２０２５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～ⅩⅢ）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	オオガ・ボールドウィン　ウィリアム	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）
英語科教育研究指導	マキュワン　麻哉	問題 Ⅵ （英語科教育）
英語科教育研究指導	木村　大輔	問題 Ⅶ （英語科教育）
英語学研究指導	久野　正和	問題 Ⅷ （英語学）
英語学研究指導	バックハウス　ペート	問題 Ⅸ （英語学）
英語学研究指導	新川　清治	問題 Ⅹ （英語学）
イギリス文学研究指導	虹林　慶	問題 ⅩⅠ （イギリス文学）
イギリス文学研究指導	松永　典子	問題 ⅩⅡ （イギリス文学）
アメリカ文学研究指導	佐久間　由梨	問題 ⅩⅢ （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「１５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

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、解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 passage and respond to the question.

> I would argue that English as an international language is not *distributed*, as a set of established encoded forms, unchanged into different domains of use, but it is *spread* as a virtual language. [...]
>
> When we talk about the spread of English, then, it is not that the conventionally coded forms and meanings are transmitted into different environments and different surroundings, and taken up and used by different groups of people. It is not a matter of the actual language being distributed but of the virtual language being spread and in the process being variously actualized. The distribution of the actual language implies adoption and conformity. The spread of virtual language implies adaptation and nonconformity. The two processes are quite different.
>
> Widdowson, H.G. (1997). EIL, ESL, EFL: Global issues and local interests. *World Englishes, 16*(1), 135–146.

※1. ※ページ下部に出典を追記しております。

Using specific examples and references as appropriate, discuss the relevance or irrelevance of the distinction between *spread* and *distribution* to your own topic of research. Be sure to organize your essay in coherent paragraphs. (approximately 200 words in English)

【設問 A-2】

Read the passage below and answer the question in ENGLISH.

> Culture is the heart of national identity, as Benedict Anderson's *Imagined Communities* showed. A nation is too huge to be a real community in which everyone actually knows each other. Instead, nations are produced in the imagination by concepts, narratives, memories and traditions: that is, through the work of culture. One aspect of culture especially closely linked to national identity is literature: this is evident in the name of the subject that studies it, 'English'. English specializes in profounder understanding and thought about ideas, stories, feelings, language and so, in this context, supplements and deepens the social sciences. And so literature is especially useful and appropriate way to address the political arguments about national identity which lie at the heart of Brexit.
>
> (Robert Eaglestone, *Brexit and Literature*, 2018)

※2.※ページ下部に出典を追記しております。

Question) Argue if the author's assertion is justified, providing specific examples to support your arguments. (Suggested length: 200 words)

２０２５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・選択 ］　　　【英語教育専攻】

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】 Choose THREE of the following language teaching/learning concepts and define them using appropriate examples. Discuss how these can be incorporated into a language teaching classroom in junior or senior high school.　Additionally, discuss the validity of the procedure.

(A) Collaborative dialogue

(B) Retelling

(C) Metacognitive strategies

(D) Jigsaw

(E) Recast

(F) Monitoring

(G) Information gap

(H) Shadowing

【2】　Write a well-developed essay of around 200-250 words on either ONE of the following topics.

(A) Suggest a teaching procedure integrating pronunciation-related exercises into junior or senior high school communicative language classrooms. Discuss the importance of these tasks.

(B) Describe speaking activities that can be used to promote communication and fluency during speaking practice in junior or senior high schools. Discuss the importance of these activities.

(C) Suggest a teaching procedure that integrates active learning and cooperative (or collaborative) learning into junior or senior high school English classes. Additionally, discuss the validity of the procedure.

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) Assessment task specification
(b) Learning-oriented assessment (LOA)
(c) Interactional competence
(d) Holistic rating

2. Write a well-developed essay of around 200-250 words on each of the following topics.

(1) The possibility of introducing performance assessment (e.g., speaking and writing assessment) to large-scale language tests has been discussed actively in Japan in recent years. A common issue of concern raised in such discussions is the fairness of scores assigned to student performance by raters. Explain some specific ways in which rater performance is examined in language assessment research. To what extent and how can the concern about rating results be addressed based on them?

