

**University of Tsukuba**  
**Center for Distance Learning of Japanese and Japanese Issues**  
**In co-organization with the CEGLOC FD Committee (Event 14)**  
**Lecture: Possibilities for kanji learning via e-learning**  
**Lecturer: Galina Vorobeva**  
**Thursday June 21, 2018 17:00-18:00**  
**University of Tsukuba, University Hall, Special Meeting Room**

The CEGLOC FD Committee co-organized this lecture with the Center for Distance Learning of Japanese and Japanese Issues, University of Tsukuba. The lecture was also sponsored by the Cooperative Joint-use Center for Japanese Language and Culture Education, Osaka University and the Center for Japanese Language Education, Educational Resources Development and Practice Training, Tokyo University of Foreign Studies.

**Part I: Lecture by Galina Vorobeva, followed by a Q&A session**

Ms. Galina Vorobeva was welcomed and introduced by Professor Masaki Ono, Head of the Center for Distance Learning. Ms. Vorobeva is an Associate Professor at the Bishkek Humanities University in the Kyrgyz Republic. She started learning Japanese at the age of 46 and became a Japanese language instructor four years later. Her field of research is optimization and systematization of kanji education through structure decomposition and coding. She has published class materials on this topic. After the introduction, Professor Iwasaki, Head of CEGLOC, also welcomed the speaker and connected the lecture topic of kanji learning with personal experience in the classroom.

During her lecture, Professor Vorobeva first briefly introduced about the Kyrgyz Republic, and the situation of Japanese language education in the country. Currently Japanese is being taught to more than 1500 learners at 31 institutions. After sketching problems kanji learners face, she continued with some learning strategies like association and stories, and introduced an online tool where learners can diagnose their learning styles based on 57 possible strategies. The latter half of her lecture consisted of an introduction of online kanji learning tools and the creation of kanji class materials. She grouped the online tools according to their main functions, such as stroke order, reading, meaning etc. as well as interface language with examples of English, Russian or German sites. For the creation of online class materials Prof. Vorobeva insist on a systematized approach. The base for this is a kanji meaning network encompassing a world view, i.e. grouping and subgrouping kanji with related meanings, for example

human race>society>environment>culture etc.

After the lecture, a lively discussion followed where many persons in the audience expressed interest in Prof. Vorobeva's unique approach to the coding of strokes kanji are built of.

## Part II: Survey results

A total of 59 persons attended the lecture and of these, 33 persons completed a survey after the event. As this event was focusing on Japanese kanji learning, most of the audience had some kind of relation to Japanese language education. A group of undergraduate students (70%) of the College of Japanese Language and Culture attended with their instructor. Japanese language instructors (18%), graduate students (9%) and company employees (3%) complete the audience breakdown. The audience was (highly) satisfied (88%) and would recommend (88%) this type of lecture to others. Suggested topics for future events included among others Japanese language education and the relation with intermediary languages or mother tongues, Japanese language education for children in primary and junior high school, and e-learning tools for grammar, reading and pronunciation.



Prof. Ono introducing Prof. Vorobeva while Prof. Iwasaki listens attentively.



Prof. Vorobeva #tsukubagram

For the CEGLOC FD Committee:  
Ruth Vanbaelen (Editing Coordinator)