

令和元年6月26日現在

機関番号：32707

研究種目：若手研究(B)

研究期間：2016～2018

課題番号：16K16867

研究課題名(和文) Dilingual discourse between English-speaking parents and their Japanese-speaking children

研究課題名(英文) Dilingual discourse between English-speaking parents and their Japanese-speaking children

研究代表者

中村 ジェニス (Nakamura, Janice)

相模女子大学・学芸学部・准教授

研究者番号：10622136

交付決定額(研究期間全体)：(直接経費) 1,100,000円

研究成果の概要(和文)：日本では、二言語を理解し、一言語のみ話す受容バイリンガル児は少なくない。本研究は、受容バイリンガル児とその親との異言語会話を検証した。異言語会話は、会話の話者がそれぞれ異なる言語を使用して話すことを示す。親子間の異言語会話は、家庭内のコミュニケーションと精神的な状況に影響を与える。この研究は、受容バイリンガリズムにつながる親の相互作用の原因を特定し、両言語を話す産出バイリンガルになるため親の役割を明確にした。結果は、子どもが異なった言語を使用しても親が会話を続けることは、異言語会話を永続させることが分かった。

研究成果の学術的意義や社会的意義

The current study represents one of the few studies which examines receptive bilingualism in children. Its findings help us understand how receptive bilingualism occurs and how parents can encourage active bilingualism in their children.

研究成果の概要(英文)：At least a third of bilingual children in Japan are receptive bilinguals who understand but speak only one of their languages. This study investigates parents' dual-lingual interactions with receptive bilingual children. Dual-lingual interactions occur when parents speak one language and their children speak another. They affect a family's communication and their emotional well-being. The results of the study shed light on how parents may play a role in perpetuating receptive bilingualism in the way they interact with their children and provide insights on how to foster active bilingualism in children. Specifically, it demonstrates how parents' tendency to 'move-on' with the conversation when children use the 'wrong' language perpetuates a dual-lingual mode of interaction.

研究分野：バイリンガリズム

キーワード：receptive discourse strategy bilingual dual-lingual interaction Japanese English Italian children

様式 C - 19、F - 19 - 1、Z - 19、CK - 19 (共通)

1 . 研究開始当初の背景

Receptive bilingualism is common among children who receive bilingual exposure from birth. In an extensive survey in the Netherlands, De Houwer (2007) found that a quarter of children who were exposed to another language in the home only spoke Dutch. In Japan, survey studies by Billings (1990), Noguchi (2001) and Yamamoto (2001) indicated that roughly one out of three children in Japan who were exposed to English and Japanese in the home spoke only Japanese. When children speak Japanese and their non-Japanese parents speak another language, their interactions become dual-lingual. Parent-child dual-lingual interactions can have serious implications for communication and emotional well-being of the family. However, despite these potential implications, the subject of receptive bilingualism is under-investigated in child language research.

2 . 研究の目的

The current study represents one of the few studies which examines receptive bilingual children's language use in interaction with their parents. Its findings are helpful in understanding why receptive bilingualism occurs and how active use of two languages can be encouraged. Specific questions which were asked in this research includes:

- 1) To what degree do receptive bilingual children use their weaker language in interaction with their parents?
- 2) To what degree do parents' use of discourse strategies affect receptive bilingual children's use of their languages?

3 . 研究の方法

A case study approach was adopted for this research because receptive bilingual children's language use with their parents could be studied intensively using naturalistic speech data. The participants of this study were Max and Nina (ages 7 and 4 respectively at the start of the study). Both children were receptive bilingual children who spoke Japanese to their English-speaking and Italian-speaking fathers respectively. Analysis for this research is based on audio recordings made by the families. The fathers made recordings at different times depending on their schedules. Max's father made a total of six recordings totaling 285 minutes over eight months whereas Nina's father made eight audio recordings totaling 180 minutes in two months. Transcripts of the audio data were coded using CHAT and quantitatively analyzed using CLAN (MacWhinney, 2000).

4 . 研究成果

Language use

Analysis of the children's interactions with their fathers revealed that Italian utterances made up 19.7% of Max's total utterances and English utterances made up 40.3% of Nina's total utterances. These percentages indicate that the children were using their weaker languages to some extent. However, examination of the interactional nature of the children's utterances revealed some interesting results. As shown in Figure 1, the children's Japanese utterances were predominantly 'original' utterances which demonstrated their ability to use the language spontaneously and independently. However, such 'original' utterances were lacking in the children's use of their weaker language. Altogether, many of Max's Italian utterances and Nina's were either 'routine', 'imitated' or 'polar responses'.

