

《専門英語（一般・専門職業人・外国学生）英語科教育学》

【共通問題 1】
【Questions 2】

問題冊子 2 ページ

訂正前

1 行目 According to the article,

訂正後

1 行目 According to the full version of the article,

【選択問題 4】
【設問 2】

問題冊子 5 ページ

訂正前 5 行目

Relate you research plan to one specific area of research in language acquisition,

訂正後 5 行目

Relate your research plan to one specific area of research in language acquisition,

【選択問題 6】
(4)

問題冊子 7 ページ

訂正前

a. 牧師が/??台風が私たちに命の大切さを教えてくれた

訂正後

a. 牧師が台風が私たちに命の大切さを教えてくれた

以上

2018年度 早稲田大学大学院教育学研究科

博士後期課程 一般・外国学生・専門職業人

入学試験問題 専門英語

【教科教育学専攻（英語科教育学・英語科内容学）】

解答上の注意

1. 教科教育学専攻（英語科教育学・英語科内容学）の入学試験問題は、出願時に届け出た指導教員の欄に従い、下記の表の解答すべき問題を解答しなさい。

志願票に記入した研究指導名	志願票に記入した指導教員名	解答すべき問題・ページ
英語科教育学研究指導	折井 麻美子	問題1 (P.2)・問題2 (P.3)・問題3 (P. 4)
英語科教育学研究指導	澤木 泰代	問題1 (P.2)・問題2 (P.3)・問題4 (P. 5)
英語科教育学研究指導	原田 哲男	問題1 (P.2)・問題2 (P.3)・問題5 (P. 6)
英語科内容学研究指導	久野 正和	問題1 (P.2)・問題2 (P.3)・問題6 (P. 7)
英語科内容学研究指導	木村 晶子	問題1 (P.2)・問題2 (P.3)・問題7 (P. 8)
英語科内容学研究指導	石原 剛	問題1 (P.2)・問題2 (P.3)・問題8 (P. 9)

2. 解答の際には、問題番号、設問番号を記入してから解答すること。（例「問題1 問1」）
3. 解答すべき問題以外を解答した場合、当該解答は「0点」となります。
4. 解答用紙の所定欄に研究指導名・指導教員名・受験番号・氏名を必ず記入すること。
5. 問題用紙は「9枚」（本ページ含む）、解答用紙は「3枚」です。必ず枚数を確認すること。

以 上

2018年度
早稲田大学大学院教育学研究科博士後期課程入学試験問題

科目名 専門 英語 (英語科教育学・英語科内容学)

【共通問題 1】 (配点割合 25%) 解答はすべて解答用紙に記入すること。

Read the following (abbreviated) newspaper article and answer the two questions below in **ENGLISH**.

Honda makes English official

Honda Motor Co. has decided to switch its official corporate language for international communications within the company to English by 2020, the company announced publicly in its annual sustainability report.

The automaker had worked to make English an important part of its operations over the past several years, but its decision to make English the corporate lingua franca recognizes the future of Honda's operations as more fully international in scope and character. By 2020, senior executives will have to prove their English fluency before taking up their positions, and internal documents that need to be in English will be written that way rather than translated from Japanese.

[...]

Honda clearly wants and needs to establish an international workforce that better matches the reality of the company's global presence. Last year, Honda hired 4,778 new workers in North America, but only 719 in Japan. Japanese employees account for just 32 percent of Honda's total global work force of 204,730, and that share has been shrinking. Honda may be a Japanese firm in origin, but it is increasingly international in character.

The move to English follows the lead of Japanese companies such as Fast Retailing (Uniqlo), Rakuten and Bridgestone, which all have English-only policies.

[...]

In addition to personnel shifts, the fast pace of global business nowadays no longer allows time for decisions to be discussed in Japanese, translated into English and distributed to non-Japanese employees. Quick decisions, prompt responses and real-time communications are the keys to remaining competitive. All of this, many companies are deciding, is easier when it's all done in English.

