

2024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

(冬期・一般選抜) 問題

専門科目 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。

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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) インクルーシブ教育

2) ZPD (最近接発達領域)

3) ダブル・リミテッド・バイリンガル

4) 学習者オートノミー

5) 漢字の音符

Ⅱ. 日本語会話における相づちの機能について、具体例を挙げて説明せよ。そして、相づちの教授上のポイントについて、考えを具体的に述べよ。

Ⅲ. アクション・リサーチとは何か，説明せよ。そして，アクション・リサーチを行うことによってどのようなメリットがあるか，考えを具体的に述べよ。

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) 下線部①②について、それぞれの **errors** の種類について日本語での具体的な例を用いながら説明せよ。

2) 下線部③ **communication strategies** の具体的な例を本文に即して説明した上で、日本語の授業の中でそれらをどのように教えることができるか具体的な考えを述べよ。

We have learned that successful speakers are willing to talk and willing to make errors. They may well be more extrovert. What may not be so obvious is that they may not pay attention to error correction if it does not suit their purposes at hand. If, for example, they are concerned about communicating a message, it may be irrelevant to them at that moment that they have selected the wrong morphological form or the wrong lexical choice, as long as their interlocutor understood what they wanted to say. At another moment, this same speaker may be all ears to hearing and processing corrections. In fact, successful speakers may well request that they be corrected only once they are done talking, if at all. They are aware that many of their errors will clear up in the process of language development.

If, for instance, ①errors are a result of thinking in the native language and transferring that language's forms over to the target language, such errors will most likely decrease as the learner becomes more proficient in the second language. If ②the errors are a result of making false generalisations within the language being learned, such errors will also clear up as the learner has more exposures to the variety of forms in the target language and to exceptions to rules.

Part of successful speaking among learners is being able to make choices about what forms to use and how to use them, while not having these considerations may be at the expense of communication. In other words, at times it may be necessary to compromise principles regarding the form of the message in order to convey the desired message. This actually leads us to the issue of ③communication strategies. In other words, successful second-language speakers use a variety of communication strategies to keep conversation going. Some might also avoid certain topics that they do not yet feel they have the vocabulary to discuss. Or, if they do not know how to say something one way, they may use a paraphrase rather than remaining silent. In addition, they may utilise their interlocutor to provide assistance each time their knowledge falters.