

継承日本語学習児における二言語の作文力の発達過程 —ドイツの補習校に通う独日国際児の事例から—

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本研究は、ドイツの補習校に通い、ドイツ語を優勢言語、日本語を継承語とする独日国際児の事例において、二つの異なるジャンルの二言語の作文力が、小4 から中3 まででどのように形成されるのかを分析した。対象児は、日本居住の日本語母語児に比べ産出量や語彙、構文の多様性等の伸びが遅れながらも、談話レベルでは母語児に近い評価の作文を書いていた。その背景を二言語作文の縦断的分析により探ったところ、優勢なドイツ語に牽引されるように日本語も伸び、まず接続表現や構文の複雑化によって論理的つながりが改善され、次に全体構成や内容の高度化が生じることがわかった。またドイツ語作文のレベルに近い日本語作文を、限られた日本語の表現手段を工夫して書いているが、複雑な内容の説明における文法的誤用や漢字熟語の不足等に表現上の困難が見られた。以上の発達過程の特徴から、補習校での指導への示唆を抽出した。

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The Process of Japanese-Heritage Language Learners' Bilingual Writing Proficiency Development: A Case Study of a German-Japanese Child Learning Japanese as a Heritage Language at a Japanese Supplementary School in Germany

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The purpose of this study was to elucidate how Japanese-heritage language learners develop proficiency in bilingual writing longitudinally. We analyzed samples of Japanese writing produced by a German-Japanese boy learning Japanese as a heritage language, as he progressed from the fourth to the ninth grade; his dominant language was German. Although the development of his proficiency in writing Japanese in terms of the number of characters and his lexical and syntactic variety was somewhat delayed compared to Japanese monolingual children in Japan, no significant difference was observed in his discourse level. Close examination of his compositions in the two languages revealed the developmental process to comprise the following two stages: logical connections within the texts improved through enhanced use of conjunctive expressions and grammatical complexity, and textual structure and rhetoric became increasingly sophisticated. These changes were observed to occur first in the German writing samples and may have contributed to subsequent improvements in the boy's Japanese writing. The boy wrote compositions in Japanese by skillfully using his limited range of Japanese expressions to achieve a discourse level that was almost equivalent to that of his German compositions. However, he experienced difficulties with grammatically correct sentence construction and the use of kanji idioms to discuss complex topics. Based on these findings, we offer some recommendations for teaching aimed at enhancing the writing proficiency of Japanese-heritage language learners.

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