The question remains, though, whether the Japanese education system will adapt to these forces driving business toward greater use of English. Unfortunately, resistance to more thorough English education may come from some teachers, school administrators and education ministry officials who feel it is not their job to train students for future jobs. However, the move toward English as an official language in companies does at least offer an answer to the question many students, parents and teachers still ask: "Why is English important?"

A contingent of the English education system in Japan still focuses on passing college entrance exams, not on acquiring competence in English. Exams should not be ignored, but neither should they drive the curriculum. Universities need to change the English section in their entrance exams to better accommodate the reality of English as a necessary skill in international workplaces. Those changes are under way in many places but are far from complete.

[...]

Honda, like the many other firms that have started using the international language of English, are sending a message that they know how to do business outside their own language context and are willing to expand the potential of Japan's global business environment with new models and fresh thinking. Schools, and those still in doubt, should listen to that message.

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Honda makes English official(2015/7/18 Japan Times)Editorial

Questions

1. Discuss to what extent you think the English-only policies adopted by a number of major Japanese companies are relevant for English language education in Japan.
2. According to the article, "[w]hat is lacking in large part is an engaging English environment that develops a positive attitude in students' early studies toward learning the language." What do you think is needed to foster such an attitude?

2018年度
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科目名 専門英語 (英語科教育学・英語科内容学)

【共通問題 2】 (配点割合 25%) 解答はすべて解答用紙に記入すること。

次の英文を読んで、以下の問いに答えなさい。

Comparisons can at times cause worry as well as create confidence. In the 1930s opinion in the democracies was almost united that free societies paid a price in terms of efficiency compared to the modernizing autocracies like Japan and, still more so, Nazi Germany, Fascist Italy, and the Soviet Union, each claiming to be totalitarian, in complete control of their economies and, moreover, using such efficient control to rearm. But the price had to be paid, said a hundred orators and editorials. The actual conduct of the Second World War, however, showed that many of these claims were hollow. (1)Mussolini's claims to efficiency proved empty boasts; Hitler allowed rivalry in procurement of war materials between different departments and party leaders, even rival intelligence agencies, partly through his own administrative incompetence and partly to 'divide and rule'; and Stalin with his somewhat similar paranoia (absolute power never seems to leave people feeling safe) had purged in the mid-and late 1930s somewhere half and two-thirds of the officers of the professional army; and in Japan the breakdown in trust and contact between the army and the political leaders led to the army ignoring any political factors in determining realistic war aims. Strangely when Britain had its back to the wall and Japan attacked the United States, both countries achieved a mobilization of their economies for war greater and more efficient than in Nazi Germany. In Britain senior civil servants who before the war did not believe in planning, nor believed that it was possible, swiftly created a planned economy even including the conscription of labour, even the conscription of women. The Nazis, mainly for ideological reasons, did not conscript women until defeat stared them in the face.

(2)How could a democracy so suddenly turn itself into an effective war economy? The answer may lie in something fundamental to free societies. Aristotle saw it way back then. How can a tyrant hope to perpetuate himself in power, he asked? And he gave a most peculiar-sounding answer. The tyrant must keep all men of ability (*arete*) 'hanging about the palace gates' and he must ban all *symposia*, those drinking and social clubs where men of any standing met in the long siesta for talk, refreshment, and whatever. Why? Well, to keep them hanging about to keep an eye on them---marked men---and to keep them from conspiring. But why ban innocent *symposia*? Because it is in such non-political institutions that men first learn mutual trust. And without mutual trust there can be no overthrow of tyranny. I think the superior mobilization of the British war economy was because people trusted each other, decisions could be devolved, and people could work together on that basis to fulfil central plans but without constant central monitoring.

