２０２４年度　早稲田大学大学院教育学研究科
博士後期課程　一般・外国学生・専門職業人
入学試験問題　専門英語
【教科教育学専攻（英語科教育学・英語科内容学）】

解答上の注意

１．教科教育学専攻（英語科教育学・英語科内容学）の入学試験問題は、出願時に届け出た指導教員の欄に従い、下記の表の解答すべき問題を解答しなさい。

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	解答すべき問題・ページ
英語科教育学研究指導	折井　麻美子	選択問題１（P.2）
英語科教育学研究指導	澤木　泰代	選択問題２（P.3）
英語科教育学研究指導	原田　哲男	選択問題３（P.4）
英語科教育学研究指導	オオガ・ボールドウィン　ウィリアム	選択問題４（P.5）
英語科教育学研究指導	佐々木　みゆき	選択問題５（P.6）
英語科教育学研究指導	マキュワン　麻哉	選択問題６（P.7）
英語科内容学研究指導	久野　正和	選択問題７（P.8）
英語科内容学研究指導	バックハウス　ペート	選択問題８（P.9）
英語科内容学研究指導	新川　清治	選択問題９（P.10）

２．解答の際には、問題番号、設問番号を記入してから解答すること。（例「問題１　問１」）

３．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。

４．解答用紙の所定欄に研究指導名・指導教員名・受験番号・氏名を必ず記入すること。

５．問題用紙は「１０枚」（本ページ含む）、解答用紙は「１枚」です。必ず枚数を確認すること。

以　上

[選択問題　１]　折井麻美子教授　研究指導志願者対象
注意：解答はすべて解答用紙に記入すること。（両面使用可）

【設問１】
Clearly describe your research project in English. The proposal must provide the following information:

- The rationale behind the chosen topic
- An explanation on how your research contributes to existing literature in the field
- A reflection on the originality of your research
- A literature review, analyzing existing published works related to the topic
- An outline of your intended approach or methodology (taking into account the approaches used in existing publications)

【設問２】
Write well-developed essays, each within 250 words, on the following two topics.

(A) Suggest a teaching procedure that integrates various (at least two) language skills. Discuss the benefits of incorporating different skills in the classroom.

(B) Suggest a teaching procedure that integrates *monitoring* into junior or senior high school English classes. Discuss the merits of and potential educational issues that may arise from using it.

[選択問題　２]　澤木泰代教授　研究指導志願者対象
注意：解答はすべて解答用紙に記入すること。（両面使用可）

1. Choose **ONE** topic concerning second language learning and assessment from the list below and write a well-organized essay on the chosen topic in **English.** In your essay, define key related concepts and discuss recent developments of research in the field by citing relevant sources and providing concrete examples. (Suggested length: 200 words)

A. Classroom-based assessment
B. Rater training
C. Integrated writing/speaking assessment (Choose writing **OR** speaking)

2. For decades, various frameworks have been employed to examine the validity of language assessments. Approaches that are common in current language assessment validation research include the argument-based approaches to language test validation (Bachman & Palmer, 2010; Chapelle, Enright, & Jamieson, 2008) and the socio-cognitive model (Weir, 2005). Choose a framework for language assessment validation (from among those mentioned above or any other framework) and discuss **in English** key characteristics of the chosen framework and how it could be applied to addressing specific research questions on the validity of language assessment. Cite relevant sources and provide concrete examples in your discussion. (Suggested length: 250-300 words)

References
Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice.* Oxford University Press.
Chapelle, C. A., Enright, M. K., & Jamieson, J. (Eds.). (2008). *Building a validity argument for the Test of English as a Foreign Language.* Routledge.
Weir, C. J. (2005). *Language test validation: An evidence-based approach.* Oxford: Palgrave.

[選択問題　３]　原田哲男教授　研究指導志願者対象
注意：解答はすべて解答用紙に記入すること。（両面使用可）

1. Write a brief essay on the following question in **English**. (Suggested length: 250-300 words)

   The following statement is foundational to the transdisciplinary framework of second language acquisition (SLA) developed by the Douglas Fir Group. 1) Explain and interpret the statement in your own words and 2) discuss what insights the framework will give you into your proposed doctoral study.

   "Language learning is a complex, ongoing, multifaceted phenomenon that involves the dynamic and variable interplay among a range of individual neurobiological mechanisms and cognitive capacities and L2 learners' diverse experiences in their multilingual worlds occurring over their life spans and along three interrelated levels of social activity: the micro level of social action and interaction, the meso level of sociocultural institutions and communities, and the macro level of ideological structures." (Douglas Fir Group, 2016, p. 36)

   Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. *The Modern Language Journal, 100*(S1), 19-47.　※ページ下部に出典を追記しております。

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

   A) Over the past few decades, researchers and teachers examined and reported the direct and indirect benefits of content-based instruction (CBI). Discuss why CBI is beneficial for second language learners while reviewing support from **at least THREE** of the following areas: 1) research in second language acquisition, 2) research in cognitive and educational psychology, 3) CBI frameworks (e.g., sheltered instruction, content and language integrated learning (CLIL) models), and 4) reported CBI program outcomes.