(2) While teachers commonly provide feedback to L2 learners on their language performance (e.g., essays, presentations), the current classroom-based assessment literature recognizes the importance of involving L2 learners in the assessment process. For instance, L2 learners assess their own language performance in a self-assessment activity. Compare and contrast self-assessment and teacher assessment and discuss how they could be utilized to promote L2 learning.

問題 III（英語科教育：原田哲男）

1. Choose **TWO** terms from each of Group A and Group B, and give a brief definition and example in **English**. (Suggested length: 50-60 words each) (15 x 4 = 60)

   Group A
   A) content-based instruction (CBI) vs. concept-based instruction (C-BI)
   B) heritage language education vs. foreign language education
   C) one-way immersion vs. two-way immersion
   D) transitional bilingual education vs. developmental bilingual education
   E) content-obligatory language vs. content-compatible language

   Group B
   F) counterbalance hypothesis
   G) zone of proximal development (ZPD)
   H) communities of practice
   I) explicit knowledge vs. implicit knowledge
   J) willingness to communicate (WTC)
   K) linguistic interdependence hypothesis
   L) skill acquisition theory

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) (45 x 2 = 90)
   A) Contexts of second language learning (e.g., foreign language vs. second language contexts, study abroad, immersion, computer-assisted language learning) impact on outcomes of language learning. Select two different contexts, and compare and contrast effects of these contexts on the linguistic, psychological, and social aspects of language acquisition.
   B) Interaction is one of the most important elements in second language acquisition (SLA). Discuss how interaction functions in SLA in terms of both the interactionist approach (e.g., Long) and the sociocultural approach (e.g., Vygotsky), and explain how you, as a teacher, should design tasks to maximize students' interaction in the classroom while keeping both views in mind.
   C) The integration of language with content, known as Content-Based Instruction (CBI) or Content and Language Integrated Learning (CLIL), is widespread in English language teaching across Japan, other Asian countries, North America, and Europe. Discuss CBI/CLIL in terms of theories of second language acquisition that support its implementation, strategies for curriculum design, approaches to CBI/CLIL pedagogy, challenges faced by teachers and students, and the outcomes related to language proficiency and content understanding.
   D) Recent research indicates that foreign accent does not necessarily impair intelligibility and comprehensibility. Explain how recent studies measure these three variables (i.e., accent, intelligibility, and comprehensibility) and discuss the pedagogical approaches second language pronunciation teachers should adopt, referencing "the nativeness principle" and "the intelligibility principle" (Levis, 2005).

問題 IV（英語科教育：オオガ-ボールドウィン　ウィリアム）

Choose 1 (ONE) of the following essays. Include up-to-date citations and references. Your essay should be clear and concise.

a. Discuss the evidence for the use of phonics, phonemic awareness, and grapheme-phoneme learning in the development of literacy. Using up-to-date citations, make a case for how phonics instruction might be implemented in Japanese elementary schools.

b. Outline the relationship between perceptions of ability and motivation for learning a language. Define these psychological variables and present how prior knowledge and achievement influence beliefs about one's own ability and their motivation. Provide as many up-to-date citations as possible.

c. What elements of teacher practice have a positive effect on students' learning? Using evidence from recent meta-analytic studies, describe these variables and the state of the evidence for their effectiveness.

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 item below in the context of writing research, using concrete examples as appropriate.

    (a) Rubric
    (b) Affordance
    (c) Emic data
    (d) Scaffolding
    (e) Stimulated recall

Generative Artificial Intelligence (GAI) tools, such as ChatGPT, DeepL Write, and Grammarly, have significantly impacted second language (L2) writing learning and instruction since their introduction. Due to their popularity and easy access, these tools have had both positive and negative influences on L2 writing education. For example, GAI tools such as ChatGPT provide instant feedback and writing assistance, which can aid in language learning but also raises concerns about originality and over-reliance on technology.

