２０１８年度 早稲田大学大学院教育学研究科

修士課程 一般・外国学生入学試験問題　専門科目

【英語教育専攻】

解答上の注意

１．英語教育専攻の入学試験問題は、「専門科目・共通」と「専門科目・選択」とに分かれています。

　①**「専門科目・共通」**（問題Ａ－１**または**問題Ａ－２、問題Ｂ－１**または**問題Ｂ－２）は、
　　　<u>**志願者全員が解答する**</u>問題です。

　②**「専門科目・選択」**は、出願時に届け出た研究指導・指導教員の専門分野により下記の表の
　　　解答すべき問題（Ⅰ～Ⅶ）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	「専門科目・選択」で解答すべき問題
英語科教育研究指導	折井　麻美子	問題 Ⅰ（英語科教育）
英語科教育研究指導	澤木　泰代	問題 Ⅱ（英語科教育）
英語科教育研究指導	原田　哲男	問題 Ⅲ（英語科教育）
英語学研究指導	村田　久美子	問題 Ⅳ（英語学）
英語学研究指導	久野　正和	問題 Ⅴ（英語学）
イギリス文学研究指導	木村　晶子	問題 Ⅵ（ｲｷﾞﾘｽ文学）
アメリカ文学研究指導	石原　　剛	問題 Ⅶ（ｱﾒﾘｶ文学）

２．「専門科目・選択」問題で、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。

３．解答用紙の所定欄に、「問題番号」（例：「Ⅰ」・「Ⅴ」など）を必ず記入すること。
　　また、全ての解答用紙の所定欄に受験番号・氏名・研究指導名・指導教員名を必ず記入すること。

４．解答用紙は、「問題番号」別に使用すること（**一つの問題で一枚使用**）。

５．解答用紙のホッチキスは、はずさないこと。また、無解答の解答用紙でも提出すること。

６．問題用紙は「**８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

以下の設問 A-1 または A-2 の<u>どちらか一つ</u>に答えなさい。選択した問題番号を書き、解答はすべて解答用紙に記入すること。（配点割合 50%）

【設問 A-1】

Read the following book review (*The Last Lingua Franca: English Until the Return of Babel* by Nicholas Ostler) and answer the two questions below in ENGLISH.

The future of English: English as she was spoke

ENGLISH is the most successful language in the history of the world. It is spoken on every continent, is learnt as a second language by schoolchildren and is the vehicle of science, global business and popular culture. Many think it will spread without end. But Nicholas Ostler, a scholar of the rise and fall of languages, makes a surprising prediction in his latest book: the days of English as the world's lingua-franca may be numbered. Conquest, trade and religion were the biggest forces behind the spread of earlier lingua-francas (the author uses a hyphen to distinguish the phrase from Lingua Franca, an Italian-based trade language used during the Renaissance). A linguist of astonishing voracity, Mr Ostler plunges happily into his tales from ancient history. […]

English is expanding as a lingua-franca but not as a mother tongue. More than 1 billion people speak English worldwide but only about 330m of them as a first language, and this population is not spreading. The future of English is in the hands of countries outside the core Anglophone group. Will they always learn English?

Mr Ostler suggests that two new factors—modern nationalism and technology—will check the spread of English. […] [N]o confident modern nation would today make a foreign language official. Several of Britain's ex-colonies once did so but only because English was a neutral language among competing native tongues. English has been rejected in other ex-colonies, such as Sri Lanka and Tanzania, where Anglophone elites gave way to Sinhala- and Swahili-speaking nationalists. In 1990 the Netherlands considered but rejected on nationalist grounds making English the sole language of university education.

English will fade as a lingua-franca, Mr Ostler argues, but not because some other language will take its place. No pretender is pan-regional enough, and only Africa's linguistic situation may be sufficiently fluid to have its future choices influenced by outsiders. Rather, English will have no successor because none will be needed. Technology, Mr Ostler believes, will fill the need.

This argument relies on huge advances in computer translation and speech recognition. Mr Ostler acknowledges that so far such software is a disappointment even after 50 years of intense research, and an explosion in the power of computers. But half a century, though aeons in computer time, is an instant in the sweep of language history. Mr Ostler is surely right about the nationalist limits to the spread of English as a mother-tongue. If he is right about the technology too, future generations will come to see English as something like calligraphy or Latin: prestigious and traditional, but increasingly dispensable.

Questions

1. Discuss to what extent you think the predictions made about the future of English as a lingua franca are likely to come true.

2. Discuss how advances in modern technology like computer translation and speech recognition are relevant to language learning and teaching in the present.

