A study of the renewed *Kyōiku kanji*:
An attempt to quantify the relative importance of 1,026 *kanji* using Japanese-Language Proficiency Test (JLPT) levels

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This study investigates an original database of 1,026 Kyōiku kanji, *which was revised in 2017 and implemented in elementary schools in 2020, as well as the new "Guideline for Character Style and Form in the Japanese* Jōyō kanji," *announced in 2016, which promotes the distinction between "standard forms" and "tolerated forms." In addition, three issues specific to the era of the Internet are discussed. This database's special feature quantifies the correspondence between the vocabulary list (more than 9,000 words) of the Japanese-Language Proficiency Test and the* Kyōiku kanji. *As an example of the effective uses of this database for students, a kanji data book for Japanese language learners was created, which has been available to students at Geneva University since Autumn 2020. In this data book, depending on the level of deviation values, 1-star to 5-star notations were used to prioritize the memorization of kanji.*

1 Introduction

This study investigates a database of the official Japanese list of the 1,026 *Kyōiku kanji* (or, "education Chinese characters"). Learners have access to comprehensive information via the Internet, such as the *kanji* database. However, due to information overload it may be difficult to identify useful and important data for the purposes of learning *kanji*. Therefore, the aim of the study is to identify the relative importance of each *Kyōiku kanji* and reduce the burden on the learners. Even though the list of the *Kyōiku kanji* is not intended for overseas learners of Japanese, the "Guideline for Character Style and Form in the Japanese *Jōyō kanji*" (2016) can also be beneficial for overseas learners. Therefore, the relative importance of *Kyōiku kanji* has been quantified using the vocabulary list of the Japanese-Language Proficiency Test (JLPT) test designed for overseas learners,.

2 Background and previous work

2.1 *Teaching* kanji *at Geneva University*

Before analyzing the renewed *Kyōiku kanji,* another original database of 1,078 *kanji* extracted from the two volumes of the Japanese grammar textbook[1] is presented as a prototype, because the adoption of this prototype database from my previous study (Obataya, 2021) has been utilized in the current work.

First, I will give an overview of my *kanji* teaching at Geneva University. The following lists the documents that were created from the database.

- Document A: Glossary of *kanji* from *Minna no Nihongo* in two volumes (two bound and illustrated booklets with 248 pages, used in my *kanji* classes)
- Document B: Introduction to the specificity of *kanji* writing (additional document is projected on the screen during my classes and available on my Moodle space)
- Document C: Glossary of the contrast between the 1,078 *kanji* and the corresponding simplified Chinese characters of the People's Republic of China (document available on my Moodle space)
- Document D: Summary of Document C (document, composed of 66 slides, available with the quiz sheets on my Moodle space)

Although documents C and D are not directly related to the current study, the creation of these documents has improved my understanding of the "character fonts" issue, which will be discussed further (see 3–4).

In 2013,[2] I began using two original booklets (Document A) that list, by chapter, all *kanji* that appear in the two volumes of the standard Japanese grammar textbook.[3] Each chapter subdivides the characters into the following categories:

a) *kanji,* to know actively, namely, reading and writing (input and output)

b) *kanji,* to know passively, namely, read-only (input only)

Thus, to reduce the burden on learners, the *kanji* that need to be memorized was prioritized. This type of restriction was based on the method adopted in *the Tobira gateway to advanced Japanese 800 basic kanji* (Oka, Mayumi et al, 2010).

I added additional information to accompany the original illustrations, as shown in the examples from Documents A and B (**Figures 1–3**).

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1   *Minna no Nihongo I* (French translation, 2nd ed., 2013) and *Minna no Nihongo II* (French translation, 2nd ed., 2015) are used in the department of East Asian Studies at Geneva University.
2   From 2013 onwards, I have been teaching a class on "*kanji*" to first- through third-year undergraduate students.
3   Initially, a database was created for the first edition of *Minna no Nihongo I* and *II* (published in 1999). The data was updated after the publication of their second edition (*Minna no Nihongo I* in 2013 and *II* in 2015).

Figure 1 The table of contents from Document A

『みんなの日本語』I (2nd edition) L.1-25

L.1 人先生学会社行大何来名前／方教師員銀医者研究病院歳初願失礼韓電気 **L.2** 本書聞手時車土英語日話／辞雑誌新帳刺鉛筆計傘机産違世佐藤鈴伊井 **L.3** 食所売国地下円百千万見／室堂事務議受付部屋洗階段自動機靴場阪催紳 **L.4** 起寝休強今分半午後朝昼夜映画毎月火水木金／働勉終郵便局図館美術晩試験曜変番号兵 **L.5** 帰校飛歩友彼女家週去年子園労／駅船鉄幹線転達族誕次普通急特甲城昭憲皇 **L.6** 飲吸読買写真肉魚野果物茶牛酒紙店花／撮卵菜紅乳庭宿題 **L.7** 切送貸借習消父母／賀状荷符 **L.8** 静有親元利小古悪暑熱寒冷難易高安低忙楽白黒赤青町活仕杯良山苦／暇桜察閣寺奈富士侍紫酸 **L.9** 好上料理旅音歌絵字漢細間用主夫妻内少早速残度／嬢球舞伎約束奥然念謡 **L.10** 男犬猫池窓公右左中外近東京／象箱蔵庫棚喫乗県隣略 **L.11** 台枚回両兄弟姉妹天空／封筒留航漬汁 **L.12** 遠遅多暖温涼甘辛重軽春夏秋冬雨雪港海界祭身／簡単季節曇焼豚葉疲祇苑 **L.13** 結欲広狭川末正注文定待別／遊泳迎婚散釣沖縄 **L.14** 開閉持取伝呼使止住座立入出砂問答信曲／降塩糖往 **L.15** 置作造知表服品市役独皆思／資刻製経済歯橋俳 **L.16** 浴押始若長短明暗体頭髪顔目耳口足背緑神引田記戸婦都／換鼻証額確認梅預振込照 **L.17** 覚忘払返心配業張薬丈危保険着痛血肩折／脱禁煙健康吐痢秘腰盲腸酔 **L.18** 集捨運予現味祈課馬原走逆投伸向北道／弾趣劫郷跳 **L.19** 泊掃除眠弱練相調乾無統化能柔剣才落踊／濯撲葛飾斎�華漫囲碁将棋盆 **L.20** 要修君太客様似合／僕郎 **L.21** 言勝負不交価放夢意最久首総村等幼支／牧姫吉職府臣稚看護警察署 **L.22** 眼鏡帽弁当探賃和布団里衣／袋帯 **L.23** 渡差点角駐建路横断坂踏進／触寂湯障聖徳法隆 **L.24** 直連紹介案説準備越菓玉祝卒香／贈慣暮典熨斗 **L.25** 考舎億頑老育門就再／勤専離　　一二三四五六七八九十

『みんなの日本語』II (2nd edition) L.26-50

L.26　拾絡財平接片怖収可具申／診捜燃瓶缶宇宙彰彦瀬属源粗 **L.27**　鳥声波形例由昔抜宅共／飼敷縫染縮沢 **L.28**　選偉景色容力値給組息娘実参加西徒管南／誘央荻窪築費畳 **L.29**　破汚掛替皿類枝側辺指倒穴欠／壊割氏網震壁針態膨腐凍 **L.30**　並植戻決周隔非常丸器貯域情報検救／復授講義玄関廊懐灯避慌崩崖津緊貴 **L.31**　続発式泉数工械科係律営宗／憩展覧葬遺環境哲宗 **L.32**　成功敗格晴陽風際夕困宝恋愛石雲札島／星胃占牡牢雷虹湿蒸幌仙纖松江州鹿児那覇 **L.33**　逃守席同規則反悲識粧／騒締徐募罰標厳素漂剤 **L.34**　磨質矢印黄材個混油粉板包飯流／紺裁適煮揚炊酢丁桂船 **L.35**　咲治登歴史許設光草仲寄姿積／根志朱殊恵彩 **L.36**　過必絶対紀珍栄／汽勢養更含炭脂肪豆 **L.37**　招頼輸米官仏匹突件追爆助／褒翻訳麦泥棒豪彫懸宮甚殺撃衝刃壁沈没 **L.38**　退岸輪輩冊双性優齢位列斜 **L.39**　死硬靭恥代途洋／複邪魔操伺 **L.40**　測量到談裏績犯面算／傷崎模縦柄 **L.41**　祖孫幸民／興猿房陸浦装携禅精 **L.42**　政戦争的論命査福打／沸詰挟削液卓綬 **L.43**　増減謝誠 **L.44**　泣笑濃薄厚涙倍順編／滑序縁隠刈 **L.45**　領以悩鳴皮射券種解／膚泌尿咽喉麻処箋錠 **L.46**　届因床他 **L.47**　吹亡賛／擬 **L.48**　録責任我慢／鍛塾 **L.49**　召存停胞賞演弥敬尊 **L.50**　拝私博応援感迷惑／謙譲

Figure 2 is an example of one of the original illustrations, showing several *kanji* corresponding to the roots of a tree. **Figure 3** shows the document in PDF format, as projected onto the screen in class. I drew the main information from Document A and added the Japanese idioms underlined in green, as well as the *pinyin* and the corresponding Chinese proficiency test level, underlined in blue. When the two languages have the same form, *pinyin* is noted on the right side highlighted in blue. When there was a graphic difference between the two languages, the right side shows not only the *pinyin* but also its Chinese counterpart.[4]

4　Many of the students at Geneva University, who must choose two majors for their bachelor's degree, take two Asian languages as their primary subjects. "According to a survey of 92 students enrolled in the programs conducted in 2012, students experienced difficulties in simultaneously learning Japanese and Chinese without any prior knowledge of them; although this has not precluded a number of students from choosing Japanese and Chinese as their main subjects even today" (Obataya, 2018, p.2). On average, between 2010 and 2018, about 20% of the students chose Japanese and Chinese.

