

漢字圏日中バイリンガル児童のための漢字学習スキャフォールディング

—北京・台北での実践をもとに—

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本稿は第二言語習得の認知的アプローチと社会的アプローチを統合し、中国語知識を利用して日本語の漢字を理解する認知処理をもとに、中国語から日本語への言語間転移を促すスキャフォールディング実践の報告である。実践は簡体字を使う北京と繁体字を使う台北において、現地小学2年生課程修了、つまり中国語の漢字を先行学習した日中バイリンガルを対象に、日本語の漢字読みタスクを対話形式で行った。北京20名と台北14名の実践結果から、字体の相違が中国語知識の利用に大きな影響を与えること、また漢字の形態、意味、読みの順を基本に文脈で検証しながら漢字語彙処理を行っていることが示唆された。さらに日本の漢字に対するこのような認知処理を促すことがスキャフォールディングを成功に導く一方で、児童の発達や音声日本語語彙力による限界も示された。これに基づき、漢字圏日中バイリンガル児童のための漢字学習スキャフォールディングの提案を行う。

【キーワード】 漢字圏日中バイリンガル児童、漢字語彙処理、簡体字繁体字、言語間転移、漢字学習スキャフォールディング

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Report on Scaffolding for Chinese-Japanese Bilingual Children with Previous Instruction on Chinese Characters to Learn Japanese Kanji: Based on the Results of Practices in Beijing and Taipei

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This paper aims to integrate the cognitive and social approaches of Second Language Acquisition studies. Specifically, it strives to report scaffolding practices for young Chinese-Japanese bilinguals in promoting language transfer from Chinese to Japanese based on cognitive processing for understand Japanese kanji words using their existing knowledge of Chinese. The face-to-face practices consisting of card-reading tasks were conducted in two cities: Beijing, where simplified Chinese characters are used, and Taipei, where traditional Chinese characters are used. The participants were Chinese-Japanese bilingual children who had completed two years of local grade school, and whose learning of Chinese characters preceded that of Japanese kanji. The results of 20 subjects in Beijing and 14 in Taipei suggest that the form of characters affects the children's ability to use their Chinese knowledge, and that they process kanji words based, in order, on their form, meaning, and reading while monitoring them in their context. Furthermore, it is found that scaffolding can be successful by supporting students in enhancing such cognitive processing for kanji, while that scaffolding is limited due to their level of cognitive development or the size of their Japanese speaking vocabulary.

In conclusion, based on these findings, proposals are formulated on scaffolding for learning Japanese kanji among Chinese-Japanese bilingual children with previous instruction in Chinese character-using areas.

【Keywords】 Chinese-Japanese bilingual children with previous instruction in Chinese character-using areas, kanji word processing, simplified Chinese characters and traditional Chinese characters, linguistic transfer, scaffolding for learning Japanese kanji

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