

2023年度

大学院文学研究科博士課程前期2年の課程入学試験

( 春期・一般選抜 ) 問題

専門科目Ⅰ 日本語教育学 専攻分野

試験開始の合図があるまで、この問題冊子を開いてはいけない。

受験記号番号

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I. 次の1)～5)の各項について知るところを述べよ。

1) 技能実習

2) エンパワーメント

3) BICS と CALP

4) バックワードデザイン

5) 破擦音

Ⅱ. ある日本語クラスの担当教員として、学習の成果をポートフォリオで評価することにした。

(1)ポートフォリオ評価について説明し、その意義を述べよ。

(2)日本語クラスを自由に設定して記述した上で、どのようにしてポートフォリオ評価を実施するか、具体的に述べよ。

Ⅲ. 日本語の語彙について、語の構成・語種・意味の点から説明せよ。そして、学習者が語彙を増やしていくためのポイントについて、初級と中上級に分けて考えを述べよ。

IV. 次ページから始まる英文を読み, 以下の質問に日本語で答えよ。

1) ZPD と Krashen's  $i+1$  の関係をどのようなものだと説明しているか。具体例を挙げながら説明せよ。

2) Vygotsky の sociocultural theory と interaction hypothesis の関係をどのようなものだと説明しているか。

具体例を挙げながら説明せよ。

Vygotsky's sociocultural theory assumes that cognitive development, including language development, arises as a result of social interactions. Unlike the psychological theories that view thinking and speaking as related but independent processes, sociocultural theory views speaking and thinking as tightly interwoven. Speaking (and writing) mediates thinking, which means that people can gain control over their mental processes as a consequence of internalizing what others say to them and what they say to others. This internalizing is thought to occur when an individual interacts with an interlocutor within their zone of proximal development (ZPD)—that is, in a situation in which the learner can perform at a higher level because of the support (scaffolding) offered by an interlocutor.

In some ways, this approach may appear to restate some of the hypotheses encountered elsewhere in this chapter. In fact, people sometimes wonder whether the ZPD is the same as Krashen's  $i + 1$ . William Dunn and James Lantolf (1998) addressed this question in a review article, arguing that it is not possible to compare the two concepts because they depend on very different ideas about how development occurs. The ZPD is a metaphorical location or 'site' in which learners co-construct knowledge in collaboration with an interlocutor. In Krashen's  $i + 1$ , the input comes from outside the learner and the emphasis is on the comprehensibility of input that includes language structures that are just beyond the learner's current developmental level. The emphasis in ZPD is on development and how learners co-construct knowledge based on their interaction with their interlocutor or in private speech.

Vygotskian theory has also been compared to the interaction hypothesis because of the interlocutor's role in helping learners understand and be understood. These two perspectives differ in how cognitive processes lead to learning. In the interaction hypothesis, the emphasis is on how interaction with other speakers serves as a source of input to activate internal cognitive processes that result in learning. In Vygotsky's sociocultural theory and SLA perspectives based on it, the emphasis is on how social interaction itself engages cognitive processes to construct knowledge that is subsequently internalized.