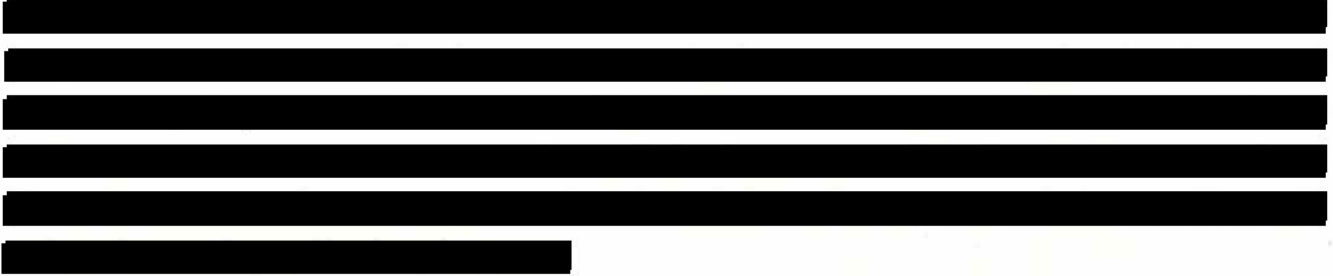


文化交流専攻（言語コース）

問題 I



- 1) Explain this method in detail, describe the phases in which it is divided.
- 2) Discuss how you think we could use the insights from this method to increase the input processing capability of L2 students.
- 3) Attention is crucial in this model. How does attention relate to input processing in a L2? If you can, cite some of the literature on attention and L2 acquisition and some of its relevant results.

問題 II

This is a question in which you will reflect upon your proposed research upon entering the PhD program. Identifying if errors are due to the L1 is a difficult task. Research has shown that students from different L1 backgrounds make similar mistakes when learning a certain L2. Linking this to the previous question, one of the reasons for mistakes is deficient processing of the input. When a non-proficient L2 learner hears discourse in the L2, they tend to focus on meaning and not so much on form. A summary of some of VanPatten (1996)'s Input Processing Strategies is shown in the following table (the table is a simplification, adapted from VanPatten, B. (1996). *Input processing and grammar instruction: Theory and research*. Norwood, NJ: Ablex):

Principle	Description	Default Learner Strategy/Problem
<b>Primacy of Meaning</b>	Learners prioritize meaning over grammatical form.	Learners miss grammatical forms (e.g., inflections, function words) if the core meaning is already understood.
<b>Primacy of Content Words</b>	Learners process content words before anything else.	They focus on content words and establish a plausible syntactic/semantic relation between them.
<b>First Noun Principle</b>	Learners assume the first noun in a sentence is the agent/subject.	Incorrect assignment of subject/object in non-canonical word orders (e.g., passive voice).
<b>Non-Redundancy Principle</b>	Learners prefer to process non-redundant forms.	Learners ignore grammatical markers that seem redundant with lexical items (e.g., past tense <i>-ed</i> when the word "yesterday" is present).

## 2026 年度神戸市外国語大学大学院 入学試験

### 文化交流専攻（言語コース）

Think of some common mistake(s) that Chinese speakers make when learning English (you can make reference to verbs, as you discuss in your research proposal, if you want). Try to think of some typical or easy-to fossilize errors.

- 1) Describe the mistake, giving some sample sentence(s) with English glosses.
- 2) Discuss why you think that the L1 is the most plausible explanation for this mistake.
- 3) Is there anything in the above principles of input processing that could be used to explain why these learners make those mistakes (apart from your explanation based on L1)?
- 4) Can you think of any pedagogical interventions (class activities) that could help students process the input better and therefore acquire more accurate features that will lead to fewer mistakes?