Figure 2 Example of an original illustration from Document A
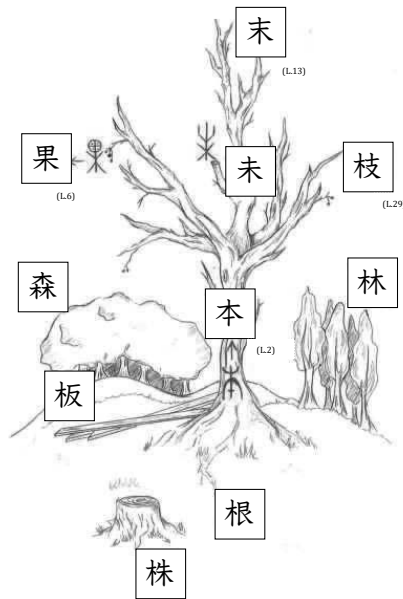
Figure 3 Examples from Document B[5]

6. 音 [音] オン w、イン h [訓] おと、ね [英] **sound** 1 *yin1* HSK3
   ②指事 p.58 **JLPT N4** 音楽 music 音(L.23) sound 子音 consonne 母音 voyelle
   本音を吐く dévoiler ses véritables intentions

7. 歌 [音] カ [訓] うた、うた.う [英] **song, sing** 2 *ge1* HSK1
   ④形声 p.58 **JLPT N4** 歌 song 歌います(L.18) sing 歌手 chanteur(se)

8. 絵 [音] カイ h、エ w [英] **picture, drawing, painting** 2 絵 *hui4*
   ④形声 p.58 **JLPT N3** 絵 picture 絵本(L.41) picture book 絵はがき(L.41) picture postcard 絵の具 paint 絵画 painting

9. 字 [音] ジ [訓] あざ [英] **character, letter** 1 *zi4* HSK1
   ④形声 p.58 **JLPT N4** 漢字 Chinese character

5 The illustrations along the upper side of this figure are from a series of books written by Hisao Miyashita, titled *Kanji ga tanoshikunaru hon* [A book that makes *kanji* fun], Tokyo, Japan: Taro Jiro-sha, 3rd volume (2nd ed., 2006), p.58, 2nd volume (2nd ed., 2006), p.27 and p.30.

Figure 4   Examples of the Database Based on *Minna no Nihongo I* and *II*[6]

[a] Serial No.	[b] CH.	[c] No.	[d] JP Kyokasho-tai font	[e] *On*-reading	[f] Kun-reading	[g] [JP] Meanings	[h] JLPT level	[i] Similarity degree Form	[j]	[k] Notes	[l] JP stroke	[m] CH stroke	[n] 511 list	[o]	[p] *Pinyin*	[q] HSK level	[r] Notes : (1) reason of classification (2) representative example	[s] Similarity degree Sense	[t] [CH] Meanings
1	1	1	人	ジンh、ニンw	ひと	human beings, people, individuals	N5	A	1		2	2	○		ren2	1		A	person, Homo sapiens, homme, man
2	1	2	先	セン	さき	forward	N5	A	1		6	6	○		xian1	3		A	first, former, previous
3	1	3	生	セイh、ショウw	いきる、いかす、いける、うまれる、うむ、おう、はえる、は、やす、き、なま	life, live	N5	A	1		5	5	○		sheng1	1		A	life, living, lifetime; birth; to be born
4	1	4	学	ガク	まな.ぶ	study, learn	N5	A	1		8	8	○		xue2	1		A	learning, knowledge; school
5	1	5	会	カイh、エw	あ.う	meet	N4	A	1		6	6	○		hui4	1		C	assemble; meeting
652	17	22	健	ケン	すこ.やか	healthy, health	N1	A	4	9th and 10th (JP) / 9th (CH) stroke order	11	10			jian4	3		A	healthy, health
653	23	6	建	ケンh、コンw	た.てる、た.つ	build	N4	A	4	7th and 8th (JP) / 7th (CH) stroke order	9	8	○		jian4			A	build, establish, erect, found
654	6	23	庭	テイ	にわ	garden, yard	N3	A	4	8th and 9th (JP) / 8th (CH) stroke order	10	9	○		ting2			A	court
736	12	23	単	タン		simple, one, single	N3	B	4		9	8		单	dan1	3		A	single
737	18	18	弾	ダン	ひ.く、はず.む、たま	bullet, twang	N1	B	4		12	11		弹	dan4			A	ball; pellet; bullet; bomb; play
738	17	14	着	チャクh、ジャクw	き.る、き.せる、つ.く、つ.ける	arrive, wear, counter for suits of clothing	N4	B	4		12	11	○*	着	zhe0 / zhao2	2/3	Parts of word : JP<CH, The usage of the counter is different.	D	catch, prominent, works
739	23	2	差	サ	さ.す	distinction, difference, variation	N3	B	4		10	9		差	cha4/chai1	3/4	Parts of word : JP<CH, CH has the meaning "mistake", JP: 派遣する／CH: 他, JP: 差す／CH: 指向, JP: 雨傘を指す／CH: 打雨傘	D	difference; dissimilarity; mistake; slightly, comparatively, a bit
805	30	17	復	フク		restore, return to, revert, resume	N2	C	2	a part, 統合	12	9		复	fu4	3	CH contains the meaning of 「複」(JP).	D	complex
806	39	8	複	フク		duplicate, double, compound, multiple	N2	C	2	a part, 統合	14	9		复	fu4	4	CH contains the meaning of 「復」(JP).	D	complex
###	6	4	買	バイ	か.う	buy	N4	NS	4		12	6	○*	买	mai3	1		A	buy
1018	3	3	売	バイ	う.る、う.れる	sell	N4	NS	4		7	8	○*	卖	mai4	2		A	sell
###	6	3	読	ドクw、トクh、トウh	よ.む	read	N5	NS	4	言/	14	10	○*	读	du2	1	CH has the meaning "study".	B	reading, read

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6   This database is available for students on my Moodle space.

The two booklets (Document A) based on the database (see **Figure 4**) have been used as a textbook for first- and second-year bachelor students at Geneva University.

The graphic, semantic, and phonetic resemblance between Japanese and Chinese ideographs in this database was analyzed in four previous works (Obataya, 2018a, Obataya, 2018b, Obataya, 2019a, and Obataya, 2019b). Using the *Kyōiku kanji* as the corpus, my previous study investigated the mutual phonetic similarity between Japanese and Chinese ideographs (Obataya, 2021).

3 The database change from *Minna no Nihongo* to the renewed *Kyōiku kanji*

3.1   *Why was the* Kyōiku kanji *chosen*?

The database used in my previous research was a commercial textbook for foreign learners of Japanese. However, in this study, another database was created from the official *kanji* list for instruction that Japanese students learn in elementary school. The *Kyōiku kanji* (literally "education *kanji*")[7] is an official Japanese list of 1,026 *kanji* (see **Figure 5**) and associated readings, revised in 2017 and implemented in Japanese elementary schools starting in the academic year 2020. This list was chosen for my new database not only because it is a recently modified official list but also because it is versatile.

3.2   *Tolerated forms of* kanji, *given in the guidelines communicated in 2016*

The 2017 revision of the *Kyōiku kanji* with 20 *kanji*[8] was the first revision to take place in 30 years. It is also important to note that the document entitled "Guideline for Character Style and Form in the Japanese *Jōyō kanji* ("regular-use Chinese characters") was announced around the same time as the guidelines for teaching *kanji*[9]. Since the *Kyōiku kanji* is a subcategory of *Jōyō kanji*, this guideline also applies to the former. This guideline was issued in response to the issues that emerged as people began to have more opportunities to encounter various character styles via the Internet. As I will discuss further, some commercially available *kanji* and Japanese language textbooks in Japan place a strong emphasis on this new "instruction" on character style and form. For example, it

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7   *Kyōiku kanji* is a common name. Its official name is *Gakunenbetsu kanji haitōhyō*（学年別漢字配当表 , or "list of *kanji* by school year"）. This list is developed and maintained by the Japanese Ministry of Education. *Kyōiku kanji* is a subset of the 2,136 characters of *Jōyō kanji* (modified in 2010).

