) rice field 田園 (でんえん) rural district
<5> 一 口 田 田 田		由 (374) 申 (481)
tree		This is the shape of a tree. き かのたけの形です。
▶ もく ぼく ▷ き こ	木曜日 (もくようび) Thursday 木 (き) tree 木綿 (*もめん) cotton 木村さん (きむらさん) Mr./Ms. Kimura	木星 (もくせい) Jupiter 大木 (たいぼく) big tree 材木 (ざいもく) lumber 木陰 (こかげ) shade of a tree
<4> 一 十 才 木		本 (25) 不 (302)

Look at the picture above. You will see, from the image of the square fields or the tree, after reducing the strokes, the final result is that Kanji word. It can be seen that based on imagination, you can both remember the word, get the meaning of Kanji word and some new words as well as example sentences.

Similar to the images below, try to guess which Kanji corresponds to the image:



The answer is: 1-c 2-b 3-a

Explain:

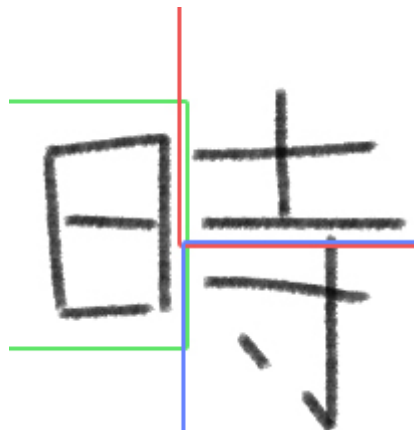
Figure 1: Mountain

Figure 2: Images of fire burning => fire

Figure 3: Images of sprout growing from the ground => soil

This is a reference from figure to text. As for Kanji that you cannot remember the meaning, try the opposite way.

Method of learning: Based on the meaning of the Kanji, using your imagination to relate images to make the most sense of the word. The interesting thing of this method is that there is no standard answer, because it depends on the imagination and creativity of each person.



With the above words, you can imagine of the following: The ancients observed the phenomenon of the sun shining down on the rod on the ground, then based on the Shadow to know the Time.

3.3.10. Learning Japanese Kanji by using flashcards



Flashcards consist of several small cards put together, each card uses both front and back. You can make your own flashcards or buy them.

Front: Usually designed to record Kanji. Reverse: Usually used to record Pinyin, On-Kun and related words.

How to learn:

Method 1:

Look at the face that contains the Kanji, remember and read the meaning of the word, turn the back to check the answer. Even if there is a mistake, continue with the next word without stopping to review. You need to focus on moving the card at the fastest speed possible (as in the word flashcards, the meaning of the word "Flash" is "Quick"). Flashcards are not an outline or dictionary. After finishing the card exercise, repeat from the beginning according to the above procedure.

Method 2: Classification of words

In groups that do not yet belong and belong

In groups of kanji the images have almost the same image

Based on the meaning of words to divide into topics such as nature, dates,

...

After classifying into groups, proceed to study in the same way as first method but do not need to pay attention to the learning speed (you may revise the wrong word before moving on to the next word).

3.3.11. Learning Kanji through the radicals

The radical is the basic component that makes up the Kanji, and is itself also the Kanji. There are a total of 214 radicals, each with its own meaning.



How to learn:

With a Kanji word, try to divide into small radicals, based on the meaning of the radicals to figure out the meaning of that Kanji.

Filter Kanji with similar or nearly identical radical of words, thereby finding similarities in the meaning of the words.

3.3.12. Memorizing reading sound

First to emphasize, this is the way to study closest to the Vietnamese people, because in the past, Vietnam also used Chinese characters imported from China. Even in today's life, Pinyin still accounts for about 75% of the vocabulary in Vietnamese. And there is a coincidence that many of the vocabulary in Japanese having reading sound is almost similar to Vietnamese.

