

2022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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I. 次の1)～5)の各項について知るところを述べよ。

1) アーティキュレーション

2) 波及効果

3) ポートフォリオ

4) 意味交渉

5) 文脈指示

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Ⅱ. 自律的な学習とは何か，考えを述べよ。そして，学習者が自律的に日本語学習を進めていくために，日本語教師は何ができると考えるか，具体的に述べよ。

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) 下線部の方法の問題点を本文に沿って説明せよ。

2) goals of SLA とは何であると本文では説明されているか。

3) 本文で示されている goals of SLA について批判的に検討せよ。

What are the goals of SLA?

Imagine that you are an SLA researcher, interested in finding out how learners acquire an L2. How would you set about doing it? One way might be simply to ask learners who have been successful in learning a second language how they did it. This approach has been used and has provided some valuable insights. It is, however, somewhat limited in that learners are probably not aware of or cannot remember the actual learning processes they engaged in. A better approach might be to find out what learners actually do, as opposed to what they think they do, when they try to learn an L2. One way of doing this is by collecting samples of learner language—the language that learners produce when they are called on to use an L2 in speech or writing—and analyze them carefully. These samples provide evidence of what the learners know about the language they are trying to learn (the target language). If samples are collected at different points in time it may also be possible to find out how learners' knowledge gradually develops. What we might seek to do, then, is to describe how learner language changes over time.

But what exactly should you look for in samples of learner language? You may decide to focus on how learners' overall ability to communicate develops, how they become more fluent in their use of an L2. In general, however, SLA has not focused on these communicative aspects of language development but on the formal features of language that linguists have traditionally concentrated on. One example might be the pronunciation of an L2; how learners' accents change over time. Another might be the words learners use; how learners build up their vocabulary. Most often, however, the focus has been the grammar of the L2. Researchers select a specific grammatical structure, such as plurals or relative clauses, and explore how learners' ability to produce this structure develops over time.

Rod Ellis. 1997. *Second Language Acquisition*, p. 4.による。