8   The following 20 *kanji* were added: 茨、媛、岡、潟、岐、熊、香、佐、埼、崎、滋、鹿、縄、井、沖、栃、奈、梨、阪、阜. All are used in Japanese prefecture names.

9   It is possible to download this 231-page document. It is accessible at http://www.bunka.go.jp/seisaku/bunkashingikai/kokugo/hokoku/pdf/jitai_jikei_shishin.pdf [cit. 2021-01-17]. See also the *Handbook of New Japanese expressions in writing* (2019), 149–160.

Figure 5   List of *Kyōiku kanji*

1ˢᵗ year   80 *kanji*

一右雨円王音下火花貝学気九休玉金空月犬見五口校左三山子四糸字耳七車手十出女小上森人水正生青夕石赤千川先早草足村大男竹中虫町天田土二日入年白八百文木本名目立力林六

2ⁿᵈ year   160 *kanji*

引羽雲園遠何科夏家歌画回会海絵外角楽活間丸岩顔汽記帰弓牛魚京強教近兄形計元言原戸古午後語工公広交光考行高黄合谷国黒今才細作算止市矢姉思紙寺自時室社弱首秋週春書少場色食心新親図数西声星晴切雪船線前組走多太体台地池知茶昼長鳥朝直通弟店点電刀冬当東答頭同道読内南肉馬売買麦半番父風分聞米歩母方北毎妹万明鳴毛門夜野友用曜来里理話

3ʳᵈ year   200 *kanji*

悪安暗医委意育員院飲運泳駅央横屋温化荷界開階寒感漢館岸起期客究急級宮球去橋業曲局銀区苦具君係軽血決研県庫湖向幸港号根祭皿仕死使始指歯詩次事持式実写者主守取酒受州拾終習集住重宿所暑助消商章勝乗植申身神真深進世整昔全相送想息速族他打対待代第題炭短談着注柱丁帳調追定庭笛鉄転都度投豆島湯登等動童農波配倍箱畑発反坂板皮悲美鼻筆氷表秒病品負部服福物平返勉放味命面問役薬由油有遊予羊洋葉陽様落流旅両緑礼列練路和

4ᵗʰ year   202 *kanji*

愛案以衣位茨印英栄媛塩岡億加果貨課芽賀改械害街各覚潟完官管関観願岐希季旗器機議求泣給挙漁共協鏡競極熊訓軍郡群径景芸欠結建健験固功好候康佐差菜最埼材崎昨札刷察参産散残氏司試児治滋辞鹿失借種周祝順初松笑唱焼照城縄臣信井成省清静席積折節説浅戦選然争倉巣束側続卒孫帯隊達単置仲沖兆低底的典伝徒努灯働特徳栃奈梨熱念敗梅博阪飯飛必票標不夫付府阜富副兵別辺変便包法望牧末満未民無約勇要養浴利陸良料量輪類令冷例連老労録

5ᵗʰ year   193 *kanji*

圧囲移因永営衛易益液演応往桜可仮価河過快解格確額刊幹慣眼紀基寄規喜技義逆久旧救居許境均禁句型経潔件険検限現減故個護効厚耕航鉱構興講告混査再災妻採際在財罪殺雑酸賛士支史志枝師資飼示似識質舎謝授修述術準序招証象賞条状常情織職制性政勢精製税責績接設絶祖素総造像増則測属率損貸態団断築貯張停提程適統堂銅導得毒独任燃能破犯判版比肥非費備評貧布婦武復複仏粉編弁保墓報豊防貿暴脈務夢迷綿輸余容略留領歴

6ᵗʰ year   191 *kanji*

胃異遺域宇映延沿恩我灰拡革閣割株干巻看簡揮危机貴疑吸供胸郷勤筋系敬警劇激穴券絹権憲源厳己呼誤后孝皇紅降鋼刻穀骨困砂座済裁策冊蚕至私姿視詞誌磁射捨尺若樹収宗就衆従縦縮熟純処署諸除承将傷障蒸針仁垂推寸盛聖誠舌宣専泉洗染銭善奏窓創装層操蔵臓存尊退宅担探誕段暖値宙忠著庁頂腸潮賃痛敵展討党糖届難乳認納脳派拝背肺俳班晩否批秘俵腹奮並陛閉片補暮宝訪亡忘棒枚幕密盟模訳郵優預幼欲翌乱卵覧裏律臨朗論

is possible to read 11 pages extracted from this guideline in the Sanseidō Editing Office, *Handbook of New Japanese Expressions in Writing* (2019). Moreover, Kume Isao, *A Guide to Teaching kanji – Study Guideline Compliance* (2017), followed the guidelines by including a column for the "standard forms" and a column for the "tolerated forms."

The upper part of **Figure 6** shows the new guidelines with the "standard forms" as well as the "tolerated forms." At the top, the standard form points to notes when writing, tolerated forms, and stroke order for these three *kanji* examples.[10] It should be noted that there are cases where there is no "tolerated form," such as the *kanji* "*Hitsu*." At school, the "standard form" is taught for handwriting.

The lower part of **Figure 6** shows the same three *kanji* that are presented in a French book on learning *kanji*, a book that places the calligraphic forms at the forefront.[11]

Figure 6 Examples of "standard forms" and "tolerated forms" in the guidelines, contrasted with a *Kanji* learning book

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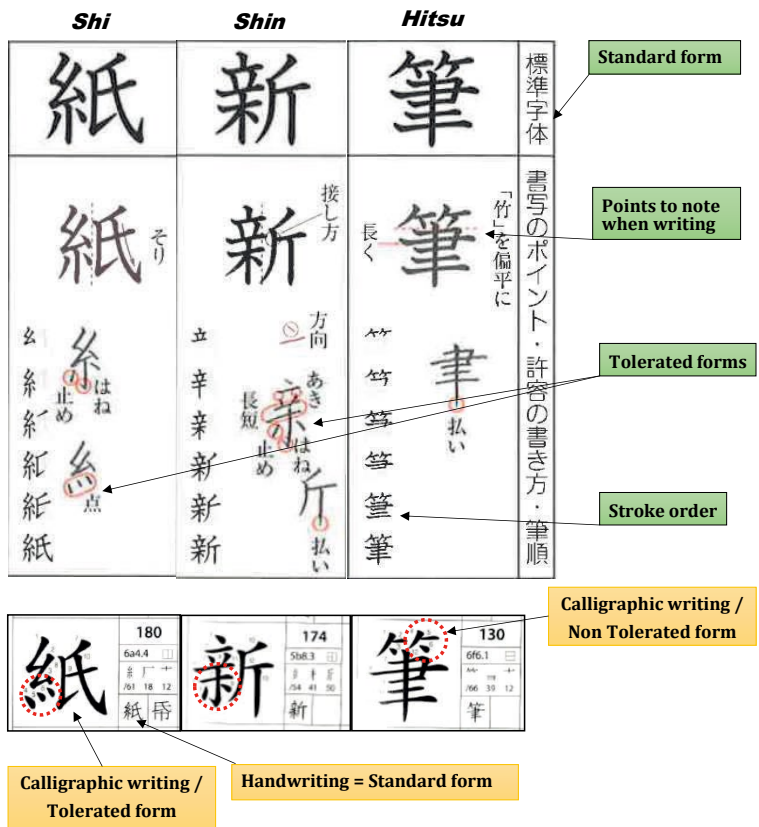
10 *Hitsu* (p.63), *Shin* (p.49), *Shi* (p.48) in Kume, *A Guide to Teaching Kanji – Study Guideline Compliance* (2017), (8th ed.)

11 *Hitsu* (p.89), *Shin* (p.95), *Shi* (p.96) in Hadamitzky, Durmous, Mochizuki (2017), (7th ed.).

The two images for these three *kanji* are mostly identical in shape, with slight varia-tions. For the *kanji*s *Shi* and *Shin*, calligraphic forms are tolerated in the guidelines. How-ever, for the *kanji Hitsu*, the shape of the sixth stroke is not identical, [12] and it is not toler-ated. The last case illustrates that calligraphic forms are not always tolerated and is a useful example for teachers, as to why they must realize that there is still a tolerance limit for the *kanji* forms.

The most important point of these guidelines is to reduce the burden (specifically, the mental burden) on learners by presenting both the standard form of *kanji* and a tolerated form.

