

2022年度

早稲田大学大学院文学研究科 入学試験問題

【修士課程】 専門科目

英文学コース

*解答は別紙（横書）

【I】【II】には全員が解答し、英米文学を専攻する者は【III】に、英語学・英語教育を専攻する者は【IV】に解答すること。

【I】 Read the following passage and answer the questions below.

Language as culture has three important aspects. Culture is a product of the history which it in turn reflects. Culture in other words is a product and a reflection of human beings communicating with one another in the very struggle to create wealth and to control it. But culture does not merely reflect that history, or rather it does so by actually forming images or pictures of the world of nature and nurture. Thus the second aspect of language as culture is as an image-forming agent in the mind of a child. Our whole conception of ourselves as a people, individually and collectively, is based on those pictures and images which may or may not correctly correspond to the actual reality of the struggles with nature and nurture which produced them in the first place. (1) But our capacity to confront the world creatively is dependent on how those images correspond or not to that reality, how they distort or clarify the reality of our struggles. Language as culture is thus mediating between me and my own self; between my own self and other selves; between me and nature. Language is mediating in my very being. And this brings us to the third aspect of language as culture. Culture transmits or imparts those images of the world and reality through the spoken and the written language, that is through a specific language. In other words, the capacity to speak, the capacity to order sounds in a manner that makes for mutual comprehension between human beings is universal. This is the universality of language, a quality specific to human beings. It corresponds to the universality of the struggle against nature and that between human beings. But the particularity of the sounds, the words, the word order into phrases and sentences, and the specific manner, or laws, of their ordering is what distinguishes one language from another. Thus a specific culture is not transmitted through language in its universality but in its particularity as the language of a specific community with a specific history. Written literature and orature are the main means by which a particular language transmits the images of the world contained in the culture it carries.

(2) Language as communication and as culture are then products of each other. Communication creates culture: culture is a means of communication. Language carries culture, and culture carries, particularly through orature and literature, the entire body of values by which we come to perceive ourselves and our place in the world.

(Ngugui wa Thiong'o, *Decolonizing the Mind: The Politics of Language in African Literature*. East African Educational Publishers, 1986, 15-16.)

(1) Put the underlined part (1) into Japanese.

(2) In either English or Japanese, explain how language as communication and as culture are products of each other.

【II】 Write a commentary, in English, of about 100 words on one of the following passages.

(1) The word 'literature' came to be used in English in the fourteenth century to mean 'knowing about books' in general. Isaac Newton's works, from the late seventeenth century, were called literature, although we'd call them science today; the same is true of works of philosophy, history, and so on. It was in the mid-eighteenth century that people began to classify writing according to different types, and only then that 'literature' acquired our current vague sense of it as novels, poems and plays. As usual, the categories we use to define things, from grammatical terms to animal species, come much later than the things themselves.

Definition means limit; that's the origin of the word, from the Latin *finis*, with the sense of end, finite, finish. But literature seems unlimited, infinite and, because each work provokes a response — delight, excitement, fascination, boredom, anger — somehow it's always unfinished business. For literature, the categories we generally use just don't seem to work. There are always exceptions, hard cases or examples that don't fit.

(Adapted from Robert Eaglestone, *Literature: Why It Matters*. Polity Press, 2019, 3-4.)

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<https://www.politybooks.com/right>

(2) Omission is one of the numerous and various forms that bias in children's books may take. Omission is self-defining. The most dangerous aspect of omission is that books may very effectively conceal what is left out of them, or even that anything has been left out.

The subtlety of some forms of omission can hardly be overstated. Nor can their potential for informing the reader's view of the subject. Many popular novels and stories, of course, do it deliberately; we are told only what we need to know in order to be sure of who is good and who is bad and where our sympathies should lie. But the way material is selected

for inclusion can even be unintentional; whether it is the Dam Busters one is reading, or practically any account of the heroic acts of, say, the British Air Force in World War II, or American cowboys – and even American Indians – there is never a mention that some of those brave fighters were black. Yet contemporary documents and many of the photographs now housed in the Imperial War Museum show individual black soldiers, and of course whole black and Indian battalions, who fought just as courageously on the ‘good’ side. But how many children ever get to know these things?

(Adapted from Gillian Klein, *Reading into Racism: Bias in Children's Literature and Learning Materials*. Routledge, 1990, 30-31.)

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(Irving Howe, *The American Newness: Culture and Politics in the Age of Emerson*. Harvard University Press, 1986, 3.)

(4) The idea that there may be an optimal, maybe even critical, age period for the acquisition of language entered SLA research through the work in neurolinguistics of Penfield and Roberts (1959) and Lenneberg (1967). Their ideas quickly became influential in a time when the new field called SLA was emerging. These authors contributed neurolinguistic data supporting a natural predisposition in the child's brain for learning the first language, together with anecdotal observations that children were also adept foreign language learners, when compared to adults. The possible causes tentatively identified at the time were the loss of plasticity undergone by human brains by year nine of life or perhaps the completion by the onset of puberty of the process of lateralization, the specialization in all right-handed individuals of the left brain hemisphere for language functions. The hypothesis of a critical period for L1 acquisition, and as a corollary for L2 acquisition, seemed natural in the late 1960s and continues to be considered plausible today.

(Adapted from Lourdes Ortega, *Understanding Second Language Acquisition*. Routledge, 2009, 12.)

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【III】 次の A, B からそれぞれ 3 つを選び、それぞれ 3 行程度で知るところを述べよ（日本語でも英語でもよい）。

A

(1) *King Lear* (2) *Robinson Crusoe* (3) “The Rime of the Ancient Mariner” (4) *Wuthering Heights* (5) *Moby-Dick* (6) *Winesburg, Ohio* (7) *Lady Chatterley's Lover* (8) Harlem Renaissance (9) “A Good Man Is Hard to Find” (10) *The Theatre of the Absurd* (11) “Letter from Birmingham Jail” (12) *The Color Purple* (13) *The Satanic Verses*

B

(1) Ben Jonson (2) William Wordsworth (3) Jane Austen (4) Edgar Allan Poe (5) Charles Dickens (6) Kate Chopin (7) Jack London (8) Joseph Conrad (9) Ezra Pound (10) Virginia Woolf (11) James Baldwin (12) Frank O'Hara (13) J. M. Coetzee

【IV】

[A] Briefly explain four of the following terms

1. Etymology
2. Feedback
3. Homophone
4. Immersion
5. Interlanguage
6. Language aptitude
7. Language attrition
8. Phoneme
9. Synonym
10. Vowel

[B] Describe one of the following in approximately 100 words in English.

1. Lingua franca
2. Linguistic politeness
3. Native speaker
4. The audiolingual method

【以 下 余 白】

受験番号

氏 名

採 点
欄

採 点 欄

2022年度 早稲田大学大学院文学研究科 入学試験解答用紙

(横書) (その1)

【修士課程】

専門科目

英文学コース

【I】

(1)

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【II】

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(横書) (その2)

【III】

A.

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(横書) (その3)

B.

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【IV】

A.

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(横書) (その5)

B.

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【以 下 余 白】