

# 南山大学大学院 入学試験問題集

人間文化研究科  
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次の英文を読んで、後の設問に答えなさい。

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Although often mocked as nonsensical or misguided by expert English speakers, the existence of this type of ornamental English is better seen not as the ignorant misuse of a standardized Inner Circle English, but as drawing on the language’s cultural connotations – and particularly the associations it has with elements of Western culture as these are conceptualized within Japan – in the same way that the loanwords discussed below are. But in this case, cultural connotation becomes everything, and semantic meaning is rendered not so important. Takashi has suggested, for example, that (B) this type of usage is intended to produce “modern and cosmopolitan images, rather than to meet lexical needs” (1992, p. 133). In other words, the semantic content is unlikely to be a concern for the target readership, for whom the display of something which is recognizable as English, and thus symbolic of a certain style, mood, or attitude, is more important. Similar processes happen in other cultural contexts of course (tattoos of Chinese characters displayed in the West are one notable example), but it is a very salient element of the existence of English in Japan, and one which illustrates the way that English is tied to the presentation of identity, and a negotiation of one’s relationship with the native culture, even when people are not engaging with it as an everyday mode of communication.

*“Words which come from outside”*

One of the most significant ways in which English has an impact on the linguistic culture of Japan is in the form of loanwords, or English-derived vocabulary. Referred to in Japanese as *gairaigo*, which literally means “words which come from outside,” various forms of loanword are a notable and ever-growing part of the Japanese vocabulary (Morrow, 1987; Stanlaw, 2004), with estimates suggesting that they make up around 10% of the lexicon, and that in spoken language this rises to 13% (Hogan, 2003). (C) In certain contexts, the proportion is even higher. For example, up to a quarter of the text in general-interest weekly magazines constitutes loanwords (Hogan, 2003). English is the most prominent source of borrowing for such words – Stanlaw (2004) suggests that over 94% of the loanwords in the Japanese lexicon derive from English, while Hogan (2003) notes that between 60% and 70% of new

lexical items added each year to Japanese dictionaries are in the form of foreign loans. Stanlaw (2004, p. 19) has argued that “English loanwords [in Japanese] are not really loanwords at all, as there is no actual borrowing that occurs,” and that instead they are in many senses original to the Japanese language, and simply inspired or motivated by English vocabulary.

There are primarily two ways in which English becomes incorporated into the Japanese lexicon. There are (D) direct borrowings, where the original meaning and form is mostly retained (and which thus function in ways close to traditional loans). While provenance and semantic meaning is directly related to a word in the English lexicon, the form of these usually alters in some way, at the very least in that the phonology will change to conform to the Japanese syllabary, thus resulting in what is known as “katakana English” (katakana being the writing system used for words of foreign origin). Examples include words such as *juusu*, from ‘juice,’ *konbini*, a contraction of ‘convenience store,’ and *eakon*, of ‘air conditioner.’ Processes of truncation, such as the backclipping in the last two examples, are typical, and one (basic) way in which a measure of nativization takes place.

Of greater relevance for the context of this chapter, however, where we are discussing the distinct use of English or English-language resources in the Japanese context, are what Hogan (2003, p. 44) describes as (E) “pseudo-loans,” which significantly adapt the original form, alter its meaning or range of use, or combine elements from both Japanese and English to create something unique to both languages. In the way they are absorbed into the lexicon, these show very clear signs of nativization (Honma, 1995; Kay, 1995), and are thus known in Japanese as *wasei eigo*: ‘Japanese-made English.’

There are a great many ways in which this happens, including semantic restriction, semantic expansion, loan blending, and composites of foreign and Japanese lexemes. We can see the extent of nativization by looking at a couple of examples. The term *parasaito singuru* (parasite single) became very popular at the turn of the millennium to refer to people still living with (or off) their parents into their twenties and thirties – a growing social phenomenon at the time. The term is a composite of two English lexemes, but ones which do not exist as collates in standardized Englishes and thus its meaning is not intuitive beyond its context of use. A similarly culturally specific term is *datsusara*, which refers to people who quit their long-standing office job in order to find a new profession. It is a combination of a Japanese lexeme *datsu* (a prefix meaning ‘de-’), and a truncated form of ‘salaryman.’ Of additional interest here is that the word salaryman is of course an example of *wasei eigo* in its own right, but a word which has been incorporated back into standard English (other examples of this, which is quite a common phenomenon, include words such as *anime*, *cosplay*, and so on).

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(A) English linguistics has developed various more or less related subdisciplines, of which Language Acquisition – itself again subdivided into subdisciplines such as First and Second Language Acquisition research – and World Englishes (WEs) research are only two of many. Over the years, both fields have developed their own, individual theoretical approaches, classifications, terminologies, and methodologies for investigation, as well as quite distinct perspectives on otherwise similar phenomena, namely, manifestations of acquiring/learning a language. According to Krashen, a difference should be made between the notions of learning and acquisition. In his (1981) *Monitor Theory*, he differentiates between the two terms, with “acquisition” referring to unguided language acquisition in immersive, natural settings and the term “learning” to language learning in guided, classroom-based, formal instruction. Since his model and the two notions are not undisputed and have been criticized in recent years – and are ultimately not relevant for the discussion at hand – I use the term acquisition as a neutral and cover term for the process of developing competence in a language, be it one’s first language or any additional language, be it acquired in a natural immersive way or mainly through formal classroom instruction.