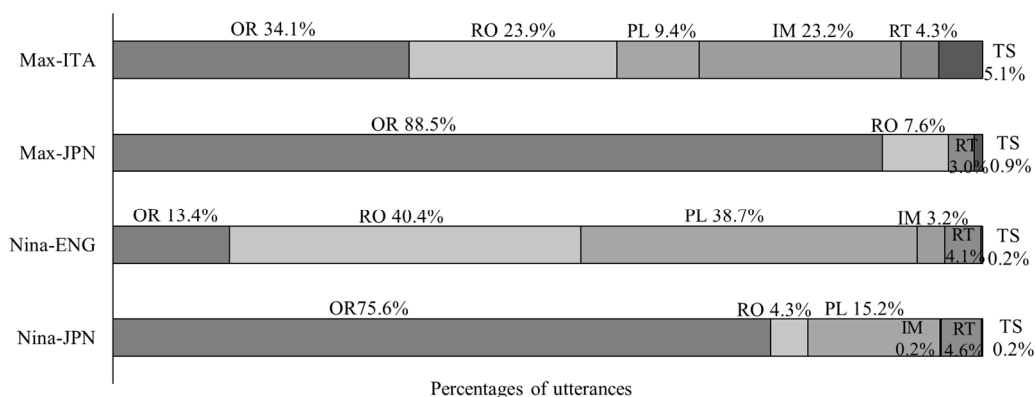


Figure 1. Types of utterances produced by the children in each language.

Notes on abbreviations: original (OR), routine (RO), polar response (PL), imitation (IM), reiteration (RT), and translation (TS).

Analysis of the children’s use of questions and new topic initiations also revealed the limited nature of their weaker language production. As shown in Table 1, Max and Nina asked more questions in Japanese when interacting with their Italian-speaking or English-speaking fathers. However, fewer questions were asked in the children’s weaker language. The questions were also qualitatively different. While Max and Nina ask many ‘real questions’ in Japanese that genuinely sought information from their fathers, or confirmed their understanding, the few questions they asked in English or Italian were mainly ‘repair questions’. The children’s tendency to partially repeat their fathers’ preceding utterances in ‘repair questions’ suggests some difficulty in comprehending their fathers’ speech. Such clarification requests were perhaps necessary when engaging in dual-lingual interaction with their fathers.

Table 1. The children’s use of questions.

	Max			Nina		
	JPN	ITA	MIX	JPN	ENG	MIX
No. of questions	211	29	29	68	9	6
% of utterances*	39.6	20.4	63.0	10.6	1.9	13.3

* Questions as a percentage of utterances produced in each language

Analysis of the children’s new topic initiations also yielded similar results. As indicated in Table 2, Max and Nina mainly initiated new topics in Japanese when interacting with their fathers. There were much fewer instances of new topic initiations in the children’s weaker language. These new topic initiations also tend to be shorter in length and simpler in content. While there is a likelihood that the children were able but ‘unwilling’ to speak their weaker language, the lack of new topic initiations arguably shows that their communicative ability was lacking. Given the fathers’ testimony that the children hardly spoke much of their weaker language since the onset of speech, the lack of language production was probably related to their language ability rather than their language choice.

Altogether, the lack of ‘original’ utterances, questions and new topic initiations in Italian or English in the children’s speech showed receptive bilingualism and not unbalanced bilingualism. Not only did the children use more Japanese, the interactional quality of their Japanese utterances contrasted starkly with that of their weaker language. While more evidence from further research is necessary, the children’s tendency to produce ‘routine’ utterances, ‘imitations’ or ‘polar responses’ in

their weaker language potentially defines the boundaries of communicative competence in receptive bilingualism. The children probably continued producing these types of utterances simply because they required minimal effort.

Table 2. The children's new topic initiations.

	Max			Nina		
	JPN	ITA	MIX	JPN	ENG	MIX
No. of topic initiations	105	28	5	105	4	8
(% of total utterances)	(19.7)	(19.7)	(10.9)	(16.3)	(0.9)	(17.8)

Parents' discourse strategy

Despite the children's receptive bilingualism, the fathers' continued speaking their native languages to them. Nevertheless, their constant endeavor to provide Italian or English input was insufficient by itself to promote active bilingualism because the children were not prompted to produce these languages. As shown in Table 3, analysis of discourse strategies revealed the fathers' prevalent use of the 'move-on' strategy and the occasional use of the 'code-switching' strategy. While previous research shows that the use of the 'move-on' strategy led to language mixing in young bilingual children (e.g., Juan-Garau & Pérez-Vidal, 2001), the predominant use of this strategy with the older passive bilingual children in this study seemed to have created and perpetuated a dual-lingual context where it was acceptable for Max and Nina to respond in Japanese to their fathers' Italian or English utterances. It is suspected that the fathers may have created a bilingual context by letting their children speak Japanese to them in the early stages of the children's language development. Subsequently, their continued use of the 'move-on' strategy contributed to the dual-lingual nature of their present interactions.

