平成30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。
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大学院文学研究科博士課程前期2年の課程入学試験
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I. 次の各項について、知るところを述べよ。

1) 複言語主義

2) 反転授業

3) テキストマイニング

4) 母音の無声化
5) 真正性


6) 結束性


II. 日本語教育学において、SNS (social networking service) でのコミュニケーションデータとして用いた研究をおこなうには、どのような研究デザインがあるか。また、その際に注意しなければならないこととして、どのようなことがあるか。
III. 次の問題について、下の空欄に解答せよ。

(1) 中級学習者を対象とした会話の授業の目標としてどのようなことが考えられるか、3つ挙げよ。

(2) その目標を達成するための具体的な活動としてロールプレイをする場合のロールカード（AとB）を一つ作成せよ。

(3) 作成したロールカードについて、コミュニケーション中心の言語活動という観点からどのようなことを重視しているのか、具体的に説明せよ。
IV. 次ページの英文を読み、その趣旨にしたがって日本語で解答せよ。

(1) 下線部①について、具体的にどうなかったと述べているか。

(2) 下線部②が生じた理由を説明せよ。

(3) 下線部③について、具体的にどのようなreformsが行われ、その効果はどうだったのか。

(4) 下線部④は、どのようなことを指しているか。

(5) 下線部⑤を明らかにするために、筆者らはどのような方法を取ると言っているか。
English has always had a prestigious place in post-Independence Indonesian society. By the 1960s, it had official status as the ‘first foreign language’ and during subsequent decades was widely recognized as key to the country’s modernization, facilitating international commerce and giving access to Western expertise and technology. The more deeply immersed in the global economy Indonesia has become, the more deeply English has immersed itself in the local language ecology, being used not just for communication with foreigners but also often where the intended audience is Indonesian; for example in product advertising, in job applications and as a medium of instruction in elite educational institutions (Coleman, 2016).

At the same time, there has been a long-standing ‘sense of failure’ among educators that the state school system is not equipping young people with the requisite skills in English for them to compete in the global marketplace (Lie, 2009). This is despite repeated curricular reforms, rapidly increased investment in school education in the post-Suharto era (1999 onward), the liberalization of the textbook market, concerted efforts to improve teacher professionalism (Chang et al., 2013) and the expansion of English into the primary sector. Indeed, one knowledgeable commentator has written of Indonesians having a ‘love-hate’ relationship with English (Lauder, 2008), since although they are well aware of the potential benefits of the language for enhancing their educational and employment opportunities, the majority still leave school with little useful knowledge and painful memories of grammar-heavy, test-oriented classes.

Given this situation, the motivational impact of school English lessons has received surprisingly scant attention among Indonesian academics. This possibly reflects the general emphasis in second language (L2) learning theory on the nature of learner motivation, rather than on how it can be promoted by educators (Dömyei & Ushioda, 2011). In this chapter, we address this issue by examining the practices of eight Indonesian secondary school English teachers, all recognized as successful motivators of their students. Four of the teachers worked in different schools in a small city in Western Sumatra, and were the focus of the doctoral study of the second author (Astuti, 2014); the other four teachers worked in Jakarta, the capital city, and were the subjects of a separate research study of ‘inspiring teachers’ by the first and third authors (Lamb & Wedell, 2015; Wedell & Lamb, 2013). Collating the findings of these two studies gives us the opportunity to identify motivational strategies and other pedagogic qualities that may be particularly effective in Indonesian schools, and to compare and contrast them with those found to be effective elsewhere. At the same time, because we were comparing the practices of teachers in two distinct intra-national contexts, the provincial and the metropolitan, we were able to identify significant differences among the teachers that should moderate any claims for a distinctly ‘Indonesian’ style of motivating learners.