



在日フィリピン人児童のための漢字教材

# Ang Kanji ay Kaibigan

アン カンジ アイ カイビーガン

80  
Kanjis



1年生  
配当漢字

東京外国語大学 多言語・多文化教育研究センター

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# Ang KANJI ay Kaibigan 80 Kanjis

Ang KANJI ay Kaibigan “80 Kanjis” is a teaching material devised with abundant illustrations to let children who are weak in learning “KANJI” study “KANJI” apportioned in grade 1 with fun and less burden.

It can also be used as a repetition drill and for advanced practice for the children who finished the introduction to “KANJI” study. It is good to advance with pleasure. If a child has a pleasant feeling, “Studying KANJI is fun”, it will also make progress on study.

## The meaning of the title

The title of this teaching material “Ang KANJI ay Kaibigan” means “KANJI is a friend” in Filipino (Tagalog). Many Filipino children are studying at elementary schools in Japan at present, and most of them have difficulties in studying “KANJI”. Concerning these difficulties, we put this title from our innermost intention to let them cultivate their interest in “KANJI” and “make a good friend with KANJI”, by learning with less burden and more fun.

## The features of this teaching material

### 1. Abundant illustrations

If an actual image or picture and the character are not well connected in one’s head, speaking ability and reading-and-writing capability will be unbalanced. On this, the illustrations are abundantly taken in so that the meaning of “KANJI” and the meaning of the sentence will be caught from vision.

### 2. Understanding is promoted with the basic sentence patterns and the vocabularies used in daily life.

In the drills and exercises, the vocabularies and basic sentence patterns applied in daily life are used. It is primarily considered so that the child can concentrate on studying “KANJI”. Reading many easy sentences also leads to improvement in Japanese ability.

### 3. “KANJI” is memorized through sentence readings.

In non-“KANJI” areas, words are made of phonograms (sounds). “KANJI” with its meanings one by one is an ideographic character. So, children not only can memorize “KANJI” by its “FORM” but also can understand the meaning exactly through many reading practice drills included.

### 4. “One reading to one character” in principle

The difficult point of studying “KANJI” is that one character has many readings. Since children who have not got used to studying “KANJI” are much confused by two or more readings submitted at once, “one reading to one KANJI in each lesson” is carried out in principle in this teaching material.

### 5. Understanding of the construction of a Chinese character (“KANJI”)

Working the exercises in constructing “KANJI” can let children conscious that the “KANJI” is made of parts.

### 6. Insertion of translation in English and Filipino (Tagalog)

Translation in English and Filipino (Tagalog) is attached to the meaning and problem sentence of a “KANJI” for children who are utilizing the material with still low Japanese skill level and for children who study with their guardians at home.

### 7. Customs and climates of Japan are introduced.

Children who just came from foreign countries are full of wonder in their lives in Japan. The things Japanese accept as normal can be learned through this material.

## To teachers

Although it is said that a child learns language immediately, studying a foreign language especially by using different writings is accompanied by a great difficulty. There are not a few children who are poor in writing although they can understand daily conversation by hearing it. The followings below are the learning processes of “KANJI” for the children who came from the non-“KANJI” areas.

### The learning processes of “KANJI” for the children who came from the non-“KANJI” areas

#### ① To recognize the form of a “KANJI”.

Since children completely see the character for the first time, it is important for them to recognize first and to be able to specify.



#### ② To understand that each character has a meaning.

The characters in non-“KANJI” areas are phonograms (sounds). On the other hand, a “KANJI” is an ideographic character with meanings of each. For the children who study “KANJI” for the first time, the first step for study is to understand the function.



#### ③ To understand that the fundamental meaning of a “KANJI” does not change even if its reading differs.

Even when the “KANJI”s introduced in the words “top (上)” and “bottom (下)” become the words “上がる (agaru), 下がる (sagaru)”, their original meanings "top" and "bottom" do not change. By meeting with many words, children can understand the function of “KANJI”.



#### ④ To realize the meaning of a compound word consisted of two or more “KANJI”s.

Even if the characters “入” are read completely different in "entering" 入る, "entrance" 入口, and "to approach" 進入, children can realize the meaning of compound words consisted of two or more “KANJI”s if they can at least image the meanings of "入る (hairu)", "口 (kuchi)" and “進む (susumu)”.

