

Method for Teaching Ideogrammatic Writing Using Colour Coded Sequence

Field of Invention



G00002

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The present invention relates to a method for fast and easy way to teach writing ideogrammatic characters such as used in Chinese, Japanese or Korean languages, using colour coded strokes to denote sequence of said strokes.

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Background to the Invention



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Ideogrammatic characters are used in several Asian languages, including Chinese, Korean and Japanese. Each character is made up of a series of strokes and represents a word. In writing such characters, it is important not only to get the strokes correct, it is also important to get the sequence in which the strokes are written correct.

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The traditional method of teaching ideogrammatic writing involves breaking down each character into a series of strokes. For example, an 11 stroke character will need a series of 11 diagrams, each depicting a stroke. The first diagram shows the first stroke for the character, followed by the second diagram, showing the first and second strokes and so on. Stroke by stroke, the diagrams show how the character should be written. Students practice writing by studying the diagrams and following the series of strokes.

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By focusing on individual strokes, students are not able to focus their attention on the whole character. They are not able to visualise the character and its strokes at the same time. This hinders memory retention, thus they need more time

and practice to memorise each character and write it correctly.

An improvement over the traditional method is to place numbers
5 next to each stroke to indicate the order of the strokes. With
this method, students can visualise each character and the
stroke sequence. While this method is good for simple
characters requiring a few strokes, it breaks down with
10 complicated characters that comprise many strokes. It is
difficult to visualise such characters with numbers next to
each stroke. Even in writing practise, this can be quite
confusing, as the student must write each stroke and then look
for the next number. Some characters can have over ten
strokes, thus the student is distracted from concentrating on
15 the character and strokes, but is instead forced to look for
the next number after each stroke. The results in strokes that
do not flow smoothly from one to another. This method also
results in students not being able to easily remember the
whole character as they are distracted by the numbers.
20 Therefore they take a longer time and more practise to learn
each character.

Both methods require constant practise with an instructor
present to correct any mistakes in the strokes. If mistakes
25 are not caught in time, the student will get used to writing
with the wrong strokes and it then becomes difficult to
correct their strokes later on.

Summary Of The Invention

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The present invention seeks to improve on previous methods by
focusing on the whole character instead of individual stroke.
Using colour codes, the student sees the shape of the whole
character at a glance instead of a collection of strokes. This

first impression helps imprint the shape of the character in the student's mind, which is further reinforced by practising the strokes. This double reinforcement helps the student to quickly remember the character. Another advantage of the invention is the student can practise writing the strokes without an instructor being present, thus being able to learn at his / her own pace. Being able to learn at their own pace further helps the learning process as they can assimilate information at a comfortable pace, and not feel pressured to keep up with the rest of the class.

The invention teaches the writing of ideogrammatic characters by assigning different colours to each of strokes of a character. The colours indicate the stroke sequence. In the preferred embodiment, a seven colour scheme is used, although more or less colours can be used, depending on the complexity of the ideogrammatic language.

Each stroke is assigned a colour, which is bright and distinct from other colours used, to help differentiate the strokes.

The advantages of this method over existing ones are:

- a) students know at a glance the order of strokes.
- b) students can put in context all the strokes that make up the character at a glance.

Both these advantages contribute to make an important first impression in the student's mind on the shape of the character. This first impression plays an important role in helping students memorize the character.

Direct first impression coupled with reinforcement practices of between 3 to 5 times helps entrench the character into students' memory.

Brief Description of the Drawings

Figure 1 shows a few examples of colour coded Chinese
5 characters.

Figure 2 shows some examples of complex characters requiring
more than seven strokes.

10 Figure 3 shows compound characters consisting of two or more
simpler constituent characters.

Detailed Description of the Invention

15 The preferred embodiment utilizes seven colours to denote
sequence of each stroke. The colours are, in sequence:

- red
- yellow
- blue
- 20 - green
- black
- purple
- pink

25 Figure 1 shows some example of Chinese characters written with
this colour scheme. The characters are first prepared by an
instructor and presented to the student. Upon looking at the
character, the student sees the shape of the whole character,
and start practising the strokes in the following sequence;
30 red, yellow, blue, green and so forth.

Some characters require more than seven strokes, in which
case, the colours are repeated from the eighth stroke onwards.
In Chinese writing, following the basic writing rules, i.e.

characters are written left to right and top to bottom, the possibility of a student mistaking the eighth stroke for the first one is very minimal, as the eighth and subsequent strokes would very probably in such a position in the character as to make them unlikely candidates for the first series of seven strokes. Figure 2 shows examples such characters.

Many complicated characters are compound characters, which consist of a grouping of several simpler characters. In such instances, the colour scheme is applied to each of the simpler characters. If a compound character consists of two simpler characters, each constituent character is written using the same colour scheme, i.e. the first constituent character is written using the colour sequence red, yellow blue on so forth. The second constituent character is also written using the sequence red, yellow, blue etc., even if the first constituent character required fewer than seven strokes to write. This is shown in Figure 3. When students see such characters, they know they are writing a compound character. Anyway, the colour scheme used in the first constituent character also can be continuously applied to the second constituent since the student knows the basic Chinese character writing rules, i.e. characters are written left to right and top to bottom.

The scope of the invention should be defined only in accordance with the claims that follow. In the following claims, reference characters used to designate claim steps are provided for convenience of description only, and are not intended to imply any particular order for performing the steps.

Claims

1. A method for teaching writing of ideogrammatic characters comprising of utilizing a plurality of pre-determined colour
5 scheme to denote the sequence of strokes of said ideogrammatic characters.
2. The method for teaching writing of ideogrammatic characters as claimed in claim 1, wherein said pre-determined colour
10 scheme utilized in said ideogrammatic characters are bright and distinct from one another.
3. The method for teaching writing of ideogrammatic characters as claimed in any claim 1 to 2, wherein if the number of
15 strokes required to write said ideogrammatic character exceeds number of pre-determined colours used in said colour scheme, said colours are repeated in the same sequence.
4. The method for teaching writing of ideogrammatic characters
20 as claimed in any claim 1 to 3, wherein said for ideogrammatic character which is a compound character comprising of several simpler characters, said colour scheme is applied to each of the simpler constituent characters.
- 25 5. The method for teaching writing of ideogrammatic characters claimed in any claim 1 to 4, wherein said for ideogrammatic character which is a compound character comprising of several simpler characters, the sequence of the colour scheme could also be continuously applied from the first constituent to the
30 second constituent.