However, as early as 1986, Sridhar and Sridhar recognized “a lack of articulation between theories of SLA (Second Language Acquisition) and research on the acquisition and use of IVEs (Indigenized Varieties of English)” (Sridhar and Sridhar 1986: 12) and prompted an integrated approach, a call largely unheard for about twenty years (see Hundt and Mukherjee 2011: 1; Nesselhauf 2009: 4). Since the beginning of the twenty-first century, only a few further studies have pointed to potential similarities and the connectedness of learner Englishes and WEs and (B) the possibility of an integrated approach.

### World Englishes Research Meets Second Language Acquisition

Apart from the few early attempts to raise an awareness of a potential interface between learner Englishes/EFL and second-language varieties of English/ESL (especially Sridhar and Sridhar 1986; Williams 1987), the two concepts have traditionally been kept apart in the WEs model and SLA research has not shown any particular interest in postcolonial second-language varieties of English. In fact, (C) WEs research has mainly focused on the latter – as well as first-language varieties of English/ENL – and has largely neglected detailed analyses and an integration of EFL varieties in the WEs framework. Only recently has this potential interface experienced renewed research interest, especially by WEs researchers (e.g. Buschfeld 2013; Laporte 2012; Mukherjee and Hundt 2011; Nesselhauf 2009).

Nevertheless, learner Englishes and their acquisition are still largely treated as part of the SLA framework only; and this not only follows a very different methodological and often terminological approach but is also very different in its ideological orientation in that it traditionally has approached the non-native types of English it deals with as deficient linguistic systems on their way toward native-like proficiency (with not too much hope that native-like proficiency can ever be reached). This difference in

ideological orientation between WEs and SLA research is an important one. It might not only be responsible for the strict separation of the two disciplines but also hard to overcome. It is for (D) this reason that WEs scholars have widely rejected the term “interlanguage,” introduced and defined by Selinker (1969, 1972) as the individual’s learning stages, including both their errors as well as non-errors, in their attempt to reach native-like proficiency. It is precisely the orientation toward such external norms and the notion of “error” that, mostly for ideological reasons, is rejected in the WEs model. (E) Second-language varieties are considered language systems in their own right, often with their own (developing) norms and standards (see Hundt and Mukherjee 2011: 1–2; Mollin 2007: 171; Sridhar and Sridhar 1986: 8; Winford 2003: 245) and a comparison of the two concepts, let alone an integrated analysis, has thus “often [been] considered counter-productive to the acceptance of emergent norms in second-language varieties of English” (Götz and Schilk 2011: 80).

出典：The Cambridge Handbook of World Englishes by Buschfeld, Sarah · Daniel Schreier, Marianne Hundt, & Edgar W. Schneider, Cambridge University Press, 2020, Reproduced with permission of the Licensor through PLSclear.

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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しなさい。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) 他動性 (transitivity)
- (b) 言語相対論 (linguistic relativity/relativism)
- (c) 直示/ダイクシス (deixis)
- (d) 複言語主義 (plurilingualism)
- (e) Task-Based Language Teaching (TBLT)
- (f) multi-competence
- (g) negative evidence
- (h) working memory
- (i) form-function relationships
- (j) sociocultural theory

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) 屈折 (inflection) と派生 (derivation) の区別について、あなたが研究対象とする言語を例にあげながら、あなたの考えを述べなさい。
- (B) 第二言語教育の授業において、目標言語だけを使用するべきかどうかについて、その理由とともに、あなたの意見を述べなさい。
- (C) What are the roles of input and output in second language acquisition?

(問題 紙)

用語問題

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- (a) 過剰修正 (hypercorrection)
- (b) スキーマ (schema)
- (c) 能格性 (ergativity)
- (d) 言語イデオロギー (language ideology)
- (e) トランスランゲージング (translanguaging)
- (f) DLA (Dialogic Language Assessment for Japanese as a second language)
- (g) CALP と BICS
- (h) 芝山巖事件
- (i) アウトプット仮説 (output hypothesis)
- (j) 社会文化理論 (sociocultural theory)

論述問題

次の(A)～(D)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、(D)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)～(D)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) 多義語が生じる歴史的背景について、具体例を挙げながら説明をしなさい。
- (B) 臨界期仮説 (critical period hypothesis) とはどのような仮説で、どのようなエビデンスに基づく仮説なのかを説明し、その仮説の裏付けの妥当性について論じなさい。
- (C) 戦前の日本語教育における、山口喜一郎らの「直説法」と大出正篤の「速成式」について論じなさい。その際、「学習者」という用語を用いること。
- (D) A significant portion of language learning lesson time is spent on activities that involve interaction with peers. What research shows that interaction should be such a vital element in language teaching?

(問 題 紙)

次の問いに答えなさい。

直接法(目標言語のみを使って目標言語を教える方法)で第二言語としての英語や日本語の指導をする際、その理解を助けるために、視覚情報で文法や文構造を指導することがある。視覚情報で指導する具体的な方法を示した上で、そのメリットとデメリットにはどのようなものがあるか、あなたの考えを述べなさい。

(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.)

問題 日本語は数多くの文末表現を持っており、それらはさまざまな役割を担っているとされる。日本語文末表現の例を少なくとも一つとりあげ、他の言語と対照しつつその役割について説明しなさい。

(The Japanese language is often described as containing numerous sentence-final expressions, which serve a variety of functions. Provide at least one such example and explain its functions, comparing Japanese with one or more languages of your choice.)

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