3.3   Jō-on *and* Jō-kun*: limited "official" readings*

One of the difficulties students face when learning Japanese is the complexity of Chi-nese ideograms used in Japanese, called "*kanji*." Generally, *kanji* can be read by Japanese speakers in the Japanese way ("*kun'yomi*," henceforth referred to as *kun*-reading) as well as in the (original) Chinese way ("*on'yomi*," henceforth referred to as *on*-reading). Fur-thermore, a *kanji* sometimes has two, three, or more *on*-readings (such as *go-on*-reading, *kan-on*-reading, and *tō-on*-reading) because *kanji*'s phonetics have evolved differently over centuries depending on the epoch and region (see **Figure 7**).

In *Kyōiku kanji,* the readings of each *kanji* were limited to *Jō-on*（常音）or *Jō-kun*（常訓）(*on*-reading or *kun*-reading of regular use).[13] For example, in **Figure 7**, the readings

Figure 7 Examples of *kanji* that have different *on*-reading types (Yano, 2012, p.42)[14]

	呉音 *Go-on*		漢音 *Kan-on*		唐音 *Tô-on*（宋音 *Sô-on*）	
京	きょう kyô	（東京）	けい kei（京城）		きん kin	（南京）
経	きょう kyô	（読経）	けい kei（経済）		きん kin	（看経）
行	ぎょう gyô	（行列）	こう kô（行動）		あん an	（行宮）
外	げ ge	（外科）	がい gai（外交）		うい ui	（外郎）
頭	ず zu	（頭痛）	とう tô（没頭）		じゅう jû	（饅頭）
明	みょう myô	（明年）	めい mei（名月）		みん min	（明朝）

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12   The direction of the sixth stroke in a radical called "*takekanmuri*," a "bamboo" radical, is different from the calli-graphic form and the handwriting form.

13   For the selection of these *Jō-on* or *Jō-kun* in my database, I referred to *Shin Kango Rin* (second edition) (by Tai-shukan Shoten).

14   Obataya, 2020, p.5.

of 京（きん, *kin*）and of 経（きん, *kin*）are not taught in *Kyōiku kanji*. Nowadays, when there are many opportunities to encounter exhaustive *kanji* information via the Internet and other sources, learning only a limited number of readings according to the *Kyōiku kanji* could be an effective learning strategy for foreigners.

Figure 8 shows an example of *kanji* outside of regular use. The *kanji* "撞" is classified as *Jinmeiyō kanji*（人名用漢字, *kanji* used in names）[15] and is not used very often. It is, therefore, not assigned *Jō-on* or *Jō-kun*. However, there are three readings of Chinese origin: トウ (*tō*), ドウ (*dō*), and シュ (*shu*). These kinds of readings（字音, *Ji on*）that are not assigned to *Jō-on* are outside of regular use and considered low priority readings for memorization.

Figure 9 shows three degrees of priority for multiple readings: readings appropriate for learning in primary, middle, and high schools. Thus, in the *Kyōiku kanji*, the readings are restricted to several degrees.

Figure 8   Examples of kanji that have no *Jō-on* nor *Jō-kun*[16]

撞
[常音 *Jō-on*]   **None**
[常訓 *Jō-kun*] **None**
[字音 *Ji on*]   トウ、ドウ、シュ
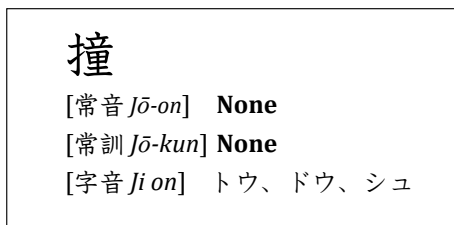
Figure 9   Several degrees of the priority of multiple readings[17]

黒字＝小学校段階で学習させるのが適当と思われる音訓
The readings appropriate for learning in primary school
赤字＝中学校段階で学習させるのが適当と思われる音訓
The readings appropriate for learning in middle school
⬚＝高等学校段階で学習させるのが適当と思われる音訓
The readings appropriate for learning in high school

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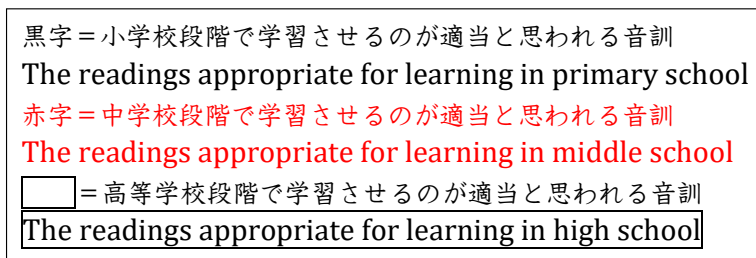
15   *Jinmeiyō kanji* (literally, "*Chinese characters for use in personal names*") are a set of 863 Chinese characters used in names.
16   It is the information extracted from *Shin Kango Rin*.
17   Kume Isao, *A Guide to Teaching Kanji* (2017, p.7).

3.4   A new phenomenon in kanji *learning in the era of the Internet*

In the era of the Internet, online resources are very useful when searching for information. However, if there is too much information, it may reduce the motivation to learn. It is important to note the three phenomena that were not seen before and that could affect *kanji* learning to show why the *Kyōiku kanji* list is so useful for foreign *kanji* learners.

3.4.1   Problems created by the difference between character fonts and handwriting

Several commonly used fonts (in particular, *Mincho-tai* font and *Gothic-tai* font) have different shapes than the "handwriting" that Japanese students learn in school. Recently, however, it is often the case that self-learners have learned these *kanji* shapes incorrectly.

Figure 10 illustrates some incorrect examples of handwriting. The first and second columns in **Figure 10** are the most used fonts, *Gothic-tai*, and *Mincho-tai*. Self-learners, who use the Internet as their main source, sometimes imitate these fonts to learn the shapes of *hiragana* (one of the Japanese syllabaries) and *kanji*.

The third font, *Kyōkasho-tai* (literally, "school textbook" style), is the closest to the "handwriting" taught in Japanese schools. The first column on the right is an "incorrect" pattern of writing by a first-year student, who probably learned the forms of the characters from the *Gothic tai* or *Mincho-tai* via the Internet.

Figure 10   Some patterns of the imitation of character fonts in handwriting

3.4.2   The problem of predominantly Chinese fonts

There is another problem that could not occur in Japan. When Japanese fonts are not installed on the computer or mobile phone, Chinese fonts[18] are automatically used to replace Japanese *kanji*. **Figure 11** shows an example of this phenomenon. The standard

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18   For this character, the traditional Chinese character（繁体字）and the simplified character（簡体字）are the same. Originally, the characters introduced in Japanese were traditional Chinese characters such as 繁体字 , which are still in use in Taiwan. These characters were simplified in their respective cultures (e.g., in the 1950s in the People's Republic of China). In Japan, traditional Chinese characters are not typically taught in schools any longer.

Figure 11 Example of an automatic change of a Japanese font to a Chinese font

shape accompanying information for the *kanji* "*Umi* (sea)" from a book that follows the latest guidelines is indicated on the right.[19] There is no tolerated form for this *kanji*. On the left, a part of the page is extracted from a book on Japanese vocabulary[20] where the same *kanji* "*Umi*" appears twice, but in different forms. The "sea" circled at the bottom is the standard form, but the "sea" at the top is in Chinese font. It was most likely changed automatically to the Chinese font during the editing process.

3.4.3 The problem of the exhaustive feature of Internet information

To search for kanji reading, foreign *kanji* learners refer to commercial *kanji* books[21] or the Internet. However, Internet *kanji* dictionaries that provide "exhaustive" information might be excessive for beginners and, thereby, reduce their motivation.

For example, **Figure 12** shows how the *Kyōiku kanji* limits the number of readings. The left part illustrates the *Kyōiku kanji* 京 and two associated readings.[22] The right shows the search result of this *kanji* on Jisho.org. In *Kyōiku kanji*, there are no *kun*-reading and only two *on*-readings. However, the *on*-reading ケイ highlighted in red is the *on*-reading that should be taught in junior high school (see **Figure 7**) so that elementary school students only need to learn *on*-reading キョウ. However, four readings are displayed on the Internet: one *kun*-reading and three *on*-readings (see also **Figure 7**).

Thus, the number of readings to be learned, assigned to each *Kyōiku kanji*, is quite limited, proving beneficial to foreign *kanji* learners.

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19 Kume, 2017, p.45.
20 Collectif (2016). *Dictionnaire visuel japonais,* Paris, France: Larousse, p.73.
21 In France, there are two books specialized to *kanji* learning: Hadamitzky, Durmous, and Mochizuki, *Kanji to kana* (7th ed. 2017) and Seelenbinder-Mérand, *Kanji kakitai ! - Ecriture et apprendre les kanji* (3rd ed. 2019).
22 Kume, 2017, p.10.

