

早稲田大学大学学院 教育学研究科
修士課程 一般入試問題の訂正内容

<2019年度 一般・外国学生入試 専門科目>

【英語教育専攻】

- 問題冊子 2ページ 【専門科目・共通】
設問A-1 本文5行目 最後の単語

(誤)

hypotheses,

(正)

hypotheses

- 問題冊子 7ページ 【専門科目・選択】
問題IV(英語科教育:クィント オオガ・ボールドワイン) A) 2行目

(誤)

Describe one major obstacles that continue ~

(正)

Describe one major obstacles that continues ~

以上

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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、
志願者全員が解答する問題です。

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)
英語科教育研究指導	ケイト=オガーボードウイン	問題 IV (英語科教育)
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 (イギリス文学)
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「4枚」です。必ず枚数を確認すること。

以 上

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以下の設問 A-1 または A-2 のどちらか一つに答えなさい。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 50 点）

【設問 A-1】

次の文章は Dan Sperber and Deirdre Wilson, *Relevance: Communication and Cognition* (Blackwell, 1986), pp. 15-16 の一部である。これを読み下の問い合わせ 1~4 に答えよ。答えは解答用紙の所定のらんに記入せよ。

The set of premises used in interpreting an utterance (apart from the premise that the utterance in question has been produced) constitutes what is generally known as the *context*. A context is a psychological construct, a subset of the hearer's assumptions about the world. It is these assumptions, of course, rather than the actual state of the world, that affect (1). A context in this sense is not limited to information about the immediate physical environment or the immediately preceding utterances: expectations about the future, scientific hypotheses, or religious beliefs, anecdotal memories, general cultural assumptions, beliefs about the mental state of the speaker, may all play a role in interpretation.

While it is clear that members of the same linguistic community converge on the same language, and [x] that they converge on the same inferential abilities, the same is not true of their assumptions about the world. True, all humans are constrained by their species-specific cognitive abilities in developing their representation of the world, and all members of the same cultural group share a number of experiences, teachings and views. (2), beyond this common framework, individuals tend to be highly idiosyncratic. Differences in life history necessarily lead to differences in memorised information. Moreover, it has been repeatedly shown that two people witnessing the same event—even a salient and highly memorable event like a car accident—may construct dramatically (3), disagreeing not just on their interpretation of it, but in their memory of the basic physical facts.

問い合わせ1. 空所(1)(2)(3)に入るのに適当な英語の語または句(1~7語)を書け。解答は、原文の英語と同じでなくとも、文章の論理展開に合っていれば正解とする。

問い合わせ2. 文中に使われている premise, idiosyncratic の2語（下線がほどこしてある）をそれぞれ英語で定義せよ。

問い合わせ3. 空所 [x] に入るものとして適当な語句を下のa~eより一つ選び記号で答えよ。

- a. impossible
 - b. plausible
 - c. the interpretation
 - d. theoretically flawed
 - e. they often doubt

問い合わせ4. 文章を、句読点も含めて200字以内の日本語で要約せよ。

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【設問 A-2】

この文章は、Carney, Cuddy, Yap らによる研究レポート（2010）の冒頭部分の一部です。以下の 2 つの設問に答えなさい。

※この問題は、著作権の関係により掲載ができません。

1. この研究の目的と意義を日本語で説明しなさい。
2. 2 つのホルモンが、この研究の目的とどのように関りがあるのかを日本語で説明しなさい。

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出願時に届け出た研究指導・指導教員の問題を選択し、解答はすべて解答用紙に記入すること。

(配点 100 点)

問題 I (英語科教育 : 折井 麻美子)

Write a well-developed essay in English on any ONE of the followings:

- (a) Suggest a teaching procedure that integrates active learning and cooperative learning into junior or senior high school English classes. Additionally, discuss the validity of the procedure.
- (b) How can teachers raise learners' metacognitive awareness through listening activities in English classrooms? In addition, suggest a typical listening lesson that involves Top-Down training for junior or senior high school students.
- (c) What kind of speaking tasks can be used to promote communication and fluency during speaking practice in junior or senior high schools? Furthermore, discuss the value of the tasks.

問題 II (英語科教育 : 澤木 泰代)

Answer both Questions 1 and 2 in English.

1. Choose TWO of the following items about second language assessment and provide a brief definition of each in your own words. Use a concrete example where appropriate.

- (a) Formative assessment
- (b) Common European Framework of Reference for Languages (CEFR)
- (c) Washback
- (d) Peer assessment

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

- (1) In recent years computer-based speaking tests where test takers respond to speaking tasks that elicit monologues are increasing. Discuss similarities and differences between such speaking tests and face-to-face interview tests based on dialogues in terms of the speaking abilities that can be assessed.
- (2) Suppose that you developed a midterm exam based on lessons in a course textbook covered in class. Discuss how you might design test tasks and scoring criteria to ensure that your test assesses the ability to use target grammar items for communicative purposes.

