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

（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。
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1. 次の(1)〜(5)の各項目について知るところを述べよ。

1）美化語

2）相対テンス

3）有気音

4）イマージョン教育

5）疑似相関
II. 中間言語論研究において、談話完成テストは、よく用いられているデータ収集方法である。

この方法の利点と欠点をそれぞれ３つずつ挙げよ。

III. 最近よく多読が提唱されているが、多読とは何か説明せよ。

そして、多読を授業に効果的に導入するために考えるべきことを３つ挙げて説明せよ。
IV. 次ページの英文は、Hinofotis の Cloze testing: An overview と題する 1980 年の論文の一部である。
これを読んで問 1) ～6) に日本語で答えよ。

1) cloze test とはどのようなテストか。

2) 英文中の A と B に当てはまる単語を文中から抜き出して（ ）に記せ。
   A（ ） B（ ）

3) 3 番目の方法の利点と欠点は何か。

4) 4 番目の方法とはどんな方法か。

5) 4 番目の方法でテストを作成する場合によく採用される手続きはどんなものか。

6) に該当する方法は 4 つのうちのどの方法か。
The cloze procedure is one of a variety of test formats frequently used today to assess the language proficiency of foreign students studying in the United States.

It was originally used for determining the difficulty level of prose passages for native English speakers; the average score of a large group of subjects provided a readability index of passage difficulty level.

The method involves systematically deleting every \( n \)th word from a prose passage and asking the person tested to supply the missing words in the blanks.

The topic of preferred scoring method for cloze tests is one that has received considerable attention in the literature. Four major methods have been developed. The two primary methods of scoring are the \( A \)-word and the \( B \)-word scoring methods. \( A \)-word scoring allows for counting as correct only the exact words which have been deleted from the passage. This method is simple and objective. \( B \)-word scoring, on the other hand, allows for counting as correct any grammatically and contextually appropriate response. Judgement problems that may arise with the \( B \)-word scoring procedure can be reduced through careful pretesting with native speakers. From the native speaker response, a list of acceptable answers can be established for use in scoring the tests given to non-native speakers. In addition to providing a list of acceptable answers, pretesting provides a mechanism for catching ineffective items. Occasionally, due to the random deletion process, a blank may be too difficult for even native speakers to fill in accurately.

A third method is referred to as the clozentrophy scoring method and provides “a measure of compatibility of a foreign student’s language patterns with those of his native English speaking peers” (Darnell, 1968:52). This method is a complex mathematical procedure which involves weighing the non-native speaker responses with native speaker responses. Though results of studies using clozentrophy are impressive, the complexity of the procedure makes it impractical for use in most testing situations.

The fourth scoring method is multiple choice scoring. This procedure involves a slight format change because a choice of words is provided for each blank from which the student must select the appropriate response. The distractors (incorrect word choices which are nevertheless plausible) included with the correct answers are typically obtained by first administering the open-ended version of the test to non-native speakers and then using the most frequent incorrect responses as distractors. The primary advantage of the multiple choice procedure is that tests can be
computer-scored or quickly hand-scored with a key.

Of the four methods just described, which one is the best overall scoring method? (略)

Brown (1978) compared all four of the scoring methods described above against the same criterion measure, the UCLA placement examination. The methods were analyzed in terms of the five qualities of a good test—validity, reliability, item facility, item discrimination, and usability. For each of the five qualities, the four scoring methods were ranked on the basis of statistical data. Brown concluded that the decision about which method to use would vary with the testing situation. For example, if usability is the sole concern of a tester, [C] method appears preferable.