

2022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）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～X）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	オカ・ボルトウイン クイント	問題 IV（英語科教育）
英語科教育研究指導	佐々木 みゆき	問題 V（英語科教育）
英語学研究指導	久野 正和	問題 VI（英語学）
英語学研究指導	バックハウス ペート	問題 VII（英語学）
英語学研究指導	新川 清治	問題 VIII（英語学）
イギリス文学研究指導	木村 晶子	問題 IX（イギリス文学）
アメリカ文学研究指導	佐久間 由梨	問題 X（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「12枚」（本ページ含む）、解答用紙は「2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。
選択した設問番号を書き、回答は全て解答用紙に記入すること。（配点 50 点）

【設問 A-1】

Read the following short passage:

From an L2-learner standpoint, the critical importance of literacy development stems from the fact that reading ability, probably more than any other of the “4 skills” (e.g., listening, speaking, reading, and writing) enables the learner to take an active hand in his/her own learning. Literacy in a foreign language, in essence, opens up to the learner the entire body of recorded knowledge within the L2. Literacy somewhat uniquely allows the learner to proceed well beyond the confines of set curricula and teacher-decided content, and instead to explore that which is important, interesting, or otherwise relevant to the learner him/herself. The range of subject availability in print far exceeds that available in, for instance, the medium of video (as vast as YouTube may be, it still has nowhere near the amount of information as is available in written form—both on and offline). Competent L2 literacy permits readers to read for knowledge, to read for enjoyment, as well as to read to increase their knowledge of the L2—potentially all at the same time.

(Williams, C. H. (2017). Reading English in the East Asian Classroom. In *Teaching English in East Asia* (Vol. 90, pp. 121–146). Singapore: Springer Singapore.

<http://doi.org/10.1007/s11145-010-9228-0>)

React to the above passage with a short essay. To what extent does literacy open the world to learners? Is literacy in the L2 the most important skill for allowing learners to actively manage their own learning, or are the other four skills equally crucial? Using about 200 words in English, write a coherent, well organized essay with as many academic sources as possible.

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Adapted by permission from Springer: Reading English in the East Asian Classroom by Williams, Clay H. © 2017

【設問 A-2】

Read the following short passage:

English became primarily an academic pursuit, learned mainly for the purpose of reading written texts rather than as a means of communication. Even after the nationalistic movement of this period ended, English was widely adopted as a screening process for elite education. As a result, the so-called *juken eigo* (English for the purpose of entrance examinations) became the main goal of learners rather than English for communication.

(Butler, Y.G. and Iino, M. (2005) Current Japanese reforms in English language education: The 2003 ‘action plan’. *Language Policy* 4 (1), 25–45. <https://doi.org/10.1007/s10993-004-6563-5>)

React to the above passage, written in 2005. Has English education in Japan changed in the years following this quote, and if so how? Is there any significant difference to the form and function of English instruction since it became widespread in Japan?

Describe the political, social, global, and economic forces that have changed the course of English education in Japan, or describe how they have conspired to keep English instruction the same.

Provide adequate references for your claims in an English essay of roughly 200 words.

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2 Reprinted by permission from: Springer Nature, Current Japanese Reforms In English Language Education: The 2003 “Action Plan”, *Language policy* 4(1) P. 28, Yuko Goto Butler et al, © 2005

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

(配点 150 点)

問題 I (英語科教育：折井麻美子)

1. Answer any TWO of the three given questions by writing a well-developed essay in English.
 - (A) What types of speaking tasks can be used to promote fluency during speaking practice in junior or senior high schools? Also, discuss the value of the tasks.
 - (B) You are a new teacher in a junior high school. You are planning a 50-minute speaking lesson that includes some drills. Your colleague says they are old-fashioned and not helpful for communication. How would you explain the merit of using drills? How will you include drills in your lesson?
 - (C) Using Swain's concept of pushed output, design a learning activity to help students notice the gap between what they can say and what they want to say.
2. Choose TWO from (A)-(D) and define each concept in language teaching using appropriate examples. In addition, explain how each concept can be used in the language teaching classroom.
 - (A) Display question versus referential question
 - (B) Explicit negative feedback versus implicit negative feedback
 - (C) Formative assessment versus summative assessment
 - (D) Intensive reading versus extensive reading
3. Choose TWO of the following concepts in language teaching/acquisition and define them with appropriate examples.
 - (A) Information gap activity
 - (B) Negotiation of meaning
 - (C) The Interaction Hypothesis
 - (D) Prosody shadowing