Figure 12 *Kanji* readings: *Kyōiku Kanji* and *kanji* search websites on the Internet

4 Analytical approach

4.1 The calculation of the frequency of Kyōiku kanji *usage*

The current database's special feature quantifies the correspondence between the vocabulary list (about 9,300 words[23]) of the JLPT and the *Kyōiku kanji*. For foreign Japanese learners, the JLPT is the most objective indicator of their Japanese language proficiency level. Nowadays, it is possible to quickly search the JLPT levels of *kanji*, vocabulary, and grammar items on the Internet. Therefore, by producing a cross-reference between the *Kyōiku kanji* and JLPT levels, I could quantify the importance of each of the 1,026 *kanji* and present a visualized and objective data to learners of the Japanese language.

The frequency of use (importance) of each *Kyōiku kanji* was calculated according to the JLPT word list. The JLPT word lists are now out of print[24] and are, thus, difficult to use for foreign learners of Japanese. However, this data is often used in *kanji* search sites on the Internet.

First, the word usage of each *kanji* was investigated. Here, 9,292 words (which contain the *kanji* investigated) in the list of previous JLPTs[25] were separated into three categories according to their pronunciations: *on*-reading, *kun*-reading, and others. All five levels were counted differently to reflect the frequency of this *kanji* according to the lev-

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23   This is a cumulative total number; the precise number is 9,292 words. This is because words that contain more than one *kanji* are counted more than once. The non-cumulative total number is 5,905 words.

24   The Japan Foundation and Japan Educational Exchanges and Services (2007). *Japanese-Language Proficiency Test: Test Content Specifications* (Revised Edition).

25   In the previous JLPT (= Old Japanese Language Proficiency Test Levels 1–4), before the revision of the JLPT (= Levels N1–N5) in 2010, the "Test Content Specifications" was published to help the candidates (The Japan Foundation and Japan Educational Exchanges and Services, 2007). This book contained a word list, *kanji* list, and grammar list, respectively classified into four different levels. The current JLPT does not publish such a book; therefore, to determine the new JLPT levels for the current work, I referenced the Jisho.org website and Jonathan Waller's JLPT Resources page. According to Waller (http://www.tanos.co.uk/jlpt/aboutjlpt/), the new JLPT N1 is equivalent to the old JLPT 1, JLPT N2 is equivalent to the old JLPT N2, JLPT N3 is halfway between the old JLPT 2 and JLPT 3, JLPT N4 is equivalent to the old JLPT 3, and JLPT N5 is equivalent to the old JLPT4.

Figure 13   Example of a calculation of a *kanji* [26]

[c] Kyokasho-tai font	[e] Kun -reading	[g] JLPT Word list	[h] JLPT Word list (reading)	[o] Calculation of points (JLPT levels)	[k] Proportion of On- reading (%)	[f] On -reading
社	やしろ **yashiro**				97	シャ **sha**
1	**kaisha**	会社	かいしゃ	5		
2	**shakai**	社会	しゃかい	4		
3	**shachō**	社長	しゃちょう	4		
4	**jinja [jin+sha]**	神社	じんじゃ	4		
5	**shinbunsha**	新聞社	しんぶんしゃ	4		
6	**shakaikagaku**	社会科学	しゃかいかがく	2		
7	**shasetsu**	社説	しゃせつ	2		
8	**shōsha**	商社	しょうしゃ	2		
9	**nyūsha**	入社	にゅうしゃ	2		
10	**shakō**	社交	しゃこう	1		
11	**shataku**	社宅	しゃたく	1		
12	**shussha**	出社	しゅっしゃ	1		
13				**32**		
14	**yashiro**	社	やしろ	1		
15				**1**		

els of difficulty designated by the JLPT. For example, the word in N1, the highest proficiency level in JLPT, was calculated as 1 point, whereas the word in N5, the easiest in JLPT, was calculated as 5 points. It was assumed that the easier a *kanji* is, the more frequently it is used. For example, twelve words use the *kanji* 社 by pronouncing it as /sha/. All the word scores were counted according to the difficulty levels and added to the total score. There is only one word that uses *kun*-reading, /yashiro/, categorized in N1. Therefore, the score of *kun*-reading for this *kanji* was 1.

4.2   Adjustments of data in accordance with the current usage of kanji

When entering the JLPT word list information into the database, some adjustments were made in accordance with the current usage of *kanji*. Since the data on the Internet is very comprehensive, many readings are found in searches, but some are rarely used. It is one of the negative aspects of the Internet's scope with regard to language learning. In the database of this study, such words were set aside and not counted. The *kanji* that tend to be written in *hiragana* at present were not counted. Instead, they are listed as seen in the section surrounded by the dotted line in **Figure 14**. For example, *kanji*, 何 , was not included in the JLPT list with the pronunciation of /ka/. Therefore, "Not on the JLPT list for *on*-reading" was indicated (see **Figure 14**).

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26   Obataya, 2019b, p.8.

Figure 14   Cases of the *kanji* that tend to be written in *hiragana* at present

4.3 Creating a database and its significance

Appendix 1 shows some extracts from the database of the renewed *Kyōiku kanji,* which consists of 15 components, [a] to [o]:[27]

[a]: school year (1–6)
[b]: Serial number by school year
[c]: *Kanji* on *Kyōkasho-tai* font
[d]: JLPT levels (N1–N5)
[e] *kun'yomi* (Japanese reading)
[f]: *on'yomi* (Chinese reading)
[g]: JLPT word list.
[h]: JLPT word list (reading).
[i]: JLPT word list: French translation.
[j]: JLPT word list: English translation.
[k]: Proportion of the *on'yomi* (%)[28]
[l]: Radical

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27   Obataya, 2018, p.6–7 (modified).
28   This value was used in the previous study to quantify the phonetic resemblance between Japanese and Chinese (see Obataya, 2019b).

[m]: The name of the radical (French).

[n]: Name of the radical (English)

[o]: Calculation of points (JLPT levels)

The basic information of *kanji* and its JLPT levels[29] are included from columns [a] to [j], whereas the information of the radical is noted in columns [l] to [n].

5 Findings

5.1   Creating a comparison chart of Kyōiku kanji *and JLPT levels*

The analysis of the database (**Figure 15**) showed that the *Kyōiku kanji* covers not only 100% of the *kanji* in JLPT N5 and JLPT N4, but also 87% of the *kanji* in JLPT N3. The *Kyōiku kanji* comprised 46% of all JLPT levels (1,026/2,211). According to this figure, learners can estimate their own level of *kanji* knowledge.

In comparison with the prototype of the database (on *Minna no Nihongo I* and *II*), the prototype contains 779 *Kyōiku kanji* (/1,078 *kanji* in the two volumes of textbooks), or 76% of 1,026 *Kyōiku kanji*.

Figure 15   The Number of *Kyōiku kanji* that are covered in the JLPT levels and quantities of *kanji*, categorized into five levels of JLPT
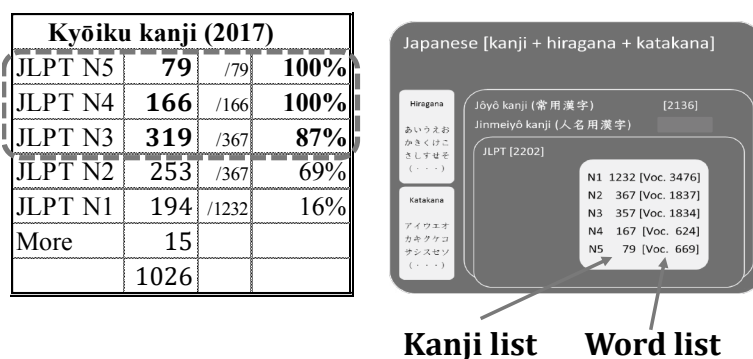
5.2   Quantification of the relative importance of Kyōiku kanji *in order of deviation*

Based on the "calculation of points (JLPT levels)" of column [o], a ranking of 100 important *kanji* according to the order of the deviation value was created (see **Figure 16**). As expected, most of the *kanji* are those learned in the first or second grade of elementary

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29   JLPT has two different lists: a *kanji* list and a word list. For this database, in column [d], the *kanji* list's JLPT level is noted, and, in the column [g], the word list's JLPT level.

school in Japan, but there were also six *kanji* that were appropriate for learning in the fourth grade: 付、不、無、産、成、差 .

