

2021年度大学院修士課程
学内選考試験/一般入学試験（第I期）問題

| 研究科名 | 科目名 |
|-------------------|-----------|
| 文学研究科 国際言語教育専攻 | 英語 (No.1) |

問題I 次の英文を読んで、後の問に答えなさい。

Grammar is just as important in a second language¹⁾ : we would not do very well in conversation in a second language if we didn't know its basic word order, its common inflections (or the lack of them) and its system of articles. An English speaker learning Chinese has to learn how to express past tense through a particle *le* (了) rather than an inflection -ed; a Chinese person learning Italian has to learn to put adjectives after nouns - *tubi rotti* (broken pipes). And so on for all the myriad grammatical differences between languages. Almost everything we take for granted about putting sentences together in our first language can be wrong in a second language, except for the lucky chance²⁾ that the new language shares the same grammatical features as the old.

The grammar that L2 learners acquire in a second language can't be the same as the grammar of a monolingual native speaker³⁾ , partly because of the first language grammar they already possess, partly because of the different ways and circumstances in which a second language is acquired and used. It is therefore unrealistic to measure the grammar of L2 users against that of monolingual native speakers; they are bound to be different. But difference does not mean deficiency. An L2 grammar has to do different things from an L1 grammar and forms part of a larger overall system.

A commonsense belief is that learning another language involves learning bits of the native grammar and gradually putting them together into a whole system: first the learner acquires the present tense, then the present continuous, and so on, until all the English tenses have been mastered, rather like a jigsaw puzzle in which all the bits gradually build up into a picture which is only complete when the last bit is in place. But grammar doesn't work like that⁴⁾. A grammar hangs together as a whole, a complex system of word order, inflections and grammatical systems involved in every sentence; the shapes of the bits of the jigsaw change as more are added and they make a complete picture at each stage. (中略)

In the early 1960s people researching children's language acquisition realised that children have mental grammars of their own at each stage of language development - the 'independent grammar assumption') Children don't so much pick up bits of adult grammar as invent a grammar system of their own. Hence the weirdness to us of such ordinary two-word children's sentences as *More up*, *Slug coming* and *Help jelly*, natural as they seem to the children. Jerome Bruner* claimed that the extraordinary aspect of language acquisition was how well adults coped with children's language, rather than how easily the children acquired language.

This idea of the learner's independent grammar⁵⁾ was taken up by SLA researchers under the name of 'interlanguage' - a name for the learner's system as a grammar in its own right rather than as a defective version of the target language.

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Figure A shows how L2 learners create an interlanguage grammar of their own out of the first language they already know, the fragments of the second language they encounter, and their other experiences such as teaching, social encounters and so on.

(出題の都合上、本文を改めたところがある。)

*Jerome Bruner: an American psychologist

出典：Vivian Cook and David Singleton. 2014. *Key Topics in Second Language Acquisition*. Bristol: Multilingual Matters. pp.58-59

- 問1 ____1) をどのように説明しているか、本文の内容に基づいて簡潔に説明しなさい。
- 問2 ____2) とは何を指しているのか、本文の内容に基づいて説明しなさい。
- 問3 ____3) と主張する根拠はどこにあるのか。本文の内容に基づいて簡潔に説明しなさい。
- 問4 ____4) は何がどのように違うと主張しているのか、本文の内容に基づいて簡潔に説明しなさい。
- 問5 ____5) とはどのようなものか、本文の内容に基づいて簡潔に説明しなさい。
- 問6 右の Figure A のブランク①～④に適切な語句をそれぞれ選びなさい。

- ア) other influences such as teaching
- イ) learner's interlanguage grammar
- ウ) complex grammatical systems acquired
- エ) second language sentences encountered
- オ) first language known

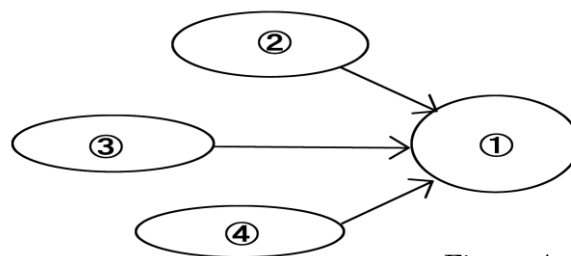


Figure A

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問題Ⅱ 次の英文を読んで、あとの問いに答えなさい。

A unique aspect of Japanese society is that most things can be communicated through various gestures, the exchange of partial sentences, and polite responses which do not give enough information, such as those without explanations of the background. Among Japanese people, when that communication does not go well, they say A “That guy can’t read the mood,” and judge him or her as being thickheaded.

