

# 文化社会言語学における日・韓・米語の 比較教授法の一考察

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## Proposal of Comparative Methodology for Japanese, Korean and American English Languages in Sociolinguistics Research

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### Abstract

This paper attempts to research the differences and similarities among Japanese, Korean and American English languages. It will also compare the sociolinguistic features of these languages, and try to determine a focus for the applications of language teaching.

The capabilities for language learning through the use of new technology such as audio, video and computers has improved greatly in recent years. These technologies have created many new possibilities. However, there remains much research to be done in this field, due to the many varying facets in human communication.

There is an expression that language is universal. Nevertheless, it is still necessary to study the linguistics of phonology, morphology, syntax and semantics, as well as other fields of applied linguistics in the search for language acquisition. As many languages have close similarities to others, it is more natural to first learn one which is the closest to one's primary language, and then move on to another which is near to the second language.

Prior linguistic research in Japanese and Korean languages indicates that there are many similarities, just as there are between English, French, German and Spanish. Therefore, I would propose that Japanese people study Korean language prior to the study of English. It will be a benefit to first learn Korean language, which is very similar to Japanese linguistics. This will ease the transition into learning English, which is also similar in phonetics to the Korean language. I would also like to mention a few different aspects of further research topics in sociolinguistics among Japanese, Korean and English languages.

日本の大学教育を抜本的に改革しようとして久しいが、とうとう文部省は大学設置基準の大綱化という天下の宝刀を降り下ろした。これで、各大学が発想の転換をしない限り、格差は益々開いていくであろう。

日本の学校教育の中で、英語教育は国際化に向けて、大事であるといっているが、大学まで受験のための英語の域を脱しないし、一貫しているとは云えない。少なくとも、高校まで一貫

した教育を行なえば、大学では英語だけで授業を進めていく事ができる。その点で、音感教育に似ているし、なるべく、早くから、そのようなカリキュラムを組んで、教育方針・環境を作ってあげるべきである。最近、小学校から英語の導入を試みている学校も増えてきたので、ついに、文部省も指定校を設けて、実験段階に入った。

しかし、大事なことは教授法である。日本の先生方はあまり教授法を研究したり、討論したり、授業を見せ合う事をしないようだ。大学で