   B) While many studies were done on linguistic, cognitive, and psychological aspects of second language acquisition (SLA) in the past, SLA researchers have recently shed light on alternative approaches, the most influential of which is the sociocultural theory (SCT) to SLA. Discuss SCT's theoretical principles, research methods, major findings, and pedagogical implications (e.g., dynamic assessment, concept-based instruction).

   C) Though it was widely assumed in second language (L2) acquisition that the criteria for assessing L2 competence were native speakers' competence, Ortega (2009) argues that "bilingual attainment, whether early or late bilinguals, cannot be directly compared to monolingual attainment" (p. 26). Discuss this current view in terms of what bilingual attainment means and what the implications of future L2 research are.

   D) Given that content-based instruction (CBI) is just a curricular approach in second and/or foreign language teaching, the implementation of CBI requires teachers to integrate various instructional approaches and/or strategies (e.g., task-based language teaching (TBLT), project-based learning (PBL), cooperative learning and teaching (CLT)). Explain how CBI relates to these instructional approaches while illustrating a hypothetical lesson plan.

[選択問題　４]　オオガ・ボールドウィン クィント教授　研究指導
　　　志願者対象
　　注意：解答はすべて解答用紙に記入すること。（両面使用可）

Choose ONE of the following topics, and answer the question with a well-organized essay that includes up-to-date citations and evidence:

1. Discuss the potential of technology-based tools and programs to enhance phonics instruction for foreign language learners. Analyze the specific features and functionalities that could be beneficial in different learning contexts and identify potential limitations or challenges that need to be addressed. Provide up-to-date citations and analyses of the potential for this technology in light of generative AI and big data solutions.

2. Imagine you are designing a comprehensive classroom observation protocol specifically for foreign language teachers. Outline the key elements you would include (e.g., focus areas, observation techniques, feedback mechanisms), and explain how your protocol would cater to the diverse needs of teachers with varying expertise and teaching styles. Discuss the potential challenges of implementing such a protocol and propose strategies for ensuring its effectiveness in promoting best practices and ongoing professional development. Include up-to-date citations and research findings.

3. "Ability beliefs are crucial to success in foreign language learning." Discuss the validity of this statement, analyzing the complex relationship between a learner's belief in their own ability to learn and their eventual achievement in a foreign language. Consider factors that influence ability beliefs, such as learning strategies, classroom environment, teacher interactions, and cultural attitudes towards language acquisition. Provide specific examples and research findings to support your argument.

[選択問題　5]　佐々木みゆき教授　研究指導志願者対象
注意：解答はすべて解答用紙に記入すること。（両面使用可）

1. Provide brief definitions (30-50 words each) in English of each item below in the context of writing research, using concrete examples as appropriate.

   (a) Community of practice
   (b) Web 2.0
   (c) Zone of proximal development
   (d) Trait-based scoring

2. Choose one of the following topics below related to second language (L2) writing and describe one study 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 or imagined one.

   A.　Task-based language learning
   B.　Written corrective feedback
   C.　Task modality
   D.　Depth of processing
   E.　Individual differences
   F.　Use of L1 in L2 writing
   G.　Collaborative writing
   H.　Multilingualism

[選択問題　６]　マキュワン麻哉准教授　研究指導志願者対象
　注意：解答はすべて解答用紙に記入すること。（両面使用可）

１．　Describe one theoretical model for L2 motivation.

２．　Describe limitations for the theory you explained in 1.

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[選択問題　７]　久野正和教授　研究指導志願者対象
　注意：解答はすべて解答用紙に記入すること。（両面使用可）

人間言語に見られる論理を任意の論理学の論理と比較し、共通点、または相違点について具体例を用いて説明してください。

[選択問題　８]　バックハウス　ペート教授　研究指導志願者対象
注意：解答はすべて解答用紙に記入すること。（両面使用可）

1. Write a well-developed English outline of your planned PhD project that describes, in 4-5 paragraphs,
- your research question/topic
- previous research
- your methodology
- expected findings.

2. Choose one of the tasks below and answer it in 3-4 paragraphs.
1) Sociolinguistics has been paraphrased as "dialectology of the city." Explain what this means by citing some of the relevant research.
2) The Sapir-Whorf hypothesis remains one of the most contested ideas in linguistics and related fields. Briefly describe what it is and give two examples, one in support of it and one that could be used to refute it.

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[選択問題　９]　新川清治教授　研究指導志願者対象
　注意：解答はすべて解答用紙に記入すること。（両面使用可）

1. 博士後期課程での研究計画について具体的に説明してください。

2. 第一次子音推移（グリムの法則）について説明してください。

| 研究指導 |
| 教員名( ) |
| 受験番号 |
| 氏 名 |

早稲田大学大学院教育学研究科

博士後期課程 一般・外国学生・専門職業人入試解答用紙

科目名：専門英語

【教科教育学専攻（英語科教育学・英語科内容学）】

| 問題番号 |

| 受験番号 |