## Components of this teaching material

### [Contents of each lesson]



#### 1. New character “KANJI” (presentation page)

The new “KANJI”s are introduced with words. Each meaning in English and Filipino (Tagalog) and illustrations are also attached. This let children understand that every character has a meaning. If there is a real thing around, it should be shown so that the object and the character will be connected in their heads. The lower part is the problem to recognize the right “KANJI” from several characters given, in which the illustration and the word in hiragana indicate.



#### 2. Can you read? (Reading practice page)

The readings of the “KANJI”s studied on the 1st page of each lesson can be checked. Let children write YOMIGANA (reading of “KANJI”) in HIRAGANA and let them read aloud.



#### 3. Can you write? (Writing practice page)

There is a regular writing order in “KANJI”. To practice according to the writing order will make children use dictionaries easily in the future. Probably, it will be better to follow the most exact and accurate writing order at first. However, since the pleasure of studying “KANJI” is one of the goals, teaching it strictly is not advisable. Considerably at first, it is good to set the goal of writing its structure. If it is done, please praise the child for making an effort.



#### 4. Let's Read! Let's Write! (Aquirement page)

The meanings of the “KANJI” s studied on the previous page can be checked in short sentences. First, let children read the sentences and write YOMIGANA (reading of “KANJI”). Then, let them change words in HIRAGANA to those in KANJI. Once correct answers are confirmed, let them confirm the meanings. In addition, let children repeat sentences after teachers read aloud. Reading aloud correctly certainly help them improve their Japanese language proficiency.



#### 5. I can read! I can write! (Familiarization page)

This page offers comprehensive practices of “KANJI”. The “KANJI”s learned from the beginning are put into practice through both reading and writing. In case the child doesn't know the answers, let them refer *PATTOMI JITEN* 80 (Comprehensive Index). They can practice repeatedly as proceeding in each lesson. It is good to give importance to the value of a pleasant feeling in studying.

### **[Review exercises]**

There are review exercises every five lessons so that children can aquire proficiency in reading and in writing of “KANJI”. Please utilize this in order to confirm whether they have aquired exactly what they have learned.

### **[*PATTOMI JITEN*(Comprehensive Index) ]**

This is a list of “KANJI”s to learn in the order of the Japanese syllabary. Illustrations and translations are also attached.

### **[*KARUTA* (Cards) ] (Attached paper)**

The “KANJI”s to learn and their illustrations and readings were made into the form of a card game. Please utilize after printing them out and reinforcing with pasteboard etc.

## Other hints for instruction

- **A good task to the child who is unwilling to write “KANJI”**

It is difficult for anyone to copy unfamiliar characters. Not a few children lose desire to learn due to the difficulty of writing “KANJI”s. In this case, do not force them to write if writing is not enjoyable for them. It can be suggested that you give some enjoyable tasks such as making cards or something to them to motivate them to write with fun. Conversely, please let the children who have willingness to write from the beginning write as many as they want. This helps them to recognize the form.

- **Writing the suffixed kana and the character together.**

When you teach children who have not been long in studying “KANJI”, let them not only practice writing “KANJI” itself but surely write it together with the suffixed kana ending. This is to let them learn naturally the usage of Japanese notation which is **KANJI**, **HIRAGANA**, and **KATAKANA** depending on its needs.

- **Careful instruction to two or more readings.**

In this teaching material, only one reading is presented to one “KANJI” in every section in order not to confuse the children who are not used to studying “KANJI”. When you teach other readings, use the words which are familiar to them and somehow they have already heard and at the stage which they have got used to studying “KANJI” to some extent.

**(Example)**

- “Ue (above / top)” “Shita (below)” → “Agaru and Sagaru (up and down)”
- “Hi (day)” → “Nichiyoubi (Sunday)” etc.

- **Having pleasure while studying.**

In order to continue the study of “KANJI” which is difficult, it is very important to advance it with enjoyment. Make various ideas so that the child himself/herself can have a feeling, “Studying **KANJI** is fun”.

- **Combination with other teaching materials for more effectiveness**

This teaching material also has the portion which cannot cover the “KANJI” studies in subjects, like only one reading is presented to one character in this material. So, utilize this teaching material as an object for review or to line up with other teaching materials according to the situation of the actual teaching.

Then, have a pleasant “KANJI” study!

### Regarding writing order of "Kanji numerals".

"Kanji numerals" as a rule should be written in vertical writing. But because this book (teaching material) is composed of horizontal writing, "Kanji numerals" are also used in horizontal writing. We would like to ask your acknowledgement on this beforehand.

## Ang KANJI ay Kaibigan 80 kanjis Index

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