

2020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。

受験記号番号

1 / 5

成
績

2020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)

I. 次の1)～5)の各項について、日本語教育の観点から知るところを述べよ。

1) 生活者としての外国人

2) 実践コミュニティ

3) スキーマ

4) ルーブリック評価

5) 従属節

Ⅱ. 日本語で雑談ができるようになることを目標にした場合、何をどのように教えるか、雑談の特徴を整理した上で具体的に述べよ。

受験記号番号

3 / 5

Ⅲ. 日本語教育における ICT の役割をどのように考えるか述べよ。そして、授業実践への ICT の活用案について、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) 本文の内容に沿って、Learning と Acquisition の関係について具体例を示しながら説明せよ。

Learning and Acquisition

According to one well-known contrast, *learning* is conscious knowledge of language rules, does not typically lead to conversational fluency, and is derived from formal instruction. *Acquisition*, on the other hand, occurs unconsciously and spontaneously, does lead to conversational fluency, and arises from naturalistic language use [2]. Some specialists even suggest that learning cannot contribute to acquisition, i.e., that “conscious” gains in knowledge cannot influence “subconscious” development of language.

However, this distinction seems too rigid. It is likely that learning and acquisition are not mutually exclusive but are rather parts of a potentially integrated range of experience. “Our knowledge about what is conscious and what is subconscious is too vague for us to use the [learning-acquisition] distinction reliably,” says one expert [3]; moreover, some elements of language use are at first conscious and then become unconscious or automatic through practice. Many language education experts [4] suggest that both aspects –acquisition and learning– are necessary for communicative competence, particularly at higher skill levels. For these reasons, a learning-acquisition continuum is more accurate than a dichotomy in describing how language abilities are developed [5].

Notes

[2] Krashen (1982).

[3] Littlewood (1984).

[4] These include Campbell and Wales (1970), Canale and Swain (1980), Hymes (1972), and Omaggio (1986).

[5] See, e.g., H. D. Brown (1984).

Oxford, Rebecca L. 1990. *Language Learning Strategies: What Every Teacher Should Know*. p.4. Newbury House Publishers. による。