Kanji	Pinyin	Meaning
学生	Học Sinh	Học sinh
救急車	Cứu Cấp Xa	Xe cấp cứu
国際大学	Quốc Tế Đại Học	Đại học quốc tế

How to learn: Prepare the Kanji board with reading sound as shown below:

N5 レベル 漢字										
1	一	二	三	四	五	六	七	八	九	十
2	山	川	田	日	月	火	水	木	金	土
3	百	千	万	円	年	上	下	中	半	分
4	人	子	女	男	目	口	耳	手	足	力
5	父	母	先	生	学	校	友	本	每	何
6	前	後	外	左	右	東	西	南	北	名
7	牛	馬	魚	貝	雨	天	気	車	門	午
8	大	小	高	安	新	古	長	多	少	早
9	行	来	食	見	入	出	立	書	言	飲
10	話	読	語	間	聞	買	休	時	週	道
11	今	会	社	店	駅	花	国	白	空	電

N5 レベル 漢字										
1	Nhất	Nhị	Tam	Tứ	Ngũ	Lục	Thất	Bát	Cửu	Thập
2	Sơn	Xuyên	Điền	Nhật	Nguyệt	Hoà	Thuỷ	Mộc	Kim	Thổ
3	Bách	Thiên	Vạn	Viên	Niên	Thượng	Hạ	Trung	Bán	Phân
4	Nhân	Tử	Nữ	Nam	Mục	Khẩu	Nhĩ	Thủ	Túc	Lực
5	Phụ	Mẫu	Tiên	Sinh	Học	Hiệu	Hữu	Bản	Mỗi	Hà
6	Tiền	Hậu	Ngoại	Tả	Hữu	Đông	Tây	Nam	Bắc	Danh
7	Ngưu	Mã	Ngư	Bối	Vũ	Thiên	Khí	Xa	Môn	Ngọ
8	Đại	Tiểu	Cao	An	Tân	Cổ	Trường	Đa	Thiếu	Táo
9	Hành	Lai	Thực	Kiến	Nhập	Xuất	Lập	Thư	Ngôn	Ẩm
10	Thoại	Độc	Ngữ	Gian	Văn	Mại	Hưu	Thời	Chu	Đạo
11	Kim	Hội	Xã	Điểm	Dịch	Hoa	Quốc	Bạch	Không	Điện

Looking at the two sides, for each Kanji, learn the Pinyin accompaniment and the meaning of that word.

Only read the row out loud 1-2 times. You can refer to Pinyin if you don't remember.

Once you feel a little remembered, double or cover the Pinyin section, read it 1-2 times, you can read in the opposite direction.

Study down to the next line in the same way.

Each time you have to learn many lines, many words, not just learn a few words.

Note: Each Kanji is accompanied by a pinyin sound, but a pinyin sound can have many meanings and many words.

For example: The word 友 has a pinyin sound, but Huu has 3 words 友、右、有 with 3 different meanings.

