

外国語要旨

学位論文題目

Chinese Japanese Language Learners' Communication Strategies in Contact Situation

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The aim of this study is to shed light on communications strategies (CS below) employed by Chinese Japanese language learners in contact situations in Japanese and in that way provide suggestions for Japanese language communication education of Chinese learners. Through an analysis from the viewpoint of applied linguistics and socio-linguistics, this research has provided insight into communicative problems which learners of different proficiency levels encounter during communication, as well as insight into CS used for problem repair. Furthermore, this study presented the ways of effective use of CS and made an attempt at explicit introduction of CS for Chinese learners with no experience of studying in Japan, as well as validated the efficiency of this kind of instruction.

This study is composed of 8 chapters (five researches). The first chapter described the actual state of affairs of second language learners communicating in contact situations and discussed about the importance of focusing on the use of CS by Chinese Japanese learners.

In the second chapter, in the light of the second language learners' development of interlanguage knowledge, various theoretical researches on the classification of CS have been introduced. Based on the study of theoretical researches, the standpoint of this research has been specified, and the research questions for this study have been posed.

In chapter three the analysis method, the data, the participants of the conversations and the object and units of the analysis were described.

From chapter four to six, based on the data from 22 contact situation free-topic dyadic conversations, an empirical research on the use of CS by language learners has been conducted. In Research 1, the characteristics of communication problems which the learners encounter during ongoing communication, becomes clear.

As for the Researches 2 and 3, the CS employed during the process of both single and complex adjustments by the learners of different proficiency level in order to repair communicative problems are discussed. It was found that, in the case of the single adjustment, regardless of the proficiency level, the learners tend to use more "achievement supportive strategies" rather

than “achievement strategies” to ensure time for problem solution. The frequency of use of CS for the solution of comprehension problems appears not to change with the increase of proficiency, but the frequency of the use of CS for the solution of production problems, especially “self-solving/code strategy” and “interactive-solving/ appealing strategy” tends to decrease as the level of proficiency rises. This suggests that there is a possibility that the frequency of the use of CS is restricted by L2 proficiency. On the other hand, in the case of the complex adjustment, the following characteristics have been observed: 1) in response to the first CS used by the learner, native speakers take account of the proficiency level of the learner and take the “achievement supportive conversation style” approach for problem repair, 2) after the native speaker’s adjustment, the learners of both proficiency levels have shown a strong tendency to do a readjustment by using a CS, 3) among the CS used for the readjustment, learners of both proficiency levels frequently use “interactive-solving/ understanding promotion strategy” and “self-solving/conceptual strategy” depending on the communicative problem.

From Research 4 it has been suggested that the efficiency of the use of CS is more likely to be restricted by the characteristics of CS rather than the L2 proficiency. Furthermore, the ways of efficient use of the CS for Chinese learners was investigated.

Research 5 looked into the aims and the state of affairs of Japanese language education in China and based on the results of Researches 1 to 4 an attempt at introducing CS to 26 Chinese learners who study Japanese in China has been conducted. The results of the CS instruction showed that through the introduction of five CS in class, a change in the quantity (the frequency of the use of CS) and quality (the content of utterances) of the use of CS has been observed, especially for low-proficiency learners a visible effect has been seen.

From the above results we can say that this research was able to show a part of the characteristics of CS employed by Chinese Japanese learners for solving communicative problems occurred during ongoing communication. Based on the results from this study, trying to fully grasp the manner (adjustments style) of problem repairing which takes into account the interaction between the speakers, and examining the method of teaching of CS based on considering the characteristics of CS and the effect of L2 proficiency level, can be considered as suggestions for future research on CS in L2 education and acquisition.