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論 文 内 容 の 要 旨

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論文題名	Second Language Vocabulary Acquisition and Internalization 第二言語における語彙の習得及び内在化

論文内容の要旨

　　The current work is motivated by the urge to fill a gap in the literature of L2 research, that is the long-standing and as yet unanswered question as to how L2 learners acquire target-like competence. Descriptive research on vocabulary acquisition has been the mainstream approach, and there are very few examples of explanatory, model-based research, which attempts to illuminate the underlying cognitive processes that are responsible for the phenomena being studied. The present study has addressed this issue by proposing a fundamental and theoretical framework of the acquisition of conceptual knowledge. In the model put forth here, usage-based theories have been adapted for the study of L2 acquisition and carefully modified by taking into consideration the dissimilarity between L1 and L2 acquisition.

　　The goal of SLVA is viewed as comprising of three components, namely accuracy, efficiency, and fluency. Efficiency underscores a major characteristic of L2 acquisition, which is attainable by virtue of the cognitive ability of adult L2 learners. The second dimension, i.e. automaticity or fluency of access, is equally important because acquisition is never complete until the access of knowledge is fully routinized (a process termed as internalization in this thesis). The present work has posited a set of cognitive mechanisms that account for how learners develop L2 competence characterized by these three features, besides explicating the role played by previously learned knowledge (including L1 concepts) and learner's analytical ability.

　　Chapter 1 provided an overview of the problems in the prevalent view of studies related to L2 acquisition. It also clarified the pertinence of the three above-mentioned dimensions to acquisition.

　　Chapter 2 reviewed the literature of three main streams of studies. The first of these is the study of bilingual mental lexicon that places its focus on the lexical representation and development of bilingual lexicon. While these studies have contributed significantly to the understanding of the access of lexical information, when applied in the study of acquisition the models developed in this field can be said to be fundamentally flawed, as they cannot account for the three components above. In contrast to this, usage-based theories offer a range of theoretical concepts that may also apply to L2 acquisition. The potential and limitation of these studies were reviewed in the second part. Last but not least, the third part relates to studies of automaticity conducted in the field of skill acquisition. The central issue is how such research could contribute to the study of L2 fluency, and how to reconcile the three main branches of approach, namely the rule-based theory, the item-based theory, and the chunking theory.

　　Chapter 3 explored how learners develop contextual knowledge, which is the basis that forms a target-like conceptual structure. The notion 'specificity' was proposed as the essential factor that governs the accuracy of gap filling. Building on the theoretical grounding established by Tomasello, the chapter elucidated the cognitive processes (i.e. instantiation) of the formation of contextual knowledge and demonstrated the effect of various factors including contextual condition, L1 knowledge, and intra- as well as inter-lexical aid.

　　Chapter 4 discussed how learners develop complete conceptual knowledge in the unit of category (i.e. integrated knowledge) based on the contextual knowledge described in Chapter 3. Drawing on the fundamental concept of usage-based theory, the study proposed a process consisting of two steps in which L1 knowledge exhibits different functions. The notion of internalization, which is the cognitive process responsible for the development of automaticity, was derived from the bi-layer conceptual structure (comprising of contextual knowledge and integrated knowledge) and the progress of which was illustrated via simulation. The model is also able to account for the process of chunking, and indicates a convergence with connectionist models at

later stages of acquisition.

The hypotheses made in Chapter 4 were tested using performance mistakes produced by Chinese speaking advanced L2 learners of Japanese as reported in Chapter 5. The findings have confirmed the following: 1) that the progress of competence and automaticity is inextricably linked to each another; 2) that the so-called L1 equivalent is least preferred (or deliberately avoided); rather, L1 knowledge plays a much more active and robust role during acquisition; 3) that integrated knowledge is formed via two distinct steps; 4) the interplay of economy principle, ease of access (i.e. automaticity), and accuracy, in the process of acquisition. In brief, the theoretical accounts put forth in the present work have been largely borne out by the data obtained from the questionnaire survey.

論 文 審 査 の 結 果 の 要 旨 及 び 担 当 者

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論文審査の結果の要旨

　Ivy Ang 氏の学位請求論文 "Second Language Vocabulary Acquisition and Internalization"（「第二言語語彙習得と内在化」）は、第二言語における語彙習得に焦点を絞り、語彙習得のメカニズムのモデルを提案することによって、従来研究が不十分であった第二言語語彙習得の分野において理論的な基盤を整備することを目的としている。

　論文は6章から構成されており、第1章で論文の目的および全体の構成を述べた後、第2章では、本論文の理論的背景となる bilingual mental lexicon（二言語心的辞書）、usage-based approach（運用に基づく言語習得理論）、automaticity（自動化）の理論を中心とした言語習得に関する先行研究についての概観がなされている。第3章および第4章はモデルの構築を扱った章で、第3章では個々の状況において生成される contextual knowledge（文脈知識）、第4章では語彙の運用に際して重要な役割を果たすとされる integrated knowledge（統合知識）の生成および、それと第3章で扱われた contextual knowledge（文脈知識）との関係が論じられている。第5章はモデル適用の具体例を扱った章で、中国語を母語とする日本語上級者を対象とした performance mistake（運用上の間違い）に関する調査とその結果に対するモデルに基づいた詳細な分析がなされている。第6章は結論にあたる章で、論文全体を総括するとともに、応用に向けての展望が語られている。

　本論文は、成人してから第二言語を学び始めた学習者が、第二言語の語彙を、正確に、効率的に、機敏に習得・運用できるようになるには、どのような認知的なプロセスを経るのかについてのモデルを提供している。このモデルは、個々の状況や具体例から形成されていく文脈知識と、文脈知識の増加によって形成が促進される統合知識とを主要な概念として用いている。また、統合化のプロセスを語彙の内在化ととらえ、この内在化が正確で流暢な語彙運用を可能にしているという。そして、このプロセスには第一言語の語彙知識も大きな役割を果たすとしている。ここで、内在化のレベルは、学習者ごと、語彙ごとに異なっており、具体的な事例として、中国語母語話者の日本語上級者26人に対して、精査された40の語彙について、performance mistake（運用上の間違い）― competence error（知識の不備による誤り）ではなく― に着目した調査が行われている。この調査では、まず日本語上級者における語彙の運用間違いの率の高さは、母語における相当語からの辞書的訳語による誤りとはほぼ無関係であることが計量的に示され、個々の語彙の運用間違いの率に関してモデルに基づいた詳細な議論がなされている。

　執筆者も自覚しているように、モデルの妥当性を確認する調査範囲がモデルの一般性に対して狭いこと、また、調査における計量的処理結果から読み取ることのできる情報が十全に利用されていないこと、本論のモデルが先行研究のどのモデルと対立しているのかが明示的でないため、結論があいまいになったこと、などの改善点が指摘されたが、今まで扱われることが少なかった第二言語語彙習得の認知プロセスに注目し、その理論化を行い、ひとつのモデルを提案した功績は大きい。

　以上により、本論文は博士（言語文化学）の学位論文として価値のあるものと認める。