平成２９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

（　秋期・一般選抜　）問題

専門科目Ⅰ　日本語教育学

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。

受験番号	

成績	

平成２９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

（秋期・~~一般選抜~~）問題

専 門 科 目 Ⅰ（ 日本語教育学 ）

I. 次の各項について，知るところを述べよ。

1) ニーズ調査とニーズ分析

2) ロールモデル (role model)

3) 音節

4) コーパス

受験番号	

5) BICS と CALP

6) 標本の代表性

II. コンピュータ技術の発達は，第2言語習得の環境にどのような影響を与えたと考えられるか。
自分の興味のある事例を一つ取り上げ，説明せよ。

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III. 以下は初級の授業でのやりとりの一部を抜き出したものである。この教師の対応をどう評価するか。理由を付して思うところを述べよ。

教　師　：今度の休みにどこかに行きますか。
学習者A：東京。
教　師　：今度の休みに東京に・・・
学習者A：今度の休みに東京に行きます。
教　師　：はい。Bさんも東京に行きますか。
学習者B：行くじゃないです。
教　師　：ああ，行きませんか。
学習者B：行きません。

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IV. 下記の英文を読み，その内容にしたがって問いに答えよ。

(1) 下線部①②は，言語学の用語ではそれぞれ何にあたるか。

①：＿＿＿＿＿＿＿＿ ②：＿＿＿＿＿＿＿＿

(2) 下線部③について，なぜそのように言えるか，日本語で説明せよ。ただし「ラング」(*langue*)「パロール」(*parole*) という用語は使ってはならない。

(3) 下線部④を日本語に訳せ。

Saussure's major claim is that language is structured in certain ways that are not immediately discernible. In a compilation of his lecture notes published after his death, Saussure (1959 [1906–11]) outlined several key distinctions. The first concerns the terms *langue* and *parole*. In French, *langue* refers to the idea of regarding language as a structured system. A *langue* is more than just the sum of all the linguistic capacities of all the people who speak it. A *langue* exists above and beyond each of these individual speakers. It is a structured system in and of itself. It is made up of ①a collection of words, and ②a set of rules for putting them together in particular ways so that they seem meaningful to speakers and listeners. For speakers to make their utterances understandable to others using the same *langue*, they have to obey these rules of how to put sentences together. Specific uses of speech (utterances) made by individual speakers are called *parole*. ③*Langue* (the overall system) is more important than *parole*, because particular instances of *parole* are just utterances that follow the rules set by *langue*. To really understand how language works, one must focus on *langue*, and not the specific uses of it made by individuals.

The task then is to discern the structural features of *langue*, understood as a system. This involves looking at how that system operates at a given point in time. The structures of that system can only be seen if we take a snap-shot view of it, freezing it in time. ④If we were to examine the historical evolution of a specific language, as linguists before Saussure had done, this would not allow us to see clearly the structural aspects of *langue*. Analysis has to be *synchronic* (looking at *langue* as if it has been 'frozen' at one point in time) and not *diachronic* (looking at *langue* as it has changed over time), to allow perception of *langue*'s hidden structures.

(Inglis, D. (2012) *An invitation to social theory*. Polity Press. Pp. 166–167.)