However, that “mood” cannot be understood at all by foreigners who do not understand Japanese society.

B In particular, in countries like America, whose societies have developed from immigrant societies with complicated, diverse cultural backgrounds, it is possible to reach a mutual understanding with someone you have just met by explaining your thoughts clearly and logically.

There are many traps waiting in conversations between people from Japan, where people seek *aun no kokyū*, and countries where people seek to explain things clearly.

C Enryo means to not express your needs, dealing with the other person in a reserved way. It is similar to the English word ‘hesitate,’ but in Japan, it is a very common way of having good social communication with people. It also has many things in common with the concepts of *kenson* and *kenkyo*.

For example, Japanese people regard interrupting someone as spoiling the person’s story, and dislike it. They also don’t do things like interjecting their opinions or checking points they don’t understand while someone is talking. Their idea of *enryo* never stops working.

The (D) thing is when people from abroad have conversations in English in front of Japanese people. Japanese people think it’s wrong to interrupt the flow of the story, so even if there is something they don’t understand, they continue echoing the person’s speech to show they are listening, without asking questions.

On the other hand, in English-speaking societies, if there is something you don’t understand E there is a tacit understanding that you should interrupt the other person to confirm things. It follows that if a Japanese person echoes the other person’s English without interrupting, he or she will think the Japanese person understands what is being said.

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After the conversation, if the person finds out that the Japanese person understood he or she will be puzzled about why the Japanese persons asked a question while they were talking. If it is a business situation, the person may doubt the Japanese partner's ability.

When the other person is speaking English, how can you interrupt him or her to ask questions? You need know how to raise your hand and say, "Just a moment."

F Japanese people can't interrupt other people, so of course, when the other person is moving the conversation forward quickly, it's difficult for them to stop the person to ask him or her to speak more slowly.

Behind this is Japanese people naturally not being used to expressing their own needs, expecting the other person to sense them. This is a uniquely Japanese idea.

Therefore, when Japanese people are struggling to listen to English, which is not our native language, we wonder why foreigners barrage ^{注1} us with their fluent talk.

For example, however G Americans feel it is patronizing to intentionally speak slowly to the other person, and treat the other person equally by speaking to him or her normally. Then, from their perspective, it is perplexing ^{注2} that the Japanese person who needs them to speak slowly didn't ask them to do so clearly.

It is also necessary to state your own needs clearly in this situation.

注

1. barrage : 攻め立てる

2. perplexing : 悩ませる・困惑させる

出典 : Yoji Yamakuse, Jake Ronaldson "100 Cross-Cultural Misunderstandings
Between Japanese People and Foreigners", JBC Publishing

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問1. このような時、一般に日本語で用いられる表現を答えなさい。

問2. 下線部 B を和訳せよ。

問3. 下線部 C の “*Enryo*” とは、英語の “*hesitate*” とどのように違うか、本文を参考に日本語で説明せよ。

問4. 空欄 (D) に入れるのに、次のうちで一番良いものを答えよ。

best better worse worst

問5. 下線部 E “*there is a tacit understanding*” は、どんな時にどんなことをすることを指すか、日本語で説明せよ。

問6. 下線部 F のようなことが起きるのはなぜだと述べられているか、本文の言葉を用いて、日本語で説明せよ。

問7. 下線部 G を和訳せよ。

問8. 本文には、否定形であるべき動詞が肯定形となっている箇所が二つある。
それらを本文に入れるべき形式に直して答えよ。

問9. 日本人が英語で英語話者と話す場合、どのようなことに留意しておく必要があるか。本文の言葉を参考に英語（50語程度）で説明せよ。