

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・社会人特別選抜) 問題

筆記試験 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	

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・社会人特別選抜) 問題

筆記試験 (日本語教育学 専攻分野)

I. 次の1)～5)の各項について知るところを述べよ。

1) 日本語教育の参照枠

2) 社会構成主義

3) 暗示的学習

4) TBLT

5) コトとムード

Ⅱ. リフレクション（省察）には様々な方法がある。どのような方法があるか、これまでの経験を踏まえて具体的に説明せよ。その上で、日本語教師におけるリフレクションの意義について考えを述べよ。

Ⅲ. 「(第二言語・外国語は) 単にたくさん話せば上手になるというものではない」と言われるのはなぜか、理論的な背景を踏まえて説明せよ。その上で、この考えについてどのように考えるか、具体的に述べよ。

IV. 次ページの英文を読み, 以下の質問に日本語で答えよ。

1) 下線部①backward とはどのようなことか, 日本語で述べよ。

2) 下線部②のアプローチがなぜ適切だと述べているのか, 日本語で述べよ。

3) 最後の段落で筆者が述べていることについてどのように考えるか, 日本語で述べよ。

Why “backward” is best

How do these general design considerations apply to curriculum planning? Deliberate and focused instructional design requires us as teachers and curriculum writers to make an important shift in our thinking about the nature of our job. The shift involves thinking a great deal, first, about the specific learnings sought, and the evidence of such learnings, before thinking about what we, as the teacher, will do or provide in teaching and learning activities. Though considerations about what to teach and how to teach it may dominate our thinking as a matter of habit, the challenge is to focus first on the desired learnings from which appropriate teaching will logically follow.

Our lessons, units, and courses should be logically inferred from the results sought, not derived from the methods, books, and activities with which we are most comfortable. Curriculum should lay out the most effective ways of achieving specific results. It is analogous to travel planning. Our frameworks should provide a set of itineraries deliberately designed to meet cultural goals rather than a purposeless tour of all the major sites in a foreign country. In short, the best designs derive ①backward from the learnings sought.

The appropriateness of this ②approach becomes clearer when we consider the educational purpose that is the focus of this book: understanding. We can not say *how* to teach for understanding or *which* material and activities to use until we are quite clear about which specific understandings we are after and what such understandings look like in practice. We can best decide, as guides, what “sites” to have our student “tourists” visit and what specific “culture” they should experience in their brief time there only if we are clear about the particular understandings about the culture we want them to take home. Only by having specified the desired results can we focus on the content, methods, and activities most likely to achieve those results.

But many teachers begin with and remain focused on textbooks, favored lessons, and time-honored activities –the inputs– rather than deriving those means from what is implied in the desired results –the output. To put it in an odd way, too many teachers focus on the *teaching* and not the *learning*. They spend most of their time thinking, first, about what they will do, what materials they will use, and what they will ask students to do rather than first considering what the learner will need in order to accomplish the learning goals.