２０２５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

（　夏期・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

成績

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専門科目（　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）育成就労

２）スピーチレベルシフト

３）ワーキングメモリ

４）形成的評価

５）日本語のアクセント

Ⅱ．日本語学習上の誤用についてどのように捉えるか，自身の考えを述べよ。その上で，誤用をどのように

扱うべきか，教育と研究のそれぞれにおいて考えるところを述べよ。

Ⅲ. 日本語のテンス（時制）について，述語の種類によって整理して説明せよ。そして，テンスの

日本語教育上のポイントについて，学習レベルに応じて考えを述べよ。

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）本文で挙げられている4つの基準を満たした'task'を考えて記述せよ。その際にどのようにその4つの基準を満たしていると考えるか明示せよ。

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2）unfocused tasks, focused tasks, situational grammar exercise それぞれの違いについて，本文に即して説明せよ。

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TBLT proposes that the primary unit for both designing a language programme and for planning individual lessons should be a 'task'. Various definitions of a 'task' have been provided, but most of these indicate that for a language-teaching activity to be a 'task' it must satisfy the following criteria:

1. The primary focus should be on 'meaning'(by which is meant that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances).

2. There should be some kind of 'gap' (i.e. a need to convey information, to express an opinion or to infer meaning).

3. Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity.

4. There is a clearly defined outcome other than the use of language (i.e. the language serves as the means for achieving the outcome, not as an end in its own right).

On the basis of such criteria, a distinction can be made between a 'task' and 'a situational grammar exercise'. Whereas the latter may satisfy criteria (2) and (3), it does not satisfy (1), as the learners know that the main purpose of the activity is to practice correct language rather than to process messages for meaning, nor does it satisfy (4), as the outcome is simply the use of correct language. In making this distinction, however, I do not wish to suggest that situational grammar exercises are of no pedagogic value; I simply want to make the distinction clear.

Tasks can be 'unfocused' or 'focused'. Unfocused tasks are tasks designed to provide learners with opportunities for using language in general communicatively. Focused tasks are tasks designed to provide opportunities for communicating using some specific linguistic feature (typically a grammatical structure). However, focused tasks must still satisfy the four criteria stated above. For this reason the target linguistic feature of a focused task is 'hidden' (i.e. learners are not told explicitly what the feature is). Thus, a focused task can still be distinguished from a 'situational grammar exercise', as in the latter learners are made aware of what feature they are supposed to be producing. In other words, learners are expected to orient differently to a focused task and a situational grammar exercise. Again, I do not wish to suggest that focused tasks are of greater pedagogic value than situational grammar exercise.

Ellis, Rod. 2009 "Task-based language teaching: Sorting out the misunderstandings." *International journal of applied linguistics* No.19, Vol.3, pp. 223-224.による。