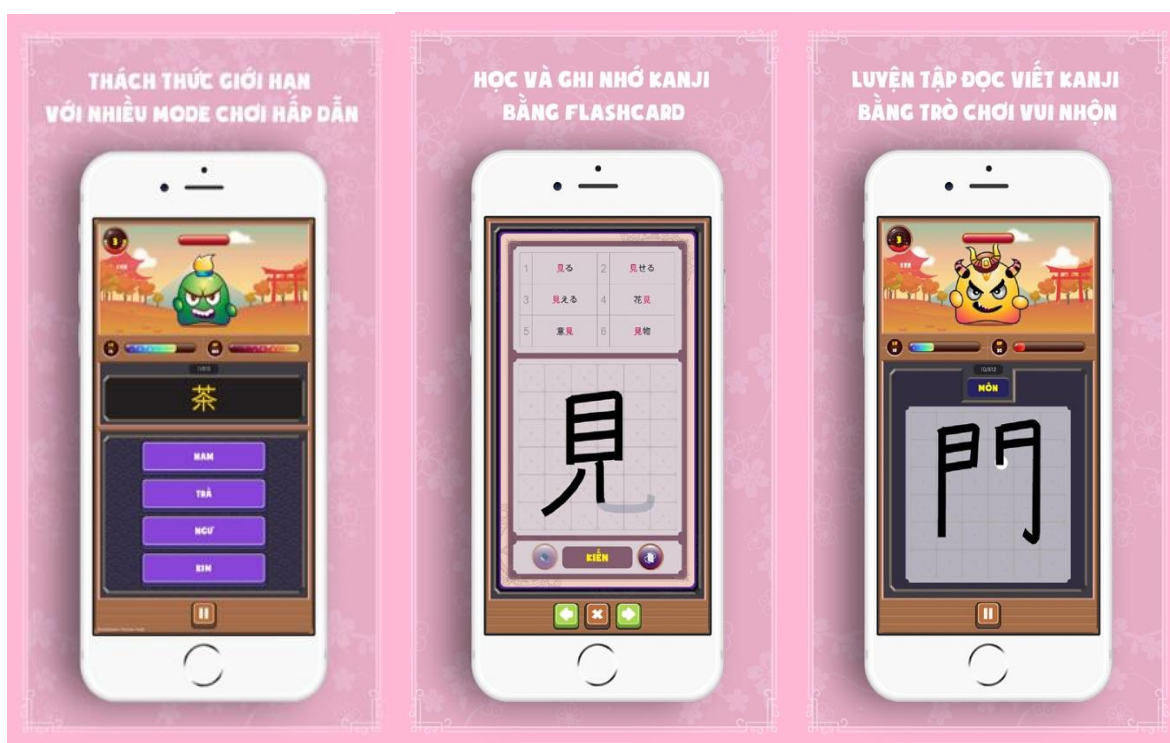
3.3.13. Getting a part-time job in Japanese restaurant

This is a good opportunity for students. They can both be financially independent and gain more experience in their life. They have to use Japanese to deal with daily situations in work that helps them become familiar with it, easily learn more about knowledge and culture as well. That is such a way for them to practice. Everyday, they interact and communicate with Japanese customers makes your Japanese also improved somewhat. Furthermore, they can ask Japanese people about Kanji knowledge that they do not understand. Currently, getting a job in a Japanese restaurant is quite easy. It is not far away in Van Cao street, Hai Phong, there are many Japanese restaurant. I can mention some restaurants like Kazoku restaurant - specializing in sushi, Kiku restaurant – specializing in BBQ, Koyuki restaurant and many other restaurants in that street they can apply to work there. That is truly awesome.



3.3.14. Learning Japanese Kanji through Kanji heros saga application

Kanji Heroes Saga is the best Kanji game learning app that combines Flash Card and interactive games. Learners will play games and overcome challenges such as reading, Pinyin and Japanese Kanji quizzes to help improve vocabulary, Kanji and Japanese pronunciation to prepare for the JLPT and both communication. Kanji is very important for reading comprehension in Japanese. To be able to complete the JLPT test at each level, you must remember a certain number of Kanji. With hundreds of fun lessons compiled from the best Kanji curriculum - Kanji Look and Learn. Combining gaming with learning ensures that it doesn't take too much time every day and still remembers Kanji words, reading way and examples. Beside they will have more fun when using this application.



3.4. Conclusion

Based on the data collected from students, we have found the difficulties faced by them while learning Japanese Kanji. Then some solutions are suggested to overcome those difficulties for students.

PART III: CONCLUSION

1. Summary

In conclusion, this graduation paper is conducted to investigate the learning situation at Haiphong Management and Technology University in Language Department and to find out student's difficulties as well as common mistakes particularly in terms of learning Kanji. Then methods and strategies might be suggested to solve student's problems and motivate them.