Suppose you are planning a study to investigate the effects of GAI on L2 writing. Describe your proposed 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 your study will contribute to knowledge building in the field of L2 writing.

問題 VI（英語科教育：マキュワン麻哉）

Choose <u>two</u> of the following five theories/frameworks and explain each theory in about 200 words.

1. Socio-educational model
2. Willingness to communicate
3. Attribution theory
4. Self-regulated learning
5. L2 motivational self-system
6. Self-Determination Theory

Provide a definition and create one questionnaire item for each terminology.

1. **Teacher autonomy support**

    Definition:

    Questionnaire item:

2. **Intrinsic Motivation**

    Definition:

    Questionnaire item:

問題 VII（英語科教育：木村大輔）

Choose TWO concepts from the list below and write a well-structured essay for each in English, discussing (1) your understanding of the concept, (2) implications for language teaching and/or research, and (3) criticisms. Each essay should be around 200 to 300 words in length.

(a) Entanglements
(b) Raciolinguistic ideologies
(c) English as a lingua franca
(d) Sociolinguistics of mobility
(e) Native-speakerism

問題 VIII（英語学：久野正和）

言語学と言語哲学はどのように関係しているのか、あるいは関係するべきであるか、具体例を用いながら、あなた自身の考えを述べてください。

問題 IX（英語学：バックハウス　ペート）

1. It has been claimed that discourse analysis is the sociolinguistic analysis of natural language. Write a short English essay in which you unpack this observation.

2. Write a brief English essay in which you describe your research interests and ideas for possible MA projects.

問題 X（英語学：新川清治）

1. 古英語頭韻詩の特徴について日本語で論じなさい。

2. Discuss in English the Christian influence on the English language.

問題 XI（イギリス文学：虹林慶）

Answer the questions 1 and 2 either in Japanese or in English.

1. Give a definition of each of the following terms with a literary example where possible.
a) blank verse
b) mystery play
c) new criticism

2. Describe the literary significance of each of the following writers. Please note that you are to include a brief explanation of their major works.
a) William Langland
b) Charlotte Brontë
c) Harold Pinter

Answer the question 3 in **ENGLISH**.

3. Discuss the importance of "the Augustan age" in the history of British literature. Please note that the names of important figures and literary terms are to be included in your discussion.

問題 XII（イギリス文学：松永典子）

1. 下記のリストから 2 つを選び、両項目の文学的意義を<u>英語か日本語で</u>説明しなさい。
   Choose two items from the list below and describe the literary significance <u>either in English or Japanese</u>.
   (A) Angry young men
   (B) *Heart of Darkness*
   (C) Middlebrow
   (D) *Never Let Me Go*
   (E) *Top Girls*

2. 以下の項目〔(1)あるいは(2)〕から1つ選び、<u>英語か日本語で</u>答えてください。
   Choose one of the following topics [(1) or (2)] and answer <u>either in English or Japanese</u>.

(1) 以下の文章を読み、イギリス文学におけるフェミニズムについて論じなさい。あなたなりの「フェミニズム」の定義を明確にし、具体的な文学作品・作家・文化的事象のいずれか2つ以上を挙げて論じてください。
   Read the short passage below and write an essay on feminism in British literature. In your essay, provide at least two specific examples of literary works, writers, or culture to illustrate your understanding of the concept of "feminism".

> フェミニズムは、「女」に位置づけられている者が、女に対してなされる暴力を事挙げしつつ、それによって「女」という名前を、ジェンダーにおいても、セクシュアリティにおいても、セックスにおいても返上しようとしてきた軌跡である。フェミニズムがそのような目的――すなわちテロスなきテロス――を達成するために、グローバル化が何か益するものを提供するとすれば――あるいは、否応なく進展しているグローバル化