早稲田大学　教育学部

2023年度　入試問題の訂正内容

＜教育学部　一般選抜　C方式＞

【英語】

●問題冊子6ページ：設問Ⅰ Q 10

(誤)・・・2 of Passage A？

(正)・・・7 of Passage A？

以上

早稲田大学 2023年度
一般選抜 教育学部

英　語（C）

（問　題）

2023年度

〈2023　R05170015（英語（C））〉

注　意　事　項

1. 試験開始の指示があるまで，問題冊子および解答用紙には手を触れないこと。
2. 問題は２～８ページに記載されている。試験中に問題冊子の印刷不鮮明，ページの落丁・乱丁及び解答用紙の汚損等に気付いた場合は，手を挙げて監督員に知らせること。
3. 解答はすべて，ＨＢの黒鉛筆またはＨＢのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
   (1) 印刷されている受験番号が，自分の受験番号と一致していることを確認したうえで，氏名欄に氏名を記入すること。
   (2) マーク欄にははっきりとマークすること。また，訂正する場合は，消しゴムで丁寧に，消し残しがないようによく消すこと。

マークする時	●良い	○悪い	⊘悪い
マークを消す時	○良い	○悪い	⊘悪い

5. 記述解答用紙記入上の注意
   (1) 記述解答用紙の所定欄（２カ所）に，氏名および受験番号を正確に丁寧に記入すること。
   (2) 所定欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。
   (3) 受験番号の記入にあたっては，次の数字見本にしたがい，読みやすいように，正確に丁寧に記入すること。

数字見本	0	1	2	3	4	5	6	7	8	9

   (4) 受験番号は右詰めで記入し，余白が生じる場合でも受験番号の前に「０」を記入しないこと。

（例）　3825番⇒

万	千	百	十	一
	3	8	2	5

6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
7. 試験終了の指示が出たら，すぐに解答をやめ，筆記用具を置き解答用紙を裏返しにすること。
8. いかなる場合でも，解答用紙は必ず提出すること。
9. 試験終了後，問題冊子は持ち帰ること。

Ⅰ．読解問題

次の英文（Passage A, Passage B）は，同じテーマについて書かれた文章である。Passage A はある研究者がこれまでに行われてきた研究内容をまとめたもので，Passage B はそれを読んだ学生が関連する研究を調べ，意見や疑問をまとめたものである。2 つの英文を読み，Q 1 からQ12の問題に答えなさい。

※この部分は、著作権の関係により掲載ができません。

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Q 1 . According to Meyer, multitasking is a problem when

a . multiple easy tasks are performed at the same time.

b . neither of the tasks involves the prefrontal cortex of the brain.

c . tasks that involve distant brain areas are performed together.

d . two tasks that use the same brain area are conducted at once.

Q 2 . Which of the following best completes [A] in Paragraph 4?

a . a cascade of negative outcomes that occur

b . a multitude of strategies for working efficiently

c . a series of phenomena that promote learning

d . a range of common student perceptions observed

Q 3 . The author's main point in Paragraph 6 is that

a . information saved during multitasking blocks storage of new information.

b . multitasking does not affect storage of information in memory.

c . stimulation of the brain by multitasking increases memory capacity.

d . the information one intends to encode cannot be saved properly during multitasking.

Q 4 . The author mentions Poldrack's brain scans in order to point out

a . the involvement of wider brain areas in memory encoding during multitasking.

b . the moment at which brain activity suddenly increases during multitasking.

c . the uniqueness of the quality of memory encoded during multitasking.

d . the way in which memory encoded during multitasking is recalled later.

Q 5 . Which of the following would be the best title for Passage A?

a . Does multitasking improve students' course grades?

b . How good is the brain at multitasking?

c . How special is the brain of multitasking digital natives?

d . When is multitasking effective?

Passage B

By Sakura Suzuki

[1] The results of research on the influence of multitasking on the brain discussed in Annie Murphy Paul's article are food for thought. In our busy daily lives, it can indeed be difficult to resist the temptation to multitask, but I never seriously considered the possibility that multitasking may have negative effects on learning. In this article, however, evidence is presented for the idea that, contrary to popular belief, we are not very good at performing multiple demanding tasks at once. What struck me the most was (3)the study finding that seems to explain my own academic performance when engaged in heavy multitasking: I never do well on problem-solving tasks that require applications of concepts that I learn in class, whereas I usually do fairly well when tested on how well I remember them. As should be clear from this example, the results presented in the article may have important consequences and should be taken seriously. However, I would like to discuss a number of reasons why it may still be premature to sound the alarm bells.

[2] To start with, it is not clear to what extent the results of the studies cited in this article apply to multitasking in general. In Poldrack's experiment, for instance, students were asked to participate in a computer-based learning activity while counting musical tones. Needless to say, counting musical tones is not the kind of activity we are normally engaged in, so it is questionable whether similar results would be found if students were asked to write a text message during a lecture or to write some short messages on Facebook while doing their homework. The article also cites some other studies suggesting a possible link between digital multitasking and grades, but I am not sure whether the evidence is enough to conclude that multitasking interferes with learning. I would like to stress that I am not the first one to point out that more research needs to be done. In an extensive review article by May and Elder (2018) published in the *International Journal of Educational Technology*, it is argued that while it has been demonstrated that media multitasking does interfere with both attention and working memory, it is necessary to investigate several factors such as the type of tasks performed, the goals of the tasks and the conditions under which they are performed, and individual differences between learners.

