

南山大学大学院 入学試験問題集

人間文化研究科
言語科学専攻

2025年度

NANZAN
UNIVERSITY

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次の英文を読んで、後の設問に答えなさい。

What is rhoticity? Before we examine rhoticity across varieties of English, it is important first to define what we mean by rhoticity. In the case of the speakers of AmE [American English], you may be able to hear a noticeable sound like ‘err’ at the end of the word where there is an ‘r’ in spelling after the vowel. For the speakers of BrE [British English], there is no ‘err’ sound at the end of the word. (A) When a speaker produces the final ‘r’ sound as ‘err’, the speaker is said to be rhotic. A speaker who does not produce the ‘r’ sound after the vowel is non-rhotic. We can classify varieties of English as rhotic, meaning that the ‘r’ after the vowel is produced, or non-rhotic, meaning that the ‘r’ after the vowel is not produced. There are also some varieties of English that are variably semi-rhotic, such as JamE [Jamaican English], which means the ‘r’ is produced in some, but not all, environments after the vowel (for example, only when the final ‘r’ sound is in a stressed syllable: in *ap’pear* but not *‘wa.ter*). BrE is a good example of a non-rhotic variety of English, while AmE is a good example of a rhotic variety; rhoticity is a key feature that differentiates varieties of English around the world.

(B) Was English originally rhotic or non-rhotic? Did BrE lose rhoticity or did AmE gain rhoticity? Rhoticity was, in fact, a feature of the Germanic languages brought to England in the fifth century, which became Old English; Crystal (2005) states that BrE varieties were rhotic from the period of the Anglo-Saxons, from around 449 CE until around the seventeenth century, with rhoticity a feature of both Old and Middle English. In the fifteenth century, at the beginnings of the Early Modern English period, a non-rhotic pronunciation entered BrE, emerging first in the London area and surrounding regions (Lass, 1999); this r-dropping (also called *r-loss*) gained popularity as a marker of upper-class speech. As such, it spread across London and southern England in the seventeenth and eighteenth centuries (Lass, 1999). As the r-less pronunciation became popularized, it gradually spread to other parts of England, eventually becoming the elite pronunciation and the norm for RP [Received Pronunciation]. By the early nineteenth century, in the Late Modern English period, Southern BrE was essentially non-rhotic. Rhoticity still prevails in a few regions of England, most notably the northern regions of Lancashire and Northumbria and in Southwest England in Dorset, although there is some indication that these dialects are losing rhoticity.

Why did AmE retain rhoticity – and why did other varieties of English such as AusE [Australian English] and NZE [New Zealand English] not retain rhoticity? As discussed above, BrE was originally rhotic, losing rhoticity in the Early Modern English period. Why AmE retained rhoticity while AusE and NZE did not is best explained by looking at the various colonializations against a timeline of the evolution of BrE.

(C) A major factor explaining why some varieties of English are rhotic and others are non-rhotic is the time of colonization and whether BrE was largely rhotic or non-rhotic when colonization took place. Colonization of the Americas began in the early 1600s, at a time when BrE was still predominantly rhotic. As such, the original settlers in regions in the Americas brought the rhotic pronunciation with them. In contrast, the colonization of Australia, New Zealand, Hong Kong, Singapore, India, and South Africa, among others, took place after BrE began losing rhoticity.

One may expect that varieties of English in British postcolonial contexts in Asia, such as Hong Kong, Singapore, Malaysia, and India, are largely non-rhotic, since the English that had the earliest influence on the development of the local variety was BrE at a time when r-loss had already occurred in many regions of England. English in the Philippines – in contrast – is largely influenced by AmE as the Philippines is a former American colony, and therefore PhlE [Philippine English] could be expected to be rhotic. (D)The situation with these Englishes is, of course, much more complicated, as these varieties are influenced by multiple languages, which also may affect whether they are rhotic or non-rhotic. In addition, these varieties have themselves changed since the end of colonial times. Two factors appear to impact rhoticity: education models, and exposure to American media and, thus, AmE accents.

English was brought to Singapore in the late eighteenth / early nineteenth century after Singapore became a British colony in late 1819. Due to its British colonial past, Singapore adopted BrE – in this case SSBE [Standard Southern British English] – as the model of English (Tan, 2012). SgE [Singapore English] is influenced not only by SSBE but also by a variety of indigenous (and official) languages, including Standard Malay, Tamil, Hokkien, Cantonese, and Mandarin Chinese. Standard Malay is non-rhotic; some varieties of Mandarin Chinese, such as Northern Mandarin Chinese and the influential Beijing dialect, are rhotic. Tamil is also rhotic. Most speakers of SgE, both Standard Singapore English and colloquial SgE – also called Singlish – are believed to be non-rhotic (Low & Brown, 2005). (E)Recent research on SgE (Poedjosoedarmo, 2000; Tan, 2012, 2016), however, suggests that rhoticity is becoming a prestige variant among younger, typically Chinese, speakers of SgE, as well as those from higher socio-economic backgrounds, indicating that rhoticity may be stratified by age, ethnicity, and socio-economic status. It is possible, as researchers suggest, that exposure to AmE media is impacting the way English is developing in Singapore.