To reach what the author aims at this study; the study is divided into three chapters with their own purpose. The first chapter briefly covers the theories related to the study. The second chapter presents the overview on situation of learning Japanese Kanji skill at Haiphong Management and Technology University. The third chapter presents the research methodology and author's findings of the approach to learning Japanese Kanji at Haiphong Management and Technology University through the questionnaires and interview. This chapter also helps the author find the answers for three research questions that stated in the introduction. And finally is some recommendations and suggestions to improve Japanese Kanji knowledge at Haiphong Management and Technology University.

2. Limitations of the study

Although the study has certain strong points such as collection methods, namely interviews, survey questionnaires for students, due to limited time, lack of sources, the researcher's ability and other unexpected factors, it is obvious that the study has got a number of short-comings.

First of all, due to the limited of time, experience to some extent, the researcher could not conduct other methods such as classroom observation which can make the obtained results more reliable.

Secondly, due to the limitation of scope of the study, the researcher only focuses on the first-year students in Faculty of Foreign Language which account for a small number of students at HPU. Therefore, the result of the study can't be generalized. Besides, the researcher could not cover all the aspects of difficulties.

In addition, the techniques suggested in this research are selected from different reliable but limited sources.

In spite of the mentioned limitations, I hope that this exploratory research will contribute to the better situation of teaching and learning Japanese Kanji at HPU.

3. Suggestions for the further study

Because of the limitation, this study could not cover all of aspects of the study. Besides, the study only focuses on difficulties for only first-year students at HPU in order to help them improve their Japanese Kanji knowledge. Moreover, for the further studies, to get better results, the researcher should invite more participants and the data collection method with further study with senior English majors at HPU. Together with using survey questionnaires and interviews, observation is also necessary to get more persuasive conclusions.

All in all, despite the study cannot avoid the limitations; the research has been completed under the guiding of the supervisor and self-effort. Any comments and criticism will be highly appreciated for better further study.

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APPENDIX

SURVEY QUESTIONNAIRE

This survey questionnaire is designed for my graduation paper namely: “Difficulties of learning Japanese Kanji faced by HPU first-year English majors” in completing these questions, please choose the answer by circling the letter next to your choice, ticking off the items in a checklist or expressing your idea in the blanks. All your personal information as well as your answers will be kept confidential and not be used for the other purposes.

Thanks for your help!

Question 1: Your gender:

- A. Male
- B. Female

Question 2: How old are you?

Question 3: How long have you been learning Japanese Kanji?

Question 4: In your opinion, Learning Japanese Kanji is?

- A. Very difficult
- B. Difficult
- C. Normal
- D. Easy

Question 5: What do you think about the importance of Kanji in learning Japanese?

- A. Very important
- B. Important
- C. Quite important
- D. Not important

Question 6: Do you like Japanese Kanji lessons at class?

- A. I really like
- B. I like
- C. I don't like
- D. I completely don't like

Question 7: How often do you have problems in learning Japanese Kanji?

- A. Always
- B. Often
- C. Sometimes
- D. Rarely

Question 8: What kinds of Japanese Kanji texts do you expect to practice more? (Put the tick (√) in your choice)

Kinds of Japanese Kanji text	Uninterested	Normal	Favorite	Most favorite
A. Stories				
B. Speeches				
C. Dialogues				
D. Others				

Question 9: Which of the following reasons make you difficult to learn Japanese Kanji?

- A. Poor equipment
- B. Limited practice time
- C. Teaching method
- D. Others:

Question 10: What makes you interested in learning Japanese Kanji the most?

Items	Most influential	Influential	A bit influential	Not influential
A. Interesting stories in Kanji				
B. Exciting activities				
C. Adequate modern equipment				
D. Good teaching methods				

Question 11: What are student's weaknesses in learning Japanese Kanji?

	Weaknesses	Percent(%)
1	Mixed classes	
2	Number of Kanji(words/meaning)	
3	Inappropriate learning methods	
4	Lack of practice	
5	Misunderstanding the lessons	
6	Low frequency of using Japanese dictionary.	

Thank you very much for your cooperation!