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読みの過程で起きる<読み違い>の諸相：
音読記録による実態把握の試み

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Aspects of Reading Miscues of Reading Process:

An attempt to Reveal the Realities by a Reading Miscue Protocol

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This paper attempts to reveal aspects of children's oral reading miscues in the hope of developing a foundation of research to appropriately support children's oral reading education. Since there is very little written material available, I created a reading miscue protocol to make their reading miscues more objective, and gave examinations to the miscue.

First, in order to select and categorize actual oral reading miscues, I explored features of the miscues by studying advanced researches of reading miscues by Robin Campbell and The National Language Research Institute. As the outcomes, I carefully defined eight categories of the miscues; self-correction, substitution, omission, insertion, repetition, hesitation, stoppage, and inappropriate pausing, and then applied unique symbols to the categories.

Next, I evaluated how to construct a composition of the reading miscue protocol. I developed a comparison manner to show the text and the pronunciation, and together with the miscue category symbols I aimed to make a clear presentation of the oral reading miscues. I also employed "phonetic style

hiragana" to reproduce the true reading sounds.

Lastly, I would like to mention that this protocol was created by using actual oral reading data collected throughout my researches. I also attached a matrix named "analysis sheet" with auxiliary information, such as the text line numbers and identification of the informants, which, I believe, will be helpful for the further analysis.

As results, I could confirm that the reading miscues in the Japanese that was seen a previous study by Campbell appeared, and I could extract the aspects of each miscue of actual oral reading aloud.

Key words

Reading Miscues, Reading Miscue Protocol, Phonetic style hiragana, Robin Campbell, The National Language Research Institute

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