[3] Another important issue to consider is that May and Elder (2018) discuss how multitasking could be explained by theory. They describe two different views on cognitive control: the "scattered attention hypothesis" and the "trained attention hypothesis". According to the former hypothesis, the primary task is performed less successfully during multitasking because there is only a limited amount of attention that can be allocated to tasks. The latter hypothesis, on the other hand, maintains that sufficient training may increase the degree of cognitive control. While May and Elder write that the existing research seems to support the scattered attention hypothesis, there are also results that chime well with the trained attention hypothesis. This suggests that we should not rule out the possibility that our brains can get used to multitasking and that it may have cognitive benefits. Note that there may be an interesting connection here with multilingualism, which also has been shown to increase cognitive control.

[4] From a more general perspective, I would like to know more about the permissible range of activities during learning: what kind of activities can be performed during a learning session without bringing about any adverse effects? For example, it is well known that there are people who do not

like studying in a quiet environment. Such students may study in a noisy café or at home while listening to music, and for them such specific environments or conditions may be a prerequisite for successful learning. There are also people who argue that it is better for children to do their homework in the living room in the presence of other family members. Obviously, such children could be distracted by other family members talking to each other, making telephone calls, or watching television. An interesting question is whether the research results also extend to cases like these, or whether they should be treated separately.

[5] In conclusion, the article has convinced me that at least certain types of multitasking have negative effects on learning,[B]. Moreover, we should seriously consider the possibility that [C].

Q6. In the underlined part (3), the author of Passage B is referring to the study conducted by [X] mentioned in **Passage A**. (Choose the best option to fill [X].)

a. Junco
b. Meyer
c. Poldrack
d. Rosen

Q7. The author's main point in Paragraph 2 is that

a. more studies of multitasking involving counting musical tones should be conducted.
b. Poldrack did not provide sufficient information to describe the results of his experiments.
c. Poldrack's findings contradict those of other studies involving digital multitasking.
d. the effects of multitasking on learning should be examined in various ways in future studies.

Q8. Among the hypotheses introduced in Paragraph 3 of Passage B, the author of Passage A is likely to agree with

a. the scattered attention hypothesis only.
b. the trained attention hypothesis only.
c. both the scattered attention hypothesis and the trained attention hypothesis.
d. neither the scattered attention hypothesis nor the trained attention hypothesis.

Q9. The author mentions multilingualism in Paragraph 3 to show that it is

a. a type of task that has been researched extensively.
b. a type of training often used to increase brain capacity.
c. an example of something that has been found harmful for learning.
d. something demanding that many people learn to handle well.

Q10. How do the activities mentioned in Paragraph 4 differ from Poldrack's task mentioned in Paragraph 2 of Passage A?

a. The learner is not required to actively engage in a second task.
b. The main task involves demanding cognitive activities.
c. This type of multitasking is less common among students.
d. Studies have shown that this type of multitasking is more problematic.

Q11. Which of the following best complete blanks [B] and [C] ?

Options for [B]

a. and children should be discouraged from working on assignments in noisy places

b. and the existing research evidence is consistent with young people's belief about multitasking

c. but it seems too early to generalize the results introduced in the article to multitasking in general

d. but more research on multitasking involving only simple tasks should be conducted

Options for [C]

a. appropriate training programs for bilinguals would enhance their academic performance

b. multitasking may have positive effects under appropriate conditions and circumstances

c. the special capacity of digital natives' brains found in previous studies can be confirmed in the future

d. forcing students to multitask while studying may in fact demotivate them

Q12. Passage A の下線部 (2) において，筆者は"Of course, it's also plausible that the texting and Facebooking students are those with less willpower or motivation, and thus likely to have lower GPAs even aside from their use of technology."と述べている。著者がこの記述を本文に加えた意図は何か。180～250字の日本語で答えなさい。尚，句読点や引用符などはそれぞれ一字と数えること。また，アルファベットは２文字で日本語１文字分とする。

Ⅱ．英作文

Passage A の下線部 (1) において，筆者は“there's no getting around the fact that it's far better to focus on one task from start to finish.”と述べている。この記述に関連して，次の主張に対する自分の意見を，賛成か反対かを明確にして，構成の整った英文１パラグラフにまとめなさい。(150語程度)

Multitasking should be avoided while studying.

解答の際は，Passage A または Passage B で述べられていることを一回以上引用すること。ただし，引用は最小限とし，その方法は下の例を参考にすること。

【引用例】

* According to Tanaka, the age of artificial intelligence has come. However, …
* I strongly agree with Kim's point that we should take advantage of new technologies because …
* White's study shows/suggests that …
* In her article, Brown says, “Robots cannot replace human beings.” While this may be true to some extent, …

〔以　下　余　白〕

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受験番号	万	千	百	十	一
氏名					

(注意) 所定欄以外に受験番号・氏名を記入してはならない。記入した解答用紙は採点の対象外となる場合がある。

問	[Ⅰ]		[Ⅱ]	
	＋	－	＋	－
採点欄				

〈2023 R05170015 (英語(C))〉

受験番号	万	千	百	十	一
氏名					

(注意) 所定欄以外に受験番号・氏名を記入してはならない。記入した解答用紙は採点の対象外となる場合がある。

注　　意

1. 受験番号(算用数字)・氏名は指示に従ってただちに所定欄に記入し，それ以外に記入してはならない。
2. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
3. 解答は黒鉛筆またはシャープペンシル（**HB**）で書くこと。
4. 試験終了時にこの解答用紙を裏返して机の上に置き，指示を待つこと。
5. 計算器は一切使用してはならない。

問	[Ⅰ]		[Ⅱ]	
	＋	－	＋	－
採点欄				

英　　語（C）（解答用紙）

Ⅰ. Q12

250

180

Ⅱ. 英作文