【設問 A-2】

Read the following article and answer the questions below **IN ENGLISH**.

日米の経済・政治面の協力関係は何十年も続いているが、両国は、いまだに、「謝罪」という、一見単純に思える概念にとまどっている。どちらの文化も、相手国の意図や期待を完全には理解していないようである。

たとえば、＜プリウス＞のアクセル不具合の報道が広がった 2010 年にトヨタ自動車の CEO 豊田章男氏が行なった感情を露わにした謝罪に対して、心を動かされたアメリカ人はほとんどいなかった。一方、日本人は、2001 年にハワイ沖で日本漁船と衝突したアメリカの潜水艦の艦長が、事故直後に謝罪しなかった際に、強いいら立ちを覚えた。（省略）

日米の大学生を対象にした調査で、アメリカ人学生は、謝罪は罪を意味すると考える傾向が強いのに対し、日本人学生は、ある状況に対して個人的な責任はなくても謝罪する傾向が強いことが明らかになった。このような理由で、日本人学生はアメリカ人学生より謝罪回数が多く、調査実施の前週の謝罪回数を比べると、日本人学生が 11.5 回であるのに対し、アメリカ人学生は 4.51 回とはるかに少なかった。

1. Give a brief summary of the contents discussed in this article.

2. Given the cultural differences with respect to apologizing, what likely implications are there for English language teaching in Japan?

以下の設問 B-1 または B-2 の<u>どちらか一つ</u>に答えなさい。選択した問題番号を書き、解答はすべて解答用紙に記入すること。（配点割合 50%）

【設問 B-1】

English is increasingly used as a medium of instruction in English classes at both secondary and tertiary levels. Discuss **in English** some advantages and disadvantages of teaching English through English. Support your argument with recent findings from research conducted in the field.

【設問 B-2】

Communication is defined in J. C. Richards and R. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th ed. (Longman, 2010), as 'the exchange of ideas, information, etc., between two or more persons.' Mentioning specific types of classroom activities, explain **in English** how a work of literature, or a part thereof, can be used in an English class with a communicative focus at a Japanese senior high school.

出願時に届け出た研究指導・指導教員の問題を<u>選択し</u>、解答はすべて解答用紙に記入すること。（配点割合 100%）

問題　I　（英語科教育：折井　麻美子）

Write a thoughtful and well-developed essay in English on any **ONE** of the following:

A) Suggest a teaching procedure that can integrate English grammar teaching into communicative classrooms in junior or senior high schools.

B) A short list of some key education technologies may include the interactive whiteboard, the Internet, presentation software (e.g., PowerPoint), and tablet computers. Choose one ICT tool that you consider most useful, and discuss the merits of using it in junior and/or senior high schools. What are the potential educational issues?

C) Cooperative learning is an instructional strategy in which small groups of students work together on a common task. Suggest a teaching procedure that integrates cooperative learning into junior or senior high school English classes.

D) Suggest a teaching procedure that integrates pronunciation-related exercises into junior or senior high school communicative classrooms.

E) The introduction of English teaching into the primary school curriculum has been one of the major education policies introduced in recent years around the world. Discuss what we can learn from countries where English has been a compulsory subject in elementary schools for a number of years. Choose a country and outline its English program, and discuss potential implications for Japanese elementary school English teaching.

問題　II　（英語科教育：澤木　泰代）

Answer **both** Questions 1 and 2.

1. Choose **TWO** of the following items about second language assessment and provide a brief definition of each in English with a concrete example.
   a) alternative assessment
   b) rating scale(s)
   c) norm-referenced assessment
   d) validity

2. Choose **ONE** of the following two topics and write a well-structured paragraph(s) of around 200-300 words on the selected topic.

   A) In English language courses teachers provide learners with various types of information (e.g., scores, written comments) as test performance feedback. Discuss important issues of consideration in determining what information to report and how to communicate this information to learners.

   B) Suppose that you design a speaking test for selecting high school students to be sent to a home-stay program in an English-speaking country. Discuss a few concrete ways in which you would ensure the high authenticity of the test.

問題　Ⅲ　（英語科教育：原田　哲男）

Answer **both** Questions 1 and 2.

1. Choose **THREE** out of the following terms on second language learning and teaching, and define each <u>with one or two examples</u> in **English**.
   a) usage-based learning
   b) developmental sequence
   c) additive bilingualism vs. subtractive bilingualism
   d) communicative competence
   e) connectionism
   f) corrective feedback
   g) declarative knowledge vs. procedural knowledge
   h) focus on form vs. focus on formS
   i) language-related episodes
   j) scaffolding
   k) transfer-appropriate processing

2. Choose **2 questions** out of 4 to answer, and write a thoughtful and well-developed essay in **English**.

   A) Research shows that the environmental ingredients that contribute to second language (L2) learning are comprehensible input, negotiated interaction, pushed output, and attention. Define each of them and discuss how these factors serve and interact with each other in L2 learning.

