

原著

難聴児の発話音素の獲得過程についての横断的研究

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A Cross-sectional Study for the Process of Acquisition of Phoneme Pronunciation by Children with Hearing Impairment

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Abstract

This study investigated the process by which children with hearing impairment pronounce phonemes correctly, by means of a test of one hundred and forty-two children in schools for the deaf, from primary-schoolclasses to high-schoolclasses. The children with hearing impairment pronounced one hundred Japanese phonemes at random. The phonemes were recorded by magnetic tape, and three normal hearing adults evaluated the intelligibility. Major findings were as follows : 1. The acquisition of phoneme pronunciation by children with hearing impairment continues after school age. 2. Voiced sounds are acquired earlier than voiceless sounds. 3. When the movement of articulation is caught by the visual and by the tactile, the phoneme is acquired earlier. 4. The acquisition of one phoneme prompts one to acquire another phoneme which has the same place of articulation.

要約

難聴児が音素を明瞭に発音できるようになる過程を聾学校の小学部から高等部までの142例を対象に横断的に調査した。各難聴児に日本語100音節をランダムに発音させ、磁気テープに録音した。そして健聴者3名で各音素の明瞭度を評価した。その結果以下の知見が得られた。1.難聴児の発話音素の獲得は就学年齢以降も継続する。2.有声音の方が無声音よりも獲得が早い。3.構音運動が視覚的・触覚的に捕らえやすい音素が早期に獲得される。4.ひとつの音素の獲得は、同一構音点をもつ他の音素獲得を促す。