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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) Washback
 - (b) Standard-setting
 - (c) Test blueprint
 - (d) Diagnostic assessment
2. Write a well-developed essay of around 200-250 words on each of the following topics.
 - (1) Some say that it is of critical importance to provide test takers with information about assessment criteria, or how their test performance is assessed before testing. Discuss to what extent and how informing test takers of assessment criteria as part of assessment instructions can affect (a) their performance on assessment tasks and (b) the ways in which test scores are interpreted. Use a concrete assessment situation as an example.
 - (2) Holistic and analytic scoring rubrics (rating scales) are often used in language performance assessment where test takers' extended writing or speech samples are obtained and scored. Compare and contrast these two types of scoring rubrics and discuss how they could be combined in a meaningful manner to facilitate learning in the second language (L2) classroom.

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問題 III (英語科教育：原田哲男)

1. Choose **TWO** terms from **Group A** and **THREE** from **Group B**, and give a brief definition and example of each in **English**. (Suggested length: 50-60 words each) (10 x 5 = 50)

Group A

- A) basic interpersonal communication skills (BICS) vs. cognitive academic language proficiency (CALP)
- B) theme-based instruction
- C) two-way bilingual education
- D) cognition in content and language integrated learning (CLIL)
- E) English for academic purposes (EAP) vs. English medium instruction (EMI)

Group B

- F) communicative competence
- G) competition model
- H) enhanced input
- I) skill acquisition theory
- J) noticing hypothesis
- K) interaction hypothesis
- L) semiotic resources
- M) social identities
- N) zone of proximal development (ZPD)

2. Choose **2 questions** out of 4 to answer, and write a thoughtful and well-developed essay in **English**. (Suggested length: 200-250 words each) (50 x 2 = 100)

- A) Achieving success in second language acquisition (SLA) relies on several different factors, such as linguistic, psychological (e.g., learning processes, individual differences), social (e.g., microsocial, macrosocial), and educational aspects. Discuss a few of the aspects you as a prospective teacher or researcher think may play significant roles in SLA.
- B) Content-based instruction (CBI) or content and language integrated learning (CLIL) has been implemented at different levels and in different ways in Japan. Discuss the rationale behind CBI/CLIL in terms of second language acquisition, and select one of the CBI/CLIL courses you are familiar with and describe some curricular features distinctive from other foreign language courses.
- C) Though the field of second language acquisition (SLA) was largely guided by the cognitive-interactionist framework in the past, the early twenty-first century has been characterized as “the social turn in SLA” (Block, 2003). Compare and contrast these two different approaches to SLA, and select and discuss one or two theories or perspectives focusing on social dimensions of SLA.
- D) It is argued that the earlier a second language is introduced in school, the greater the chance of success in learning. To support this view, some teachers, educators and researchers cite the critical period hypothesis, but there are some pitfalls in the logic of this argument. Discuss why this is the case and what curriculums and pedagogical strategies are required to make early language learning successful.

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問題 IV (英語科教育: オオガ-ボールドウィン クイント)

Human motivation and its antecedents encompasses a number of different elements. Some of these ideas are universal, and can be found unchanged in almost all cultures around the world. Other elements are extremely local and only relevant to specific cultures and locations. Finally, some elements are found universally, but are moderated by local cultural attitudes and ideas. Choose a motivational factor and discuss its nature: is it universal, culturally specific, or culturally moderated? Provide evidence from up-to-date research in the field of motivational psychology in a well-organized essay of roughly 200 words.

