

遊びのSCRIPT獲得を支える日本語習得と足場かけ —外国人幼児3名の日本語支援を通して—

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近年、外国人幼児の増加に伴い、幼児教育の現場では具体的な足場かけのあり方が求められている。本研究は、外国人幼児が心身の基礎を培う重要な学習である「遊び」の機会を、日本語が習得途中であるために損なうことのないよう実施した足場かけの実践報告である。外国人幼児の日本語習得と「遊び」との関係をつめるため、外国人幼児3名を対象に半年間のエスノグラフィーによる参与観察を実施、SCRIPT理論を援用し分析を行った。結果、特に友達とのやり取りを必要とする表出型のSCRIPTの場面において、外国人幼児によることばの試用と、外国人幼児を受け入れる日本人幼児が直面する葛藤などが明らかになった。また平行遊びから連合遊び、協同遊びへの移行が観察され、適切な足場かけが外国人幼児の遊びの機会確保に寄与することが分かった。外国人幼児が直面する発達の様相を整理し、現場の教師が日々の足場かけに生かせる実践的手がかりの提示を目指す。

【キーワード】外国人幼児、遊び、日本語習得、足場かけ、SCRIPT

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Scaffolding and Japanese Language Acquisition to Support the Development of Play Scripts: Through Japanese Language Support for Three Young Children with Foreign Backgrounds

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There is growing demand for practical approaches to scaffolding in early childhood education settings in Japan due to the increasing number of young children with foreign backgrounds. This study examines the practical implementation of scaffolding designed to ensure that young children with foreign backgrounds in the process of acquiring Japanese do not lose opportunities for play—a vital form of learning for cultivating the foundations of mind and body. To explore the relationship between Japanese language acquisition and play, a six-month ethnographic participant observation was conducted focusing on three young children, and an analysis was performed using script theory. The results revealed the trial use of language by young children with foreign backgrounds and the conflicts faced by Japanese children in accepting them, particularly in expressive script situations that require interaction with peers. Furthermore, transitions from parallel play to associative play, and ultimately to cooperative play, were observed, indicating that appropriate scaffolding contributes to securing play opportunities for young children with foreign backgrounds. This study elucidates the developmental aspects faced by young children with foreign backgrounds and presents actionable insights that educators can utilize in their daily scaffolding practices

【Keywords】 young children with foreign backgrounds, play, Japanese language acquisition, scaffolding, script

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