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DEMOCRACY: A VERY SHORT INTRODUCTION
by Crick (2002) 460w from
pp.101-102 © Bernard Crick 2002.
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問 1 下線部(1)を和訳しなさい。

問 2 下線部(2)の答えを日本語で説明しなさい。

問 3 アリストテレスが述べる独裁制を存続させる方法を二つに分けて日本語で簡潔に説明しなさい。

2018年度
早稲田大学大学院教育学研究科博士後期課程入学試験問題

科目名 専門英語 (英語科教育学・英語科内容学)

【選択問題 3】 (配点割合 50%) 折井麻美子教授 研究指導志願者対象

注意：解答はすべて解答用紙に記入すること。(両面使用可)

【設問 1】 Clearly describe your research project in English. The proposal must provide the following information:

- The rationale behind the chosen topic
- An explanation on how your research contributes to existing literature in the field
- A reflection on the originality of your research
- A literature review, analyzing existing published works related to the topic
- An outline of your intended approach or methodology (taking into account the approaches used in existing publications)

【設問 2】 Answer **ONE** of the following two questions, a) or b). Your answer should take the form of a thoughtful and well-developed essay in English.

- a) Suggest a teaching procedure that can integrate vocabulary and/or grammar teaching into communicative classrooms in junior or senior high schools.
- b) Suggest a teaching procedure that integrates pronunciation-related exercises into junior or senior high school communicative classrooms.

2018年度
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科目名 専門英語 (英語科教育学・英語科内容学)

【選択問題 4】 (配点割合 50%) 澤木泰代教授 研究指導志願者対象
注意：解答はすべて解答用紙に記入すること。(両面使用可)

【設問 1】 In recent years the use of assessment tasks that integrate multiple skills is increasing. An example of such integrated tasks is a listening-speaking task that requires the learner to listen to an academic lecture provided as the source text and summarize its key points orally. Choose **ONE** from the following three topics and discuss the topic of your choice in English in relation to the use of this sample task for classroom assessment. (Suggested length: about 150-200 words)

- A. Effects of source text comprehension on speaking performance and assessment score interpretation
- B. The treatment of different aspects of performance (e.g., pronunciation, fluency, vocabulary, grammar, content, organization) in defining assessment criteria
- C. Key issues of consideration in designing performance feedback that promotes positive washback

【設問 2】 Write a well-structured essay in English about your research plan for your doctoral study. Be sure to do the following in your essay:

- State your research question(s) and the proposed method(s) you would use
- Explain your rationale by citing relevant previous studies
- Relate your research plan to one specific area of research in language acquisition, learning, and/or assessment to which your study might contribute

(Suggested length: about 300 words)

2018年度
早稲田大学大学院教育学研究科博士後期課程入学試験問題

科目名 専門 英語 (英語科教育学・英語科内容学)

【選択問題 5】 (配点割合 50%) 原田哲男教授 研究指導志願者対象
注意：解答はすべて解答用紙に記入すること。(両面使用可)

1. For the following question, write a **brief** essay in **English**. (Suggested length: 100-120 words)

Define negotiated interaction, and explain how it fosters second language development.

2. Choose **2 questions** out of 4 to answer. For each question, write a thoughtful and well-developed essay in **English**. (Suggested length: 200-240 words each)

- A) Cognitive psychology plays important roles in guiding second language acquisition (SLA) studies. Discuss SLA in terms of information processing and skill acquisition theory, and explain some limitations of this approach.
- B) It may generally be assumed that the earlier the better view of language learning can be supported by the Critical Period Hypothesis (CPH). Discuss to what extent this view is valid in first language acquisition, second language acquisition, and foreign language learning (FLL), and make your own interpretation of the relationship between the CPH and FLL, based on some relevant studies.
- C) Content-Based Instruction (CBI) and Content and Language Integrated Learning (CLIL) have spread out in different countries, including Japan. Discuss the rationales behind CBI/CLIL in terms of second language acquisition, cognitive and educational psychology, and/or CBI/CLIL program outcomes (e.g., bilingual education).
- D) In the past researchers on second language acquisition (SLA) focused on linguistic, cognitive, and psychological aspects, but recently they have shed light on alternative approaches (e.g., Atkinson, 2011). Explain what the approaches are and discuss the limitations of the traditional views and the advantages of the new approaches to SLA.