Incidentally, in comparison with the previous database, " 付 ," " 不 ," " 無 ," " 産 ,"

Figure 16 A ranking of 100 *kanji* in order of their importance

Ranking	[a]	[b]	[c]	[o]	Deviation	Ranking	[a]	[b]	[c]	[o]	Deviation
1	1	66	日	227	143	50	2	61	作	61	68
2	1	1	一	167	116	51	2	159	理	61	68
3	1	56	大	165	115	52	2	16	外	60	68
4	3	170	物	159	112	53	2	84	心	60	68
5	1	36	出	154	110	54	2	70	自	59	68
6	1	41	人	153	110	55	2	148	明	59	68
7	1	11	学	137	103	56	2	43	後	58	67
8	1	12	気	135	102	57	2	156	曜	58	67
9	1	44	生	132	100	58	2	9	家	57	67
10	1	34	手	124	97	59	2	109	長	57	67
11	1	39	上	120	95	60	3	152	発	57	67
12	1	7	下	119	94	61	1	51	先	56	66
13	2	54	合	112	91	62	2	83	食	56	66
14	2	138	分	104	88	63	1	33	車	55	66
15	2	104	地	103	87	64	3	124	着	55	66
16	1	59	中	102	87	65	3	6	意	54	65
17	3	69	事	99	85	66	3	38	業	54	65
18	2	51	行	97	85	67	1	38	小	53	65
19	2	13	会	96	84	68	3	77	取	53	65
20	2	20	間	96	84	69	1	74	本	52	64
21	1	20	見	94	83	70	2	116	点	51	64
22	1	27	子	87	80	71	1	78	力	50	63
23	1	68	年	87	80	72	4	81	産	50	63
24	2	113	通	84	79	73	1	22	口	49	63
25	4	165	付	83	78	74	2	112	直	49	63
26	2	143	方	78	76	75	3	88	所	49	63
27	3	137	度	78	76	76	3	165	品	49	63
28	1	67	入	76	75	77	1	43	正	48	63
29	2	155	用	76	75	78	2	71	時	48	63
30	2	1	引	75	75	79	4	109	成	48	63
31	1	16	金	74	74	80	2	88	数	47	62
32	1	76	目	74	74	81	3	86	重	47	62
33	2	93	切	72	73	82	1	17	空	46	62
34	2	157	来	69	72	83	2	48	交	46	62
35	4	163	不	67	71	84	2	117	電	46	62
36	2	120	当	66	71	85	3	101	真	46	62
37	1	75	名	65	70	86	2	44	語	45	61
38	1	77	立	65	70	87	2	106	知	45	61
39	2	81	場	65	70	88	1	14	休	44	61
40	2	102	体	65	70	89	2	32	教	44	61
41	4	183	無	65	70	90	2	125	道	44	61
42	1	18	月	63	69	91	3	118	代	44	61
43	2	79	書	63	69	92	2	6	何	43	60
44	3	131	定	63	69	93	2	97	前	43	60
45	3	144	動	63	69	94	3	175	味	43	60
46	1	42	水	62	69	95	3	177	面	43	60
47	1	72	文	62	69	96	2	52	高	42	60
48	3	72	実	62	69	97	2	56	国	42	60
49	2	58	今	61	68	98	3	24	感	42	60
						99	3	74	者	42	60
						100	4	70	差	42	60

and "差" are *kanji* learned in *Minna no Nihongo I*, while " 成 " is a *kanji* learned in *Minna no Nihongo II* (付 I-L.3, 不 I-L.27, 無 I-L.19, 産 I-L.2, 成 II-L.32, 差 I-L.23).

6 Cross-referencing between the renewed *Kyōiku kanji* and the JLPT levels – effective use of the database

A comprehensive database is difficult for students to use as is. Therefore, the database was edited into a data booklet (about 250 pages, French version) and made available on Moodle, accessible only to our students.[30] **Appendix 2** shows some pages from the booklet (English version).

In addition, based on the aforementioned overall scores in the database, deviation values were assigned to all *Kyōiku kanji*. Depending on the deviation level, 1-star（☆）to 5-star（☆☆☆☆☆）notations were used to prioritize the *kanji* for memorization: 1 star (40–55), 2 star (56–70), 3 star (71–85), 4 star (86–100), and 5 star (101–).

7 Discussion

7.1 General Discussion

This study supports the findings of Obataya (2018, p.15), which showed that teachers should help students obtain useful data extracted from large amounts of data and instruct them on how to use it practically and effectively while learning. By using JLPT levels and the deviation value, the quantification of the current database will be beneficial for all foreign learners of the Japanese language, making their study more effective and preventing obstacles related to learning.

7.2 Limitations and Recommendations for Future Research

This study has some limitations. First, there is still room for further analysis of this database. To address these limitations, different kinds of rankings could be made, for example, *kanji* with many readings, *kanji* with only one reading, and *kanji* with many strokes is often used. Second, the database of the *Kyōiku kanji* should also be compared not only with *Minna no Nihongo* but also with other series of Japanese language textbooks, for example, *Genki* or *Tobira*.[31]

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30 Currently, it is only available in French and has been available to students since the autumn semester of 2020. The English version, currently under preparation, would be helpful for all Japanese learners, both abroad and in Japan, because there are also people in Japan who have never learned Japanese and feel the need, as adults, to learn the language. According to a Japanese editor who oversees a series of Japanese textbooks, some learners would like to have *kanji* learning materials for adults as most textbooks, such as *Kumon* and *Shogakukan*, are geared toward children and are very difficult to get a hold of.

7.3   Theoretical and Practical Implications

The findings have several theoretical and practical implications. As for the theoretical implications, this study confirmed that by using the JLPT levels, the importance of each *Kyôiku kanji* could be quantified. Regarding practical implications, if the distinction between the "standard forms" and the "tolerated forms," whose systematic guidelines did not exist prior to 2016, is focused on, teachers could explain the Japanese "unique" forms of *kanji* to learners in a more concrete way.

8 Conclusion

8.1   Review of the Study Aim and Objectives

As to the research problem, cyberspace provides access to comprehensive information, such as the *kanji* database. However, due to information overload, it may be difficult to identify useful and important data in relation to the purposes of learning *kanji*. There is a need to develop an effective teaching method for evaluating the priority of *kanji* information. Recently, the *Kyōiku kanji* in Japan has been revised, and new guidelines have been added. Therefore, this study aimed to identify the relative importance of each *Kyōiku kanji* and reduce the burden on learners.

Regarding objectives, even though the list of the *Kyōiku kanji* is not intended for overseas learners of Japanese, the "Guideline for Character Style and Form in the Japanese *Jōyō kanji*" is, nevertheless, beneficial to them. Therefore, the renewed *Kyōiku kanji* was analyzed by creating a cross-reference to the word list of the JLPT, the test constructed for overseas learners.

8.2   Synthesis of the Main Findings.

The main findings are divided into two parts: the quantification of the relative importance of each *Kyōiku kanji* and the effective visualization of the database. First, in an attempt to quantify the importance of each *kanji*, the results showed that through the correspondence of the data between *Kyōiku kanji* and the JLPT levels, learners can estimate their own level of *kanji* knowledge. Second, with the creation of the visualized data book, learners can effectively learn *kanji*.

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31   Banno, Eri, et al., *Genki: An Integrated Course in Elementary Japanese I, II* and *Tobira – Gateway to Advanced Japanese,* series of Japanese language textbooks are as well-known as *Minna no Nihongo.* Currently, *Tobira* is only available in advanced levels, however, its elementary and intermediary levels are scheduled to be published in 2021.