Table 3. The fathers' use of discourse strategies

	IT	MG	EG	AR	MV	CS	Total
Max's father	6	0	0	5	367	17	395
	(1.5%)	(-)	(-)	(1.3%)	(92.9%)	(4.3%)	(100%)
Nina's father	0	0	6	4	381	18	409
	(-)	(-)	(1.5%)	(1.0%)	(93.1%)	(4.4%)	(100%)

Notes: *instruction to translate* (IT), *minimal grasp* (MG), *expressed guess* (EG), *adult repetition* (AR), *move on* (MV), and *codeswitching* (CS).

'Constraining' strategies, i.e., the 'instruction to translate', 'expressed guess', and 'minimal grasp' strategies and the 'adult repetition' strategy made up only about 2.8% and 2.5% of the total discourse strategies used by Max's and Nina's fathers' respectively. A possible explanation for the infrequent use of 'constraining' strategies in the data is that the fathers may have wanted to demonstrate as much interaction as possible with their children instead of interrupting the conversation flow. However, parents' use of discourse strategies probably does not change whether they are observed or otherwise (Tare & Gelman, 2011). As argued by Mishina-Mori (2011), it would be unrealistic for parents to use 'constraining' strategies when they are aware of their children's limited productive ability. Therefore, it was more likely that Max's and Nina's fathers did not frequently employ 'constraining' strategies because they knew that their children would not be able to respond to them. The fathers' overwhelming

use of the ‘move-on’ strategy revealed a discourse style that focused on continuing the conversation instead of aligning the children’s language use with their own. Dual-lingual interactions worked quite well because the fathers and children generally understood each other. However, frequent use of ‘constraining’ discourse strategies would require conversations to be halted temporarily. This would contradict the fathers’ child-centered style of discourse, which was revealed in the interviews. Therefore, the fathers’ present use of discourse strategies was related to the children’s lack of productive ability and their emphasis on communication with their children.

References

- De Houwer, A. (2007). Parental language input patterns and children’s bilingual use. *Applied Psycholinguistics*, 28(3), 411-424.
- Juan-Garau, M. & Pérez-Vidal, C. (2001). Mixing and pragmatic parental strategies in early bilingual acquisition. *Journal of Child Language*, 28(1), 59-86.
- Lanza, E. (2004). *Language mixing in infant bilingualism: A sociolinguistic perspective*. Oxford: Oxford University.
- MacWhinney, B. (2000). *The CHILDES project: Tools for analyzing talk*. Mahwah, NJ: Lawrence Erlbaum.
- Mishina-Mori, S. (2011). A longitudinal analysis of language choice in bilingual children: The role of parental input and interaction. *Journal of Pragmatics*, 43(13), 3122-3138.
- Noguchi, M.G. (2001). Bilinguality and bicultural children in Japan: A pilot survey of factors linked to active English-Japanese bilingualism. In M. G. Noguchi & S. Fotos (eds.), *Studies in Japanese bilingualism* (pp. 234-271). Clevedon, UK: Multilingual Matters.
- Tare, M. & Gelman, S. (2011). Bilingual parents’ modeling of pragmatic language use in multiparty interactions. *Applied Psycholinguistics*, 32(4), 761-780.
- Yamamoto, M. (2001). *Language use in interlingual families: A Japanese-English sociolinguistic study*. Clevedon, UK: Multilingual Matters.

5 . 主な発表論文等

[雑誌論文] (計 3 件)

- . Nakamura, J. (in press). Receptive bilingual children’s language use in interaction. *Studies in Language Sciences*, 18(1).
- . Nakamura, J. (2017). Dual-lingual interactions with passive bilingual children. *Proceedings of the International Symposium on Monolingual and Bilingual Speech 2017*, 206-212.
- . Nakamura, J. (2017). Dual-lingual interactions between an English-speaking father and his Japanese-speaking daughter. *Japan Journal of Multilingualism and Multiculturalism* 23(1), 10-23.

[学会発表] (計 4 件)

- . Nakamura, J. Receptive bilingual children’s language use in interaction, International Conference on Bilingualism, University of Malta, 2019
- . Nakamura, J. Measuring passive bilingual children’s language use in interaction, The Japanese Society for Language Sciences 20th Annual International Conference (JSLS 2019), Fujimino Campus, Bunkyo Gakuin University, 2018
- . Nakamura, J. Dual-lingual interactions with passive bilingual children, International Symposium on Monolingual and Bilingual Speech, Crete, Greece, 2017
- . Nakamura, J. Dilingual discourse between English-speaking parents and their Japanese-speaking children, International Conference of Language Acquisition, University of the Balearic Islands, Mallorca, Spain, 2019

[図書] (計 1 件)

- . Nakamura, J. (2018). Parents’ use of discourse strategies in dual-lingual interactions with receptive bilingual children. In E. Babatsouli (Ed.), *Crosslinguistic research in monolingual and bilingual speech* (pp. 181-200). Chania, Greece: Institute of Monolingual and Bilingual Speech.