

| | |
|--------------|---|
| Title | マンガを用いた創作タスクによる日本語オノマトペの暗黙的ニュアンス習得方法に関する研究 |
| Author(s) | Lian, Yuanxin |
| Citation | |
| Issue Date | 2018-03 |
| Type | Thesis or Dissertation |
| Text version | author |
| URL | http://hdl.handle.net/10119/15154 |
| Rights | |
| Description | Supervisor:橋本 敬, 先端科学技術研究科, 修士(知識科学) |

Study of the Learning Method for Tacit Nuance of Japanese Onomatopoeia through Creation Task Using Manga

LIAN Yuanxin

School of Knowledge Science,
Japan Advanced Institute of Science and Technology
March 2018

Keywords: onomatopoeia, manga, creation task, tacit nuance

Japanese onomatopoeia is an indispensable element in Japanese (possible for delicate and subtle description) (Tabori, 2002), Because many foreign languages have no corresponding onomatopoeic words, it is often difficult for Japanese learners to imagine what they mean. (Komatsu / Akiyama, 2009). In addition, there are many similar words, and depending on the situation and context, learners are more difficult to learn, and to distinguish this subtle difference of onomatopoeic words in use.

In order to solve the learning problem of nuance in onomatopoeic words, Yang et al. (2015) proposed a learning method called creation task. In this method, the nuances of onomatopoeia are handled in explicit nuances and implicit nuances. Explicit nuances are linguistic nuances common to onomatopoeia using the same form and phonology. For example, it is said that a form in which onomatopoeia repeats sounds (ABAB type) has a nuance of "repetitive and continuous motion" (TADORU, 2002). Meanwhile, onomatopoeia also has a slightly different way of capture and usage depending on the native speaker, there are some nuances that make it difficult to explicitly explain its deep meaning, which is implicit nuance. Yang et al. (2015) 's proposed method includes three steps: formal rule input, onomatopoeic creation, and onomatopoeia created. At the first input step, the learner learns formal rules that show the relationship between formal of onomatopoeia and its explicit nuance. Next, the learner uses the specified form to fill the onomatopoei in the blanks of sentence, and receives feedback from Japanese native speaker by used the five level of suitability of created onomatopoeia. Such creation and feedback has been repeated ten times. It is pointed out that according to this

creative task, learners can revise the nuance of the onomatopoeia words which they created repeatedly and build implicit nuances of the target language within themselves.

However, that research has the following problems. 1) Motivation of learners declined by repeating onomatopoeic creation ten times (Yang, 2015). 2) It is necessary to explore whether the learning effect is acquired through the explicit nuance or implicit nuance. 3) There is no confirmed method for the acquisition of implicit nuances. Therefore, in order to solve these problems, the purpose of this research is to develop a method to acquire implicit nuance of Japanese onomatopoeia using manga, propose a method of measuring implicit nuance, and verify the effectiveness of the developed method.

In order to solve problem 1, we propose a method to create onomatopoeia in manga instead of creation in the sentence suggested by Yang et al. (2015), and the number of creations is six. Using manga, you can learn Japanese while having fun, and thereby you can maintain high motivation for learning (Murakami et al., 2008). In addition, because of the specific scene, give the learners a deep sense of presence. Specifically, the learner will present a manga containing the onomatopoeia nuance, and according to the new rules of instruction, produce the onomatopoeic words that conform to the manga scene.

In order to solve problem 2, a new scoring method was used as a nuance measurement method for testing before and after the experiment. Specifically, Japanese native speakers evaluated the appropriateness of choice by using 5 levels.

It is considered that the nuance of onomatopoeia can be measured by this scoring method. Because we think that nuance can not be judged by incorrect answer correctly, we think that it is most important to measure the answer that the learner has chosen rather than judge it with incorrect answer as correct, and how much fluctuation is there.

In order to solve problem 3, we introduced a hole filling problem in the test. In the fill-in-the-blank problem, neither rule restriction nor explicit nuance is presented, so learners have to consider onomatopoeia according to their own senses. In addition, explicit and implicit nuances of onomatopoeia entering the hole are mostly not present at the learning stage. If we can increase the score of such problem, it is considered to be the acquisition effect of onomatopoeia's implicit nuance. For the same reason as the solution to problem 2 above, the problem of filling up the blanks was scored by a native speaker of Japanese in a 5-point rating of worthiness.

In order to verify the effect of the proposed learning method, an experiment was conducted with the learning method of Yang et al. (2015) as a control group. Although the main effect of the test was significant ($F(1, 32) = 15.93, P < .001$) as a result of the variance analysis with the two factor mixing plan of learning method (experiment, control) and test (pre, post) The interaction was not significant. As a result of analyzing only the results of the hole filling

problem, the interaction was significant ($F(1,32) = 6.96, P = .013$). Therefore, we verified the simple main effect of the learning method by the results of the pre / post filling problem, and both were not significant (pre: $F(1, 32) = 0.90, P = .351$, post: $F(1, 32) = 3.52, P = .070$). In addition, according to the learning method, the simple main effect before and after the test filling problem was tested and found to be significant in the experimental group ($F(1,32) = 13.43, P < .001$), and not significant in the control group ($F(1,32) = 0.74, P = .396$). That is, there was a significant improvement in the results in both groups, but only with the filling up problem was significantly improved only in the experimental group. In other words, using manga was more effective by acquiring implicit nuances of onomatopoeia. From the questionnaire on the motivation to onomatopoeia of questionnaires and the questionnaire on the use consciousness of this learning method from now on, we found that the experimental group tends to be slightly higher.

In this study, based on the research of Yang et al. (2015), we propose a method of learning onomatopoeia's implicit nuance. From the analysis of experiments comparing the proposed method and the existing method, it was found that manga has a promoting effect on onomatopoeia's implicit nuance learning. By creating in manga, it is thought that giving a concrete image by learners, it can tell that things difficult to express in the language of onomatopoeia's implicit nuance.

In the future, we need to check the effects of element of manga in another Japanese learning field. In addition, in order to implement the proposed method of this research at the Japanese language education site, it is necessary to investigate suitable manga teaching materials for learning onomatopoeia and verification experiments to ascertain the proposed implicit nuance measurement method.