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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 with one or two examples in English.
 - A) accessibility hierarchy
 - B) the aspect hypothesis
 - C) information structure
 - D) input processing theory
 - E) the L2 motivational self system
 - F) the zone of proximal development (ZPD)
 - G) counterbalance hypothesis
 - H) form-focused instruction
 - I) interaction hypothesis
 - J) meta-analysis
 - K) form, meaning, and use (in teaching grammar)
 - L) cognitive strategies
 - M) exemplar theory (of phonetics)
 - N) ToBI
 - O) the speech learning model (SLM)

2. Choose **2 questions** out of 4 to answer, and write a thoughtful and well-developed essay in **English**.
 - A) In second language acquisition (SLA) research, it has been assumed that benchmarks for evaluating second language competence and use are monolinguals' competence and use, but recent scholars (e.g., Birdsong, Cook) take a critical view of this assumption. Discuss why it is problematic in terms of bilingualism and bilingual education, and explain your thought about future directions of SLA studies.
 - B) Content-based instruction (CBI) and content and language integrated learning (CLIL) are known to be a potential approach to teaching content and language at the same time. Discuss why both CBI and CLIL are effective in relation to second language acquisition, focusing on the linguistic environment, and state some challenges in the implementation of CBI/CLIL.
 - C) Some researchers in second language acquisition (SLA) interested in cognition look at how learners process and learn languages (e.g., information processing, skill acquisition theory, memory, attention). Elaborate on some views of cognition in SLA, and discuss how they give insights into the classroom practice of second language teachers.
 - D) Recently many studies on second language pronunciation have focused on accentedness, intelligibility, and comprehensibility. Give a brief overview of research findings on the relationship between the three constructs, and explain the significance of the findings in terms of both the *nativeness* principle and the *intelligibility* principle which have long influenced pronunciation research and pedagogy.

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問題 IV (英語科教育 : クィント オオガ・ボールドウイン)

Write a well-developed essay on ONE of the following topics. Include up-to-date in-text citations where possible:

- A) English education in Japanese elementary schools and junior high schools currently operates quite separately, despite efforts at increased integration. Describe one major obstacles that continue to prevent smooth integration, and offer a solution to improve smooth integration.
- B) Experts and laypeople both recognize that many Japanese adults lack basic interpersonal communication skills in English, despite many of them demonstrating high levels of academic language proficiency for entrance examinations. Besides increased four skills teaching, what can be done in Japanese primary and secondary education to improve the quality of students' basic interpersonal communication skills?
- C) Most teachers agree that one of their primary jobs is to engage students' interest in learning tasks. What does recent research say about foreign language tasks and classroom features that improve students' interest and engagement?
- D) There are numerous motivational theories which offer clear insights into students' classroom learning. What is one theory which may help us to better understand how and why Japanese students learn (or fail to learn) a foreign language? Describe the primary concepts, hypotheses, and implications of this theory, and explain how it relates to foreign language education in Japan.
- E) "It is easy to lie with statistics, but it is even easier to lie without them." Explain this quote, and why it is fundamental to understanding how the behavioral sciences work.

問題 V (英語学 : 久野 正和)

DP と CP の並行性について論じなさい。

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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 1 および 2 の二つの問い合わせに答えなさい。Answer both questions 1 and 2.

- 以下の項目から二つを選び、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) Characteristics of the Gothic novel
 - B) Literary representations of femininity in English novels
 - C) Film adaptations of English novels
 - 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 Wordsworth
 - b) Elizabeth Gaskell
 - c) Emily Brontë
 - d) Charles Dickens
 - e) George Eliot
 - f) Oscar Wilde
 - g) Virginia Woolf
 - h) George Orwell

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) Discuss both similarities and differences between realism and naturalism in American literature, referring to the representative novels in both fields.
 - b) In what way did the emergence of multi-culturalism transform American literary studies? Make sure to deal with the issues of canon formation.
 - c) Choose a Japanese author and discuss the literary significance of America in his/her works.

 2. Choose THREE of the following authors and briefly discuss in English the literary importance of each in American literature.
 - a) Benjamin Franklin
 - b) Herman Melville
 - c) Harriet Beecher Stowe
 - d) Mark Twain
 - e) Emily Dickinson
 - f) F. Scott Fitzgerald
 - g) William Faulkner
 - h) Ralph Ellison
 - i) Sylvia Plath
 - j) Toni Morrison