   B) Content-based instruction (CBI) and task-based language teaching (TBLT) are closely related. CBI can be seen "as a variant of TBLT. TBLT provides the pedagogical principles and methodology" (Nunan, 2014). Compare and contrast CBI and TBLT and discuss the relationship between them.

   C) Some well-known views of how a second language is learned are 1) the innatist perspective, 2) the cognitive perspective, and 3) the sociocultural perspective. Explain the characteristics of each and discuss similarities and differences among them.

   D) Though we cannot deny the importance of age of learning (AOL) in the acquisition of second language (L2) phonetics/phonology, effects of AOL vary according to L2 learning environments (e.g., English as a second language vs. English as a foreign language). Compare some research findings obtained in different settings and discuss how AOL affects the acquisition of L2 sounds.

問題 Ⅳ（英語学：村田　久美子）

Answer **both** Questions 1 and 2.

1. Choose **TWO** of the following questions and explain them **in ENGLISH (50-100 words each)**, referring to the relevant literature in the field and giving illustrative examples where relevant.

    a) State some characteristics of English as a Lingua Franca (ELF) communication.

    b) Discuss in what areas of research a Conversation Analytic perspective can be employed and useful to understand talk in interaction.

    c) Explain the theory of Politeness (Brown & Levinson 1978/ 1987) and the importance of and difficulty in incorporating it in understanding communication between people from different linguacultural backgrounds.

    d) Discuss some limitations of a World Englishes (WE) approach when analyzing human interaction in the globalized world.

2. Choose **ONE** of the following two questions and answer it **in ENGLISH (about 300 words)**.

    A) Discuss some similarities and differences between a World Englishes (WE) paradigm and that of English as a Lingua Franca (ELF). Then, discuss how important it is to understand these paradigms in communicating with people from different linguacultural backgrounds in the globalized world, listing some good examples to support your statement.

    B) Discuss to what extent discourse and pragmatic approaches to the analysis of human interaction can be beneficial to the understanding of language users' communication and what implications for language pedagogy one can obtain from them. Discuss this by giving persuasive examples.

問題 Ⅴ（英語学：久野　正和）

否定極性表現（Negative Polarity Items）と否定一致表現（Negative Concord Items）の統語的、意味的、形態的特徴について、両者の違いが明らかになるように、具体例を用いて説明しなさい。

問題 Ⅵ　(イギリス文学：木村　晶子)

解答は日本語でも英語でも可：**You can answer either in Japanese or English.**
以下の <u>１および２の二つの問い</u> に答えなさい。
Answer **both** questions 1 and 2.

1. 以下の項目から <u>二つ</u> を選び、具体的な作品に言及しながら論じなさい。
   Discuss **TWO** of the following topics, referring to a specific work(s) of literature.
   A) Literary representations of childhood in the nineteenth century
   B) Literary representations of femininity in English novels
   C) Film adaptations of Victorian literature

2. 以下の文学者の中から、三名を選びその代表作と文学的功績について述べなさい。
   Write about the literary contributions of **THREE** of the following authors, referring to his/her most famous work(s).
   a) William Blake
   b) Elizabeth Gaskell
   c) Emily Brontë
   d) Wilkie Collins
   e) E. M. Forster
   f) Doris Lessing

問題 Ⅶ　(アメリカ文学：石原　剛)

Answer **BOTH** Questions 1 & 2 in **English**.

1. Choose **ONE** of the following three questions and discuss it in **English**.
   A) The conflicts between European and American values were repeatedly expressed in a variety of American literature. Compare and discuss at least two American authors in different eras, and analyze their representations of European cultures.

   B) One of the greatest events in 20th century American society is the emergence of new technologies. Discuss the ways in which 20th century American literature dealt with the changes.

   C) The author Russell Banks once said that two things distinguish America: race and space. If Banks is right, in what way did American literature deal with the issue? Explain it with the reference to American literary classics.

2. Choose **THREE** of the following authors and briefly discuss in **English** the literary significance of each in American literature.
   a) Sinclair Lewis
   b) Toni Morrison
   c) Nathaniel Hawthorne
   d) William Faulkner
   e) Mark Twain
   f) Henry James
   g) Sherwood Anderson
   h) F. Scott Fitzgerald
   i) J.D. Salinger
   j) Richard Wright