日本語の音声の授業における学習者の母語の活用
学習者が得た知識面・認識面・運用面の学び

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♣要旨

本稿では、母語を活用した日本語の音声の授業を通して学習者が得た学びを明らかにした。授業後アンケートとインタビューの分析から、学習者が《知識面》《認識面》《運用面》の3種類の学びを得たことがわかった。《知識面》では、〈母語の音声〉や〈日本語の音声〉そして〈日本語と母語の音声の異同〉に関する知識を得て、さらにそれらに基づいた〈日本語の音声の練習方法〉を得た。《認識面》では、〈音声の重要性に関する気づき〉を得て、〈音声の学習に対する考え方の変化〉が現れ、〈音声に対する意識化〉が促され、自身の〈音声上の問題点の把握〉ができた。《運用面》では、〈発音の改善の実感〉または〈聴取の改善の実感〉もしくはその両方を得た。

♣キーワード
日本語と学習者の母語、音声知識、音声に対する認識、言語運用、発音指導

♣ABSTRACT

This paper focuses on the use of learners' L1 in teaching Japanese pronunciation and on the subsequent acquisition of learners throughout this course. By analyzing the data from post-class questionnaires and interviews, I report that learners acquired various things in terms of knowledge, recognition, and performance. In terms of knowledge, learners gained insight into the pronunciation of both their L1 and TL (Japanese), the similarities and dissimilarities between these two languages, as well as some methods to practice Japanese pronunciation. In terms of recognition, learners acknowledged the importance of pronunciation, changed their ways of thinking about learning pronunciation, enhanced their overall awareness of pronunciation, and also grasped the weaknesses in their own pronunciation. Finally, in terms of performance, learners had strong feelings of improvement of their pronunciation and/or listening skills.

♣KEY WORDS
Japanese language and learner's L1, knowledge about pronunciation, recognition of pronunciation, linguistic performance, pronunciation teaching

The Use of Learners' First Language in Teaching Japanese Pronunciation
Language Acquisition in Terms of Learners' Knowledge, Recognition and Performance

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