Appendix 1 An example of the database on the renewed *Kyōiku kanji*

[a]	[b]	[c]	[d]	[e]	[f]	[g]	[h]	[i]	[j]	[k]	[l]	[m]	[n]	[o]	
School year	Serial No	*Kyokasho-tai* font	JLPT Kanji	*Kun*-reading [常訓]	*On*-reading [常音]	JLPT word list	JLPT word list (reading)	JLPT word list French translation	JLPT word list English translation	Proportion of the on-reading (%)	Radical (Clé)	Name of radical (Clé): French	Name of radical: English	Calculation of points (JLPT levels)	
1	**1**		N5	ひと、ひと.つ	イチw、イツh					68	一	いち　un	one, horizontal stroke		
1	**1**	1				一	いち	un, une	one					5	5
1	**1**	2				一日	いちにち	un jour, une journée	one day					5	5
1	**1**	3				一番	いちばん	numéro un, la première place, le premier, la première ; le plus, le moins ; jeu, tour, combat	number one ; best ; game, round					5	5
1	**1**	4				もう一度	もういちど	encore une fois	once more ; again					5	5
1	**1**	5				一度	いちど	une fois	once ; one time					4	4
1	**1**	6				一時	いちじ	une heure ; une fois ; à un moment donné ; autrefois ; avant ;	one o'clock ; once ; for a while					3	3
1	**1**	7				一度に	いちどに	à la fois; d'un seul coup	all at once					3	3
1	**1**	8				万一	まんいち	si par hasard	by some chance ; emergency					3	3
1	**1**	9				一々	いちいち	ex. いちいち説明する expliquer point par point /	one-by-one, separately ; each and every, without omission					2	2
1	**1**	10				一応	いちおう	en tout cas; à titre provisoire	though not quite satisfactorily ; tentatively					2	2
1	**1**	11				一段	いちだん	(encore) plus; davantage	more, much more ; step, level					2	2
1	**1**	12				一流	いちりゅう	de premier ordre	top grade, leading					2	2
1	**1**	13				一概に	いちがいに	en règle générale	unconditionnally, as a rule					1	1
1	**1**	14				一見	いちげん	première visite à l'auberge, au restaurant, etc. sans présentation	first visit to inn, restaurant, etc. without an introduction					1	1
1	**1**	15				一同	いちどう	tout le monde	all present, all of us					1	1
1	**1**	16				一部	いちぶ	une partie; un exemplaire	one part ; one copy (e.g. of a document)					1	1
1	**1**	17				一部分	いちぶぶん	une partie	one part					1	1
1	**1**	18				一別	いちべつ	séparation	parting					1	1
1	**1**	19				一面	いちめん	une face; un aspect	one face ; one aspect					1	1
1	**1**	20				一様	いちよう	uniforme; même	uniform, even					1	1
1	**1**	21				一律	いちりつ	unifromément	uniform, even					1	1
1	**1**	22				一連	いちれん	une série de (～の)	series, chain					1	1
1	**1**	23				第一	だいいち	premier	first, foremost; most important					1	1
1	**1**	24												52	
1	**1**	25				一緒	いっしょ	ensemble; même	together ; at the same time ; same					5	5
1	**1**	26				一生懸命	いっしょうけんめい	de toutes ses forces	with all one's might, with utmost effort					4	4
1	**1**	27				一杯	いっぱい	plein, rempli; un verre	amount necessary to fill a container, drink ; full					4	4
1	**1**	28				一家	いっか	une famille, un foyer	a family, a household					3	3
1	**1**	29				一種	いっしゅ	une sorte, un espèce	species, kind					3	3
1	**1**	30				一瞬	いっしゅん	un moment, un instant	instant, moment, for an instant					3	3
1	**1**	31				一生	いっしょう	une vie	whole life, a lifetime					3	3
1	**1**	32				一層	いっそう	davantage ; encore	much more ; rather					3	3
1	**1**	33				一体	いったい	donc; mais; tous ensemble	(what) the heck, (why) in the world, (who) on earth ; unity					3	3
1	**1**	34				一致	いっち	concordance	coincidence ; conformity					3	3
1	**1**	35				一般	いっぱん	généralité	general ; ordinary					3	3
1	**1**	36				一方	いっぽう	l'un; l'autre	one (of two), the other ; on the one hand					3	3
1	**1**	37				同一	どういつ	même, identique	identical, same					3	3
1	**1**	38				唯一	ゆいいつ	seul, unique	only, unique					3	3
1	**1**	39				一斉	いっせい	simultanément, en meme temps	simultaneous, all at once					2	2
1	**1**	40				一旦	いったん	une fois	once					2	2
1	**1**	41				一定	いってい	fixe; constant	fixed, constant					2	2
1	**1**	42				統一	とういつ	unité; unification	unity, unification					2	2
1	**1**	43				一括	いっかつ	en bloc	lumping together, summing up					1	1
1	**1**	44				一気	いっき	d'un (seul) trait	one breath					1	1

1	1	45				一挙に	いっきょに	d'un (seul) trait	at a stroke, with a single swoop					1	1
1	1	46				一切	いっさい	tout; tout à fait	all ; absolutely (not)					1	1
1	1	47				一心	いっしん	一心に avec ardeur [acharnement,	one's whole heart					1	1
1	1	48				一帯	いったい	toute la région	whole region					1	1
1	1	49				一敗	いっぱい	une défaite	one defeat					1	1
1	1	50				一変	いっぺん	changement complet	complete change					1	1
1	1	51				単一	たんいつ	seul(e), unique	single, simple					1	1
1	1	52												63	
1	1	53													##
1	1	54				一昨日	おととい	avant-hier	day before yesterday					5	5
1	1	55				一昨年	おととし	il y a deux ans	year before last					5	5
1	1	56				一日	ついたち	le premier jour du mois	first day of the month					5	5
1	1	57				一つ	ひとつ	un(e)	one					5	5
1	1	58				一月	ひとつき	un mois	one month					5	5
1	1	59				一人	ひとり	une personne	one person					5	5
1	1	60				一言	ひとこと	un mot	single word ; a few words					3	3
1	1	61				一人一人	ひとりひとり	un(e) à un(e)	each (person) ; one by one					3	3
1	1	62				一昨昨日	さきおととい	il y a trois jours	two days before yesterday ; three days back (ago)					2	2
1	1	63				一通り	ひととおり	en gros; à grands traits	roughly ; (more or less) everything					2	2
1	1	64				一先ず	ひとまず	pour le moment	for the present ; though not quite satisfactorily					2	2
1	1	65				一休み	ひとやすみ	un petite pause	(short) rest					2	2
1	1	66				一人言	ひとりごと	monologue, soliloque	soliloquy, monologue					2	2
1	1	67				一人でに【独りでに】	ひとりでに	tout(e) seul(e); de soi-même	by itself, automatically					2	2
1	1	68				一息	ひといき	d'un (seul) trait	one breath ; doing without stopping					1	1
1	1	69				一重	ひとえ	une simple couche	single layer					1	1
1	1	70				一頃	ひところ	autrefois	once, some time ago					1	1
1	1	71				一筋	ひとすじ	cheveux, un faisceau de lumière); sérieux, résolu	one long straight object (e.g. strand of hair, beam of light)					1	1
1	1	72				一目	ひとめ	un coup d'œil	grance					1	1
1	1	73													53
1	17	空	N4	そら、あく、あ.ける、から	クウ					46	穴	あな、あなかんむり trou, caverne	hole, cave		
1	17	1		空しい（むなしい）、空く（すく）											
1	17	2				空気	くうき	air	air					4	4
1	17	3				空港	くうこう	aéroport	airport					4	4
1	17	4				航空	こうくう	aviation; navigation aérienne	aviation, flying					3	3
1	17	5				架空	かくう	架空の imaginaire; fictif	fictitious, imaginary					2	2
1	17	6				空想	くうそう	fantaisie	fantasy					2	2
1	17	7				空中	くうちゅう	空中の aérien; 空中に en l'air	sky, air, mid-air					2	2
1	17	8				真空	しんくう	vide; vacuum	vacuum, hollow, empty					2	2
1	17	9				空腹	くうふく	faim	empty stomach, hunger					1	1
1	17	10				上空	じょうくう	haute altitude	high-altitude sky, upper air					1	1
1	17	11													21
1	17	12				空く	あく	se vider; être libre; vacant	to be empty ; to be vacant, to be free					5	5
1	17	13				空ける	あける	vider; faire de la place	to empty ; to move out ; to leave (temporarily)					5	5
1	17	14				空	そら	ciel	sky					5	5
1	17	15				空き	あき	espace vide	space ; vacancy					3	3
1	17	16				空	から	空の vide	emptiness, vacuum, blank					3	3
1	17	17				空っぽ	からっぽ	空っぽの vide	empty, vacant, hollow					2	2
1	17	18				空き間	あきま	logement vacant	vacancy, room for rent or lease					1	1
1	17	19				大空	おおぞら	firmament	wide open sky, firmament					1	1
1	17	20													25

