

Music to My Ears: Using an Educational Music Game to Improve Kanji Stroke Knowledge

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Introduction

In general, a large number of people are learning unknown dialects with logographic composing frameworks, such as Japanese or Chinese. For those coming from alphabetic backgrounds, learning a large number of characters necessary for proficiency in those dialects is a fascinating challenge, and maintaining motivation despite such a significant undertaking is a battle for some understudies. For this reason, there are many games, but few proposition creation memory practises like composition, and by far the majority are not so subtle cheat sheets.

To fill this void, we created Radical Tunes, a melodic kanji-composing game that combines creation practise with a melodic mental aid by assigning a tune to each of a person's components. We chose music as an important asset that can be used to improve learning and memory. In this paper, we investigate whether incorporating songs into a kanji learning game can have a significant impact on the retention of the stroke request/bearing and overall state of a few Japanese characters, similar to the mental helper effect of including music in a message. In particular, we directed two test review, finding that

- (1) Music enhanced submersion, a significant learning variable; and
- (2) there was a positive correlation between tune presence and character creation, particularly for more enigmatic characters.

People have a variety of reasons for wanting to learn a new language: some want to appreciate unfamiliar media in its unique structure, others need it for business or travel, others for personal advancement, and so on. Around 1/6 of the world's population learns dialects with logographic composing frameworks (LWSs) as their native tongues, such as Chinese, Japanese, and Korean [1]. These people have a lot of social, financial, and educational resources. As a result, these dialects are a popular choice for a wide range of students, from true financial experts to K-pop and anime fans. Whatever the motivation, learning additional languages has a slew of mental advantages and should be encouraged.

We showed Radical Tunes – a melodic game for learning how to compose Japanese characters – in this article. Special songs are used in the game to help players remember stroke requests. We also introduced two Radical Tunes evaluation investigations. The previous idea was to replace songs with the sound of chalk on a board in a melodic adaptation of Radical Tunes. The second set up a comparison between a stable variant of Radical Tunes and tunes and an adaptation with procedurally produced, constantly evolving tunes. We confirmed that the presence of music in Radical Tunes significantly increased player immersion using the Immersive Experience Questionnaire.

The fact that subjects in both situations fundamentally improved their scores between pre- and post-tests shows that Radical Tunes was effective at teaching kanji to the players, albeit only temporarily. The limited scope of our pilot study – just six characters – found no evidence of any memory aiding effects the music might have on the players' ability to retain the material over time. Nonetheless, our subsequent analysis revealed that being open to reliable songs resulted in significantly better post-test results, particularly in kanji with a larger number of strokes. We believe that, if well-planned and executed, the ideas presented in this paper will have a significant impact on a large number of LWS students