

日本生まれ・育ちのJSL の子どもの格助詞の産出 —記述式テストで見られたモノリンガルとの違い—

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本稿では、日本生まれ・育ちで日本語を第二言語とする（JSL）小学4～6年生（n=122）、及び同学年の日本語モノリンガル（Mono）（n=427）を対象に、格助詞「が」「を」「に」「で」の産出をイラスト付の記述式テストを用いて調べた。テストは、各格助詞の複数の用法や語順交替アイテムなどが含まれ、計73アイテムである。分散分析の結果、合計点において、JSLとMonoの間に差が見られた。また、合計点が最下層に位置づけられる子どもの割合は、JSLはMonoの2～5倍であった。詳細に目を向けると、JSLとMonoの得点差が顕著に見られるのは、名詞がいずれも有情物の場合の主格「が」と対格「を」・与格「に」の語順交替のアイテム群であった。これらのアイテムは、JSL・Mono両方にとって難易度が上がるが、特にJSLのつまずきが大きいことが分かった。（372字）

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Production of Case Markers by JSL Children Born/Raised in Japan: How JSL Children's Performance Differs from Monolingual Children

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In this study, 427 monolingual children and 122 JSL (Japanese as a Second Language) children in the fourth to sixth grades completed a picture-guided paper-and-pencil test that was developed to assess their ability to produce four types of case markers: *ga*, *o*, *ni*, and *de*. The test consisted of 73 items intended to tap productive knowledge of the polysemous case markers in question. Some of the items were scrambled sentences. Quantitative analyses revealed statistically significant differences in total scores between the monolingual and JSL groups. There were two to five times as many JSL children as monolingual children in the lowest-scoring group. A close examination revealed that a prominent difference between the JSL and monolingual groups can be found with the scrambled items that included two animate nouns and the combinations of nominative *ga* and accusative *o* or nominative *ga* and dative *ni*. Although these items were challenging for both JSL and monolingual children, the JSL group's performance suffered to a greater extent.

(Nishikawa: Ochanomizu University, Aoki: Toyama Prefectural Board of Education, Seibu Office)