col1	col2	col3	kanji/JLPT	kun	on	word	reading	French	English	%	rad	rad reading	rad meaning	n1	n2
6	1		胃 N2	訓読み・リストになし	イ					100	月	にく、にくづき viande	meat, flesh		
6	1	1				胃	い	estomac ; ventre	stomach					3	3
6	1	2													3
6	2		異 N1	こと	イ					77	田	た、たへん rizière	rice paddy		
6	2	1				異常	いじょう	異常な anormal ; extraordinaire ; inhabituel ; étonnant	strangeness, abnormality, disorder					3	3
6	2	2				差異	さい	différence ; disparité ; écart	difference, disparity, gap					1	1
6	2	3				驚異	きょうい	merveille ; prodige ; miracle	wonder, miracle, amazement, prodigy					1	1
6	2	4				異論	いろん	avis différent ; objection	different opinion, objection					1	1
6	2	5				異動	いどう	mouvement ; changement	change (personnel), transfer					1	1
6	2	6				異性	いせい	l'autre sexe	the opposite sex					1	1
6	2	7				異見	いけん	opinion différente; objection	different opinion, objection					1	1
6	2	8				異議	いぎ	contestation ; objection ; opposition ; protestation	objection, dissent, protest					1	1
6	2	9													10
6	2	10				異なる	ことなる	différer de, être différent de ; diverger ; varier	to differ, to vary, to disagree					3	3
6	2	11													3
6	3		遺 N1	訓読み・リストになし	イ、ユイ					100	辶	しんにょう avancer, bouger	road, walk, to advance		
6	3	1		遺る(のこる)、遺す(のこす)											
6	3	2				遺跡	いせき	vestiges ; ruines	historic ruins (remains, relics)					1	1
6	3	3													1
6	4		域 N2	訓読み・リストになし	イキ					100	土	つち、つちへん terre	earth		
6	4	1				地域	ちいき	région ; zone ; coin, quartier	area, region					3	3
6	4	2				区域	くいき	zone, circonscription, secteur, région, district	limits, boundary, domain, zone, sphere					2	2
6	4	3				流域	りゅういき	bassin, vallée	drainage basin, rivin basin, valley					2	2
6	4	4				域外	いきがい	en dehors de la zone	outside the area					1	1
6	4	5				領域	りょういき	domaine, champ	area, domain, territory, field, range, region					1	1
6	4	6													9
6	5		宇 N2	訓読み・リストになし	ウ					100	宀	うかんむり toit	roof, house		
6	5	1				宇宙	うちゅう	univers ; espace, cosmos	universe, cosmos, space					3	3
6	5	2													3
6	6		映 N4	うつ.る、うつ.す、はえる	エイ					74	日	ひ、にちへん soleil, jour	sun, day, time		
6	6	1				映画	えいが	cinéma; film	movie, film					5	5
6	6	2				映画館	えいがかん	(salle de) cinéma	movie theater, cinema					5	5
6	6	3				反映	はんえい	reflet ; réflexion	reflection (light, image, situation, attitude, etc.),					2	2
6	6	4				映写	えいしゃ	projection	projection					1	1
6	6	5				映像	えいぞう	image	image					1	1
6	6	6													14
6	6	7				映す	うつす	refléter ; projeter	to project, to reflect					2	2
6	6	8				映る	うつる	se réfléchir ; se refléter ; se projeter	to be reflected, to harmonize with ; to come out (photo),					2	2
6	6	9				映える	はえる	briller, resplendir ; être attrayant, être mis en valeur (par)	to shine, to glow ; to look attractive, to look nice					1	1
6	6	10													5

Appendix 2 Examples of pages from the data book

常音・常訓のみ収録

JLPT レベルに相当 (5 ≒ N5)

1-1	一 一	一	1 stroke

イチ、イツ
ひと、ひと.つ
one

★★★★★
(116)

	one	5	一緒	together ; at the same time ; same	5	一昨日	day before yesterday	5
一日	one day	5	一生懸命	with all one's might, with utmost effort	4	一昨年	year before last	5
一番	number one ; best ; game, round	5	一杯	amount necessary to fill a container, drink ; full	4	一日	first day of the month	5
もう一度	once more ; again	5	一家	a family, a household	3	一つ	one	5
一度	once ; one time	4	一種	species, kind	3	一月	one month	5
一時	one o'clock ; once ; for a while	3	一瞬	instant, moment, for an instant	3	一人	one person	5
一度に	all at once	3	一生	whole life, a lifetime	3	一言	single word ; a few words	5
万一	by some chance ; emergency	3	一層	much more ; rather	3	一人一人	each (person) ; one by one	3
一々	one-by-one, separately ; each and every, without omission	2	一体	(what) the heck, (why) in the world, (who) on earth ; unity	3	一昨昨日	two days before yesterday ; three days back (ago)	2
一応	though not quite satisfactorily ; tentatively	2	一致	coincidence ; conformity	3	一通り	roughly ; (more or less) everything	2
一段	more, much more ; step, level	2	一般	general ; ordinary	3	一先ず	for the present ; though not quite satisfactorily	2
一流	top grade, leading	2	一方	one (of two), the other ; on the one hand	3	一休み	(short) rest	2
一概に	unconditionally, as a rule	1	同一	identical, same	3	一人言	soliloquy, monologue	2
一同	all present, all of us	1	唯一	only, unique	3	一人でに	by itself, automatically	2
一部	one part ; one copy (e.g. of a document)	1	一斉	simultaneous, all at once	2	一息	one breath ; doing without stopping	1
一部分	one part	1	一旦	once	2	一重	single layer	1
一別	parting	1	一定	fixed, constant	2	一頃	once, some time ago	1
一面	one face ; one aspect	1	統一	unity, unification	2	一筋	one long straight object (e.g. strand of hair, beam of light)	1
一様	uniform, even	1	一括	lumping together, summing up	1	一目	glance	1
一律	uniform, even	1	一気	one breath	1			
一連	series, chain	1	一挙に	at a stroke, with a single swoop	1			
第一	first, foremost; most important	1	一切	all ; absolutely (not)	1			
			一心	one's whole heart	1			
			一帯	whole region	1			
			一敗	one defeat	1			
			一変	complete change	1			
			単一	single, simple	1			

音読み「イチ」

音読み「イツ」

特別な読み方＋訓読み

空しい（むなしい）＝常用外

書き順フォント：« IwatShinKyokasho »

1-17

空

空　空

クウ　そら、あ.
く、あ.ける、から
sky

4
★★
(62)

空しい（むなしい）
空く（すく）

丶丷宀宀空空空空
8 strokes

空

空気	air	4	空く	to be empty ; to be vacant, to be free	5
空港	airport	4	空ける	to empty ; to move out ; to leave (temporarily)	5
航空	aviation, flying	3	空	sky	5
架空	fictitious, imaginary	2	空き	space ; vacancy	3
空想	fantasy	2	空	emptiness, vacuum, blank	3
空中	sky, air, mid-air	2	空っぽ	empty, vacant, hollow	2
真空	vacuum, hollow, empty	2	空き間	vacancy, room for rent or lease	1
空腹	empty stomach, hunger	1	大空	wide open sky, firmament	1
上空	high-altitude sky, upper air	1			

1-18

月

月　月

ゲツ、ガツ
つき
moon, month

5
★★
(69)

丿 刀月月
4 strokes

月

月曜日	Monday	5			
今月	this month	5	生年月日	birth date, DOB	2
先月	last month	5			
来月	next month	5	一月	one month	5
再来月	month after next	4	毎月	every month	5
月曜	Monday	3	月	moon ; month	3
年月	months and years	3	年月	months and years	3
月給	monthly salary	2	月日	time, years, days	2
月末	end of the month	2	三日月	new moon, crescent moon	2
先々月	month before last	2	月並み	commonplace, conventional	1
ケ月	months (period of)	1			
月謝	monthly tuition fee	1			
月賦	monthly installment (instalment), monthly payment	1			
満月	full moon				

教科書体　明朝体　ゴシック体

1-19

犬

犬　犬

ケン　いぬ
dog

4
★
(43)

一ナ大犬
4 strokes

犬

犬	dog	5

6ᵗʰ year

6-1 胃
胃 胃 — 9 strokes
イ / stomach
N2 ⭐ 42

胃	stomach	3

6-2 異
異 異 / 異 — 11 strokes
イ こと / to differ, to vary
N1 ⭐ 47

異常	strangeness, abnormality, disorder	3	異性	the opposite sex	1
差異	difference, disparity, gap	1	異見	different opinion, objection	1
驚異	wonder, miracle, amazement, prodigy	1	異議	objection, dissent, protest	1
異論	different opinion, objection	1			
異動	change (personnel), transfer	1	異なる	to differ, to vary, to disagree	3

6-3 遺
遺 遺 — 15 strokes
イ / bequeath, leave behind, reserve
N1 ⭐ 42

| 遺跡 | historic ruins (remains, relics) | 1 |

6-4 域
域 域 / 域 — 11 strokes
イキ / range, region, limits, stage, level
N2 ⭐ 45

地域	area, region	3	域外	outside the area	1
区域	limits, boundary, domain, zone, sphere	2	領域	area, domain, territory, field, range, region	1
流域	drainage basin, rivin basin, valley	2			

6-5 宇
宇 宇 — 6 strokes
ウ / eaves, roof, house, heaven
N2 ⭐ 42

| 宇宙 | universe, cosmos, space | 3 |

6-6 映
映 映 — 7 strokes
エイ / うつ.る、うつ.す、は.える / project, reflect
N4 ⭐ 50

映画	movie, film	5	映す	to project, to reflect	2
映画館	movie theater, cinema	5	映る	to be reflected, to harmonize with ; to come out (photo), to be projected	2
反映	reflection (light, image, situation, attitude, etc.), reflecting	2	映える	to shine, to glow ; to look attractive, to look nice	1
映写	projection	1			
映像	image	1			

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