

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

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次の英文資料を読んで、後の設問に答えなさい。

The use of English in the Hong Kong community

In a 2014 sociolinguistic survey of languages in Hong Kong, a great deal of information was compiled concerning the use of English and other languages (Bacon-Shone et al. 2015). Cumulatively, the results of the survey indicated a growing use of English within the community for various purposes, at both societal and individual levels. For example, 9.5% of respondents reported knowing English before school, 10.9% reported using English with family members, 61.8% reported using English with domestic helpers, 21.9% with friends, 33.2% with work colleagues, and 48.1% with work clients. (A) What 'using English' in such domains actually means may vary greatly, however, as a standard feature of English use in the Chinese community involves Chinese-English code-switching and code-mixing. In the 2014 survey, 20.3% of the sample reported mixing Cantonese and English 'very often', while a total of 51.9% reported hearing other people mixing very often (Bacon-Shone et al. 2015: 23). Within the domain of work, the 2014 survey also indicated that English was widely used for reading and writing, and a related separate study of languages in the workplace also found that the English language was continuing to play an important role in this domain. (B) The most important results of the survey of employers and employees in five major sectors (banking and finance, hospitality, import and export, transport and logistics, and retail) included the following: (i) Cantonese was very much the dominant language of choice for spoken communication, whereas, for communicating with clients or colleagues in Mainland China, the default language was Putonghua, while English was the majority language of choice for international communication; (ii) for written languages, English remained an important language of written communication for emails and reports in the workplace (Bacon-Shone and Bolton 2015).

The features of Hong Kong English

One essential problem in describing the distinctive features of Hong Kong English (HKE) relates to the basic question of exactly who the community of English speakers in Hong Kong are. As noted above, the vast majority of English speakers in the HKSAR [Hong Kong Special Administrative Region] are bilingual (or trilingual) Hong Kong Chinese, who have mostly learned English at school, and for whom English is a second language. Accordingly, (C) the features of a person's English accent, or grammatical expression, may be determined by the individual's exposure to and use of the language, as well as the level of linguistic proficiency of the individual speaker. It is therefore broadly accurate to talk about a continuum of proficiency within the Hong Kong community (when it comes to ethnic Chinese speakers of English), where one might also postulate various levels of ability in the language, similar to the lectal scale of Philippine or Singapore English. Another aspect of Hong Kong English as a variety is that the localized use of English does not occur in a linguistic vacuum, but is instead embedded in a context of language contact and hybridization.

The Hong Kong English accent

Descriptions of the HKE accent have noted a number of typical features at the segmental level, including both the vowel system and the consonant system of HKE. Hung (2012: 115) concludes that ‘HKE speakers in general operate with only seven simple vowel contrasts, in comparison with twelve for British Received Pronunciation speakers’, given the fact that there are fewer vowel contrasts in the HKE system. Hung thus specifies the inventory of HKE vowels as comprising /i, ε, u, ɔ, a, ʌ, ɜ/.

Hung further notes that (D) HKE diphthongs are typically reduced to monophthongs when followed by consonants, with such realizations as *take* [tɪk], *joke* [dʒok], *down* [daʊ], and *coin* [kɔɪ]. For their part, Setter, Wong and Chan suggest that the vowel inventory includes eight simple vowel contrasts, adding the schwa /ə/ to Hung’s list (Setter et al. 2010: 28).

Hong Kong English grammar

(E) Many of the grammatical features of HKE are related to the influence of Cantonese, which does not mark tenses through inflections on its verbs, or number (i.e., plurals) on its nouns. Linguists have identified a number of grammatical features in the speech of HKE (Bolton, Bacon-Shone and Luke 2020: 470), including:

- variable tense-marking: *I talk with them yesterday.*
- variable plural-marking: *There were many **flag** on the building.*

Grammatical features such as the above are not uncommon, although it should be emphasized that the extent to which such forms are used by individual speakers depends on a variety of factors, including education, linguistic proficiency, context, and style of speech.

出典：The Oxford Handbook of Southeast Asian Englishes by Andrew J. Moody, Oxford University Press, 2024, Reproduced with permission of the Licensor through PLSclear.

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、背景となっている英文資料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。

- 問1 下線部 (A) の内容について、日本語でわかりやすく説明しなさい。
問2 下線部 (B) の内容について、日本語でわかりやすく説明しなさい。
問3 下線部 (C) の内容について、日本語でわかりやすく説明しなさい。
問4 下線部 (D) の内容について、日本語でわかりやすく説明しなさい。
問5 下線部 (E) の内容について、日本語でわかりやすく説明しなさい。

(問題紙)

用語問題

次の用語(a)~(j)の中から3つを選んで、それぞれについて具体的に説明しなさい(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) 接近可能性の階層 (Accessibility Hierarchy)
- (b) θ 役割 (θ -role)
- (c) 基本母音 (cardinal vowels)
- (d) 分節音韻論と超分節音韻論 (segmental phonology and suprasegmental phonology)
- (e) ACTHL-OPI
- (f) 松本亀次郎 (Matsumoto, Kamejirō)
- (g) JF 日本語教育スタンダード (JF Standard for Japanese-Language Education)
- (h) 手続き的知識と宣言的知識 (procedural knowledge and declarative knowledge)
- (i) タスク支援型言語学習シラバスとタスク基盤型言語学習シラバス (task-supported language learning syllabus and task-based language learning syllabus)
- (j) 語用言語学 (pragmalinguistics)

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) 言語あるいは言語学における「余剰性 (redundancy)」の役割について、あなたが専門とする分野や研究対象とする言語における具体的な事例を挙げて考察し、余剰性がどのように機能しているか、あるいはなぜ存在するのかについて、論じなさい。

Discuss the role or function of 'redundancy' in language or linguistics, citing specific examples from your field of expertise or the language you are studying. In your discussion, explain how redundancy functions or why it exists.

- (B) 公立小中学校に在籍する外国にルーツを持つ子どもたちに対する日本語指導と教科指導を考える際、日本語指導を「いつ終わればよいのか」という質問に対して、あなたはどうか答えますか。あなたの考えを述べなさい。

What factors should elementary and junior high schools take into account when determining whether or not they discontinue Japanese language instruction for children whose first language is not Japanese?

- (C) Explain the Zone of Proximal Development (ZPD) and its relevance to second language education.

(問題紙)

次の問いに答えなさい。

情報通信技術の発達により、翻訳、通訳、文書作成、旅行会話など様々な場面において、ある言語を他の言語に瞬時にしかも正確に変換できるようになる可能性が高い。このような時代にあつて、教室で外国語を教えることの意義はどこにあるのだろうか。あなたの考えを述べなさい。

また、その考えを実現するためには、外国語の授業をどのように進めていくのがいいだろうか。教え方について具体的に述べなさい。

(言語は、学習者にとっての母語以外の言語であれば、どの言語でも構わない。)

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