平成29年度

大学院文学研究科博士課程後期3年の課程入学試験

（春期・一般選抜）問題

専門科目 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。
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大学院文学研究科博士課程後期3年の課程入試試験
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1. 次の各項について知るところを述べよ。

1) scaffolding

2) 複合語

3) 観察者効果

4) 総合的調査
Ⅱ. 実際に日本社会で使われている日本語には，使用者の社会的な位置に応じたさまざまな違いがある。
このような違いについて，日本語教育ではどのように扱うべきか。具体的な例を挙げて論ぜよ。
III. 研究を進めるうえで、研究者自身の経験や直観はどのような役割を果たすか。また、それに関してどのようなことに注意すべきか。思うところを述べよ。
IV. 次ページの聴解を通じる英文を読み、(1)〜(4)に答えよ。

(1) 下線部① parsing とは何か。文中の説明を読み、日本語で答えよ。

(2) 下線部②の All は、下線部①の内容に加えてどのようなものを指しているか、日本語で述べよ。

(3) 下線部③ Wolff の見方は Stanovich’s Interactive Compensatory Hypothesis とどう違うか、日本語で述べよ。

(4) 筆者は力の弱い学生の聴解指導について、どうすればよいと思っているのだろうか。日本語で述べよ。
Let's review the process that we use to listen. Conventionally, researchers talk about the process as consisting of decoding and comprehension (Wolff, 1987). Speech comes at the listener in an unbroken stream. To make sense of it, listeners must break that stream into groups of sounds, recognize the groups as words, recognize the meanings of the words, and understand how the words are related to each other. Listeners use their knowledge of the language, the world, and the immediate context to clear up the ambiguities. The immediate context, the conversation up to that point, sometimes called the “co-text” (Brown & Yule, 1983), helps the listener guess words in context and influences the interpretation of mispronounced words and words with multiple meanings.

Another element of decoding is parsing. Parsing means giving the words a grammatical meaning. In other words, the listener has to figure out who did what to whom. We listen first for meaning, which means that we don’t explicitly focus on grammatical forms (VanPatten, 1996). We aren’t mentally diagramming sentences. However, there are clues listeners typically use to facilitate parsing. In English, we can assume a normal word order of SVO (subject-verb-object). We assume a single subject will agree with a single verb. We get information from pronouns; we know he is a do-er and him is the recipient of the action. There are other sources of information that don’t rely on sentence grammar. "Animacy" is the quality of being a living thing; it helps us understand The boy rode the bicycle, because the bike riding the boy is outside our experience (MacWhinney, 2001). Finally, we intuitively understand that old information gets commented on by new. We have all these clues, as well as lexical ones like collocations (words reliably existing as a unit), pauses that serve to break the speech stream like commas break written text, and intonation, which can signal questions and statements. All these help us decode input. Because there are so many redundant signals, we actually do a fairly efficient job of decoding. To be sure, there are cases of ambiguity, like words with multiple meanings, but redundancy and context are usually able to quickly resolve any problems.

For the past 30 years listening teachers have concentrated on building schemata, on the comprehension side of the equation. This is certainly important. In fact, again what we’ve done is adopt an analogy from reading research, Stanovich’s Interactive Compensatory Hypothesis (1980). In this view, fluent listeners are able to process top-down, making use of world and contextual knowledge, until a breakdown in understanding necessitates the focused use of bottom-up resources, attention to individual sounds and words. Wolff saw this another way in 1987; his model said that top-down processing makes up for gaps in knowledge of the language. The first point is that the process is interactive. The second point is to draw attention to the use of the word fluent. In fact, fluent listeners need both top-down and bottom-up skills, and many of our students are not fluent listeners because they lack ability in bottom-up processing. They may, for example, have trouble segmenting the speech stream into words or not be able to efficiently and automatically recognize the words they know. Despite being poor at it, many beginning students choose bottom-up listening, word by word, as the way to make sense of input, probably because they believe understanding every word will lead to comprehension.