Hong Kong was colonized by the British in the 1800s; Hong Kong has also traditionally adopted BrE norms in education. HKE [Hong Kong English] is influenced by Cantonese, which is the most widely spoken variety of Chinese in Hong Kong. Cantonese is non-rhotic. Research (Bolton & Kwok, 1990) suggests that, while there has always been a great deal of variation within HKE, a growing number of HKE speakers are becoming rhotic, or variably semi-rhotic. For example, while early research on HKE (Bolton & Kwok, 1990) found that none of their HKE-speaking participants were rhotic, research almost two decades later (Deterding, Wong, & Kirkpatrick, 2008) found that 40 per cent of the participants had some degree of rhoticity in their speech. Hansen Edwards (2016) suggests this may be increasing: in a recent study on phonological features of HKE, she found that 88 per cent of her research participants, all university students, had some rhoticity in their speech. Hansen Edwards (2016) suggests that the growing influence of AmE, largely through unparalleled access to American media, has impacted how English is learned and used in Hong Kong.

以下の設問に答えなさい。いずれの設問においても、単なる和訳ではなく、文章の内容を理解した上での説明を求めていることに注意すること。

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2025年度南山大学大学院 人間文化研究科 言語科学専攻（2025年4月入学）

2025年度南山大学大学院 人間文化研究科 言語科学専攻（2025年9月入学）

＜博士前期課程＞一般入学試験

（2025年2月22日実施）

試験科目：英文資料を基に解答する科目

配点：50点

次の英文文章を読んで、後の設問に答えなさい。

著作権の関係により掲載しておりません

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(Adapted from Corbett, John. 2010. *Intercultural language activities*, pp. 1–2. Cambridge: Cambridge University Press.)

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2024年度南山大学大学院 人間文化研究科 言語科学専攻（2024年9月入学）
2025年度南山大学大学院 人間文化研究科 言語科学専攻（2025年4月入学）
＜博士前期課程＞国内在住外国人入学審査

（2024年7月6日実施）

試験科目：英文資料を基に解答する科目

配点：50点

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2025年度南山大学大学院 人間文化研究科 言語科学専攻（2025年4月入学）

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＜博士前期課程＞国内在住外国人 入学審査

（2025年2月22日実施） 試験科目：英文資料を基に解答する科目

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次の英文文章を読んで、後の設問に答えなさい。

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(問 題 紙)

用語問題

次の用語(a)~(j)の中から 3つを選んで、それぞれについて説明しなさい (4つ以上の用語について説明しないこと)。なお、説明は必ず解答紙に記すこと。また、(a)~(j)のどの用語を選択したかを解答紙にアルファベットで記すこと。

- (a) 用法基盤モデル (usage-based model)
- (b) 刺激の貧困 (the poverty of the stimulus, POS)
- (c) 否定極性表現 (negative polarity item, NPI)
- (d) 国際音声記号 (International Phonetic Alphabet, IPA)
- (e) 言語権 (language rights)
- (f) メトロリンガリズム (Metrolingualism)
- (g) L2 セルフシステム (L2 Motivational Self System)
- (h) インタラクション仮説 (Interaction Hypothesis)
- (i) モニター仮説 (Monitor Hypothesis)
- (j) 「高コンテキスト文化」対「低コンテキスト文化」 (High-Context vs. Low-Context Cultures)

論述問題

次の(A)~(C)の中から 1つを選んで、答えなさい (2つ以上の問題に答えないこと)。ただし、(C)については、英語で解答しなさい。なお、解答は必ず解答紙に記すこと。また、(A)~(C)のどの問題を選択したかを解答紙にアルファベットで記すこと。

- (A) 言語理論の構築における「経済性 (あるいは、簡潔性)」「自然性」「一般性」という概念の重要性について、あなたの考えを述べなさい。その際、必ず具体的な言語現象に触れること。
Discuss the importance of the concepts of “economy (or simplicity),” “naturalness,” and “generality” in constructing linguistic theory. Be sure to refer to specific linguistic phenomena.
- (B) 応用言語学・第二言語習得研究における「ソーシャル・ターン」(Social Turn)とは、どのようなことを指すか、どのような研究によってもたらされたかを説明し、どのような影響をもたらしたのかを論じなさい。
Explain what the “Social Turn” in applied linguistics and second language acquisition research refers to and how it evolved, and discuss its impact in the field.
- (C) Reflect on the role of interaction in language classrooms. How can teachers effectively implement strategies that promote interaction among learners?

