

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

(冬期・一般選抜) 問題

専門科目 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) 言語政策

2) ポライトネス

3) スキーマ

4) IRE連鎖

5) 相対テンス

Ⅱ. CEFR を参考にして日本語教育を進めていくことのメリットとデメリットについて、考えるところを述べよ。

Ⅲ. 接触場面では、日本語母語話者によるさまざまな日本語の調節が起きる。どのような調節が起きるか、整理して述べよ。そして、そのような調節について日本語の教育と研究の両面から考えるところを述べよ。

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 **role play** のカテゴリーについて整理して説明せよ。そしてそれぞれのカテゴリーにおける具体的な **role play** の例を示せ。なお, それらの例は授業の中ではどのような目的で行われるのかについても記述せよ。

2) Turnbull (2001)について内容を簡潔にまとめた上で, Turnbull (2001)を批判的に検討せよ。

Role Playing in L2 Pragmatics Research

Role playing has been defined as “participation in simulated social situations that are intended to throw light on the role/rule contexts governing ‘real’ life social episodes” (Cohen & Manion, 1994, p. 252). Role plays involve interactions played out by two or more people in response to certain situations. Role plays can be categorized according to the locus of control. Kipper (1988) distinguishes between spontaneous and mimetic-replication role plays. In the former, participants maintain their own identities, while in the latter, participants assume different identities by following a visually presented model. Another categorization comes from the extent of interaction elicited in role plays. Kasper and Dahl (1991) distinguish between closed and open role plays. In closed role plays, participants act out the set situational description by responding to the interlocutor's standardized initiation. In contrast, open role plays specify the initial situation including each character's role and setting, but there are no outcomes of interaction given in the situation. Because the end result of the communicative act is not predetermined, open role plays are likely to elicit a longer exchange over multiple turns and discourse phases (Kasper & Rose, 2002).

Turnbull (2001) carried out a study showing the application of role play to pragmatics research. The study (See the following box), which looked at refusals given to interlocutors of differing statuses, made a case for using role play instead of discourse completion tests (DCTs) in order to elicit refusals similar to those occurring in natural data.

Turnbull, W. (2001). An appraisal of pragmatic elicitation techniques for the social psychological study of talk: The case of request refusals. *Pragmatics*, 11, 31-61.

Purpose: To assess the relative appropriateness of various pragmatic elicitation techniques.

Hypothesis: More work to save face will occur in refusing a request made by someone of high status.

Method: Turnbull manipulated requester status through oral and written discourse completion tests (DCTs), role plays, and an experimental elicitation technique. In the role play, participants engaged in open role plays with the researcher. They were asked to imagine themselves in a given situation involving a request and respond naturally. Turnbull compared the types of refusals the participants gave to refusals found in naturally-occurring data.

Results: The results showed that the refusals given in DCTs were not representative of natural language. The refusals elicited through the role plays, however, were found to be similar to naturally-occurring refusals. Turnbull proposed that the best pragmatic elicitation techniques allow speakers to talk freely, without being aware that aspects of their speech are being investigated.