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## 児童の漢字書字学習に及ばす効果について

*Saturday 17 May 2025 11:30 (1 minute)*

### TITLE

児童の漢字書字学習に及ばす効果について

### RELEVANT SIG

Accessibility in Language Learning

### FORMAT

In-person interactive poster session

### Short English description

The way children learn meaningful language materials to promote language acquisition is significant. Therefore, this study examines the effects of a discrimination task involving character elements during the process of acquiring kanji writing among children. In the experiment, we re-evaluated character elements in relation to their complexity and familiarity through kanji decoding. The results indicated that the effect of character elements was significant. However, this should not be interpreted unconditionally as a general effect of familiarity, since significant interactions were noted. When high-familiarity kanji groups were used, the performance was significantly better with lower complexity kanji than with higher complexity ones. Conversely, when low-familiarity kanji groups were used, the performance was better with higher complexity kanji than with lower complexity ones. This suggests that instruction should progress from high-familiarity kanji to low-familiarity kanji, taking into account children's existing language knowledge. It is essential to enable children to extract clear information from teaching materials regarding low-familiarity kanji and to progressively move from high-complexity kanji to low-complexity kanji.

### KEYWORDS

Language Learning • Language Materials • Text Elements Graphics

### First-time presenter?

### ABSTRACT

言語学習を促進ために有意義な言語材料を子供達がどのように学習するのがということは重要である。そのために児童の漢字書字習得過程において文字要素図形の弁別課題を行う促進効果を検討する。実験では漢字の解読により文字要素図形と複雑度と熟知度について再検討した。その結果は文字要素図形効果が有意だった。しかしこのことは熟知度という要因の一般的な効果として決して無条件に考えてはならない。なぜならば交互作用が有意であることにあり高熟知漢字群用いた場合、複雑度の低い方が複雑度の高い方よりも有意に成績がよく、低熟知漢字群を用いた場合、複雑度の高い方が複雑度の低い方よりも成績がよかったが示されたためである。つまり児童の既有言語知識を考慮し高熟知漢字から低熟知漢字へという順序で進んでいく。それについて低熟知漢字では教材からわかりやすい情報を読み取らせることが重要になる。高複雑漢字から低複雑漢字へと進むべきである。

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**Track Classification:** Accessibility in Language Learning