2018年度
早稲田大学大学院教育学研究科博士後期課程入学試験問題

科目名 専門 英語 (英語科教育学・英語科内容学)

【選択問題 6】 (配点割合 50%) 久野正和 教授 研究指導志願者対象

注意：解答はすべて解答用紙に記入すること。(両面使用可)

日本語では、主語が生物 (animate) か無生物 (inanimate) かによって動詞の形が異なることが、しばしば見られる。特に (1) に挙げたような「いる」－「ある」の区別は日本語話者なら誰でも気づくほど、身近な現象である。

- (1) a. うちには猫が二匹いる/*ある
b. うちには車が二台ある/*いる

一方で、(2) のような他動詞文では、主語の生物性と文法性に関係はない。

- (2) a. 敵兵が/台風が街を破壊した
b. 酔っ払いが/騒音が試験を妨害した
c. 機動隊員が/交通事故が高速道路をふさいだ

ところが、(3) に挙げたような他動詞の場合、無生物主語を用いると、文法性が低下する。

- (3) a. 敵兵が/??台風が大勢の人々を殺した
b. 牧師が/??台風が私たちに命の大切さを教えた
c. 牧師が私たちに聖書を/??台風が私たちに自然の驚異を見せた

しかし、このような場合でも、動詞の形を複合的にすると、文法性が向上する。

- (4) a. 牧師が/??台風が私たちに命の大切さを教えてくれた
b. 牧師が私たちに聖書を/台風が私たちに自然の驚異を見せつけた

上記の例を参考に、また必要に応じて新たな例も加えながら、日本語では主語の生物性が動詞の意味・形式と、なぜ・どのように関係しているのか、論述しなさい。

2018年度
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科目名 専門英語 (英語科教育学・英語科内容学)

【選択問題 7】 (配点割合 50%) 木村晶子 教授 研究指導志願者対象
注意：解答はすべて解答用紙に記入すること。(両面使用可)

【設問 1】 Choose an English novel of literary merit that has the scene of dream. Write a well-organized essay in which you discuss the importance of dreams and dreaming in the novel. (about 200 - 300 words)

【設問 2】 (解答は英語でも日本語でも可) You can answer either in Japanese or in English.

Explain your doctoral research project. You need to include the following :

- 1) Objective of the research
- 2) Summary of the basic background information on the topic and previous critical studies in this field
- 3) Description of the question(s) you are exploring in your own research, showing its originality
- 4) How your proposed research would contribute to the development of the field

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【選択問題 8】 (配点割合 50%) 石原 剛 教授 研究指導志願者対象
注意：解答はすべて解答用紙に記入すること。(両面使用可)

【設問 1】 Choose **ONE** from the following three questions. Explain your thoughts in **English**.

- 1) What do you think of the decentralization of “America” in American literary studies in 21st century? In what way could we legitimate (or illegitimate) “American Literature” as an academic discipline in this globalized world?
- 2) In your opinion, who is the most significant “non-academic” figure in the history of modern American literary criticisms? In your discussion, make sure to refer to the trend of literary criticisms and his/her impact on them.
- 3) What do you think your favorite classic American author would say about the current state of polarization of American society? Make sure to choose a deceased author and cite his/her literary works in your discussion.

【設問 2】 Explain your projected doctoral research clearly in **English**. Make sure that your essay addresses the following issues.

- What are the major theoretical frameworks you are going to use in developing your research?
- Where do your research strength/weaknesses lie? How are you going to overcome the weaknesses?
- What scholarly questions will your dissertation pursue?
- How could your research contribute to the major areas of scholarship in which your project will be engaged?