

## ABSTRACT

### IMAGERY MNEMONIC VERSUS CONTEXT LEARNING: EFFECTS ON KANJI RETENTION

These studies compared three learning strategies on retention of Kanji (Chinese characters in written Japanese). Low-intermediate level Japanese language learners were randomly assigned to one of each learning strategy condition (imagery mnemonic, context method, and rote learning). Kanji appropriate use in contextual sentences (in Experiment 1) and on retention of Kanji characters' English equivalents (in Experiment 2) were assessed immediately and after a one-week delay. Overall results did not show statistically significant differences across the three learning strategies in the two experiments. If sample size is increased, and if types of words and levels of competence are carefully controlled, there remains the possibility of differences in the effectiveness of the learning strategies. Future studies are recommended to examine these possibilities.

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