

ヒンディー語を母語とする日本語学習者における対のある自他動詞の習得について  
—助詞選択と述語選択に関する誤用を中心に—

CHAUHAN Anubhuti

本研究では、ヒンディー語を母語とする日本語学習者に見られる対のある自動詞・他動詞（以下、自他動詞）の誤用傾向・使用実態を学習期間別、自動詞・他動詞別に調査した。その結果、下位群では、述語選択の誤用が最も多く、中位群では、格助詞選択の誤用が比較的多かった。そして、上位群ではヴォイスに関する誤用が占める割合と述語・格助詞の選択に関わる誤用の割合にはあまり差が見られなくなった。つまり、先行研究で指摘されている通り、自他動詞の習得段階が「語彙を選択する→格助詞を選択する→文法的で意味が通じる文を作る」のように展開していくことが窺えた。しかし、自動詞・他動詞別に考察すると、自動詞では、3群ともに述語選択の誤用が最も多く、他動詞の習得段階と異なり、語彙習得が助詞習得に必ずしも先立つわけではないことが示唆された。対のある自動詞の過剰使用による誤用の原因として、ヒンディー語が自動詞表現を好む言語であることが考えられた。

(筑波大学)

**Acquisition of Transitive-Intransitive Verb Pairs  
by Hindi Speaking Learners of Japanese:  
Focusing on Errors in Predicate and Particle Selection**

CHAUHAN Anubhuti

This study analyses usage and error patterns of transitive-intransitive verb pairs produced by Hindi speaking learners of Japanese. Learners were divided into three groups based on the duration of learning Japanese. The results show that learners in the lower group made more errors related to predicate selection whereas errors concerning particle selection were relatively frequent in the intermediate group. Learners in the upper group not only made fewer errors, but these errors were not concentrated in any one error type; errors related to voice were almost as frequent as those related to predicate and particle selection. In other words, error patterns seem to change with time from errors concerning word selection (lower group) → errors related to particle selection (intermediate group) → errors related to creating grammatically and semantically sound sentences (upper group). This corroborates with the observations made in previous studies. However, when errors were analyzed separately for transitive and intransitive verbs, only transitive verbs displayed the above progression pattern. Errors related to intransitive verbs tended to concentrate on verb selection errors in all three groups, indicating that acquisition of vocabulary does not necessarily precede acquisition of particles. One possible cause of over-use of intransitive verbs may be attributed to mother tongue influence.

(University of Tsukuba)