(問題 紙)

用語問題

次の用語(a)~(j)の中から3つを選んで、それぞれについて説明しなさい (4つ以上の用語について説明しないこと)。なお、説明は必ず解答紙に記すこと。また、(a)~(j)のどの用語を選択したかを解答紙にアルファベットで記すこと。

- (a) 閉じた類と開いた類 (closed class and open class)
- (b) 有限状態文法 (finite-state grammar)
- (c) エティックとイーミック (etic and emic)
- (d) 日本語教育の参照枠 (framework of reference for Japanese language education)
- (e) 行動中心アプローチ (action-oriented approach)
- (f) JSL バンドスケールと DLA (JSL bandscales and DLA)
- (g) 霧社事件 (Musha incident)
- (h) コアイメージ (core image/schema)
- (i) 交感機能 (phatic communion)
- (j) 文法指導に対する帰納的アプローチと演繹的アプローチ (inductive and deductive grammar instruction)

論述問題

次の(A)~(C)の中から1つを選んで、答えなさい (2つ以上の問題に答えないこと)。ただし、(C)については、英語で解答しなさい。なお、解答は必ず解答紙に記すこと。また、(A)~(C)のどの問題を選択したかを解答紙にアルファベットで記すこと。

- (A) 言語研究において研究者自身の内省を用いることの利点と問題点について、あなたの考えを述べなさい。
その際、必ずあなた自身の研究あるいはあなたが関心のある研究分野における具体例に触れること。
Discuss the advantages and issues of using researchers' own introspection in linguistic research. In your discussion, be sure to include specific examples from your own research or a research field of interest to you.
- (B) 日本語指導が必要な児童生徒に対する「特別の教育課程」で求められている、児童生徒が「日本語を用いて学校生活を営む」ことができるようにすることを目的とした日本語指導とは、具体的にはどのような日本語指導か。複数の具体例を挙げて説明しなさい。
In the "Special Curriculum" for students who require Japanese language instruction, the goal of Japanese language education is to enable students to "use Japanese in their school life". Specifically, what kind of Japanese language instruction is required to achieve this goal? Provide multiple concrete examples in your explanation.
- (C) Describe the major components of 'Communicative Competence'.

(問題 紙)

次の問いに答えなさい。

最近、スマホやタブレットといった携帯可能な電子機器を使って、外国語を学んだり練習したりする学習者が増えましたが、このような学習方法のメリットとデメリットについて述べなさい。

また、そのような機器を外国語教育にどう活かすべきか、その活用法や注意点も述べなさい。

(問 題 紙)

次の問いに答えなさい。

「教科書を教える」か「教科書で教える」というのは、教科書の扱いに対する、古くて新しい問題だといえます。そのどちらの教え方に沿って指導するかは、それぞれの教師のビリーフとも関わってくるものです。しかしながら、実際問題、教育機関において学習者に第二言語を教える場合、自分のビリーフと異なる教育方針に沿った授業を行うよう求められることもあります。このような場合、あなたはどのように教科書を扱いますか。あなた自身のビリーフと、このような状況における対処法について論じなさい。

(問題 紙)

次の問題に答えなさい。解答は解答紙に日本語で書きなさい。ただし、言語学または英語教育を主たる研究領域とする志願者は、英語で書いてもよい。

(Answer the following question. Write your answer in Japanese on the answer sheet. However, those applicants who wish to major in Linguistics or English Education may write in English, if they so choose.)

問題

日常言語は比喩表現の宝庫であり、我々は比喩表現を使わずして話すことはできないと言ってよい。比喩には、言語間で共通するものと、一つの言語でしか使われないものがある。また、比喩表現を学ぶことは、外国語学習のおもしろいところであると同時に、大変なところでもある。これら二つの点について、自身の外国語学習体験を踏まえて、例を挙げて述べなさい。

(Everyday language is full of metaphorical expressions, and it is said that we cannot speak without using metaphors. However, while some metaphors are common across languages, others work only in one language. Moreover, learning metaphorical expressions is both exciting and challenging when it comes to foreign language learning. Explain these two points by giving examples based on your experience of learning a foreign language.)

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(Answer the following question. Write your answer in Japanese on the separate attached sheet.
However, those applicants who wish to major in Linguistics OR English Education may write in English.)

問題 自身の外国語学習経験を踏まえ、AI を外国語学習で活用する方法と、その注意点を述べなさい。

(Based on your experience of learning a foreign language, describe how to utilize AI in foreign language learning and the points to consider.)

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