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問題 V (英語科教育：佐々木みゆき)

1. Provide brief definitions (30-50 words each) in English of each term below in the context of writing research, using concrete examples as appropriate.
 - (a) Knowledge transforming model
 - (b) Process approach
 - (c) Stimulated recall
 - (d) Textual borrowing
 - (e) The writing-to-learn approach vs. the learning-to-write approach

2. We assume that language development is not only cognitive but is also influenced by other factors, both internal and external, and second language (L2) writing development is no exception. Drawing on this assumption, describe one study of your choice in two paragraphs (250-300 words per paragraph) in English. In the first paragraph, briefly explain the study's purpose, method, results, and implications. In the second paragraph, discuss how and why this particular study contributes to knowledge building in the field of L2 writing. The study can be an existing one or imagined.

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問題 VI（英語学：久野正和）

Answer the question below in English.

What is the sense in which generative grammar can be viewed as an enterprise to study human language in the manner of the natural sciences? In answering this question, try to include in your answer notions/concepts such as syntax, semantics, phonology, data, competing theories, descriptive and explanatory adequacy, Phrase Structure Grammar, strong and weak generative capacity, GB theory, Minimalism and falsifiability, though not necessarily all of them. Feel free to include other notions/concepts where relevant.

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問題 VII (英語学：バックハウス ペート)

Write a brief English essay in which you describe

- a) some of the main overlaps between pragmatics and sociolinguistics, and
- b) some topics in pragmatics that do not have any direct overlap with sociolinguistics.

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問題 VIII（英語学：新川清治）

1. 中英語は方言の時代とされるが、その意味するところを日本語で論じなさい。
2. Discuss the influence of Latin on the English language in English.

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問題 IX (イギリス文学：木村晶子)

Answer the following questions in English.

1. Write a well-organized essay on **ONE** of the following, referring to a specific work or works of literature.
 - (1) Representations of masculinity in the nineteenth century
 - (2) Film adaptations of Victorian fiction
 - (3) Transformation of Romanticism in British fiction

2. Write about the literary contributions of **THREE** of the following poets/ authors, referring to his/her most famous work(s).
 - (a) William Wordsworth
 - (b) Charlotte Brontë
 - (c) George Eliot
 - (d) Oscar Wilde
 - (e) E. M. Forster
 - (f) Kazuo Ishiguro

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問題 X (アメリカ文学：佐久間由梨)

1, 2 両方の問題に答えてください。

1. 英語で以下の問いに対するエッセイを執筆してください。

Please write a well-organized essay in English.

あなたの研究の主題、目的および、その研究がなぜ重要であるかについて記してください。

State the objective of your prospective research project and explain why it is important.

2. 以下の三つの項目から一つを選び、英語か日本語で論じなさい。

Choose one of the following three topics and write an essay either in English or Japanese.

A) 少なくとも一名のアメリカ人作家を選び、その作家の作品がいかに関、人種、ジェンダー、セクシュアリティ、階級、あるいは民族性といった主題を扱っているかを論じなさい。

Choose at least one American writer and analyze how his/her work or works engage with issues such as race, gender, sexuality, class, or ethnicity.

B) 芸術と社会の関係性について論じなさい。具体的な作品（群）に言及すること。芸術の範疇には、文学（小説、戯曲、詩）、視覚芸術（絵画、彫刻、写真）、パフォーマンスあるいは視聴覚芸術（ダンス、演劇、映画、音楽、MV）などが含まれる。

Discuss the relationship between the arts and society. Please refer to a specific work or works.

The categories within the arts include literature (novel, drama, poetry), the visual arts (painting, sculpture, photography), and the performing or audiovisual arts (dance, theatre, film, music, and music video).

C) 文学・文化研究においては、フェミニズム、クイア理論、マルキシズム、ポストコロニアリズム、精神分析、ポストモダニズム、脱構築、アフリカ系アメリカ人文学批評などの理論が発展してきた。批評理論と関連する少なくとも一名の理論家を選び、その議論および貢献について論じなさい。

In literary and cultural studies, a variety of theories, such as feminism, queer theory, Marxism, postcolonialism, psychoanalysis, postmodernism, deconstruction, and African American literary studies, have been developed. Select at least one theorist related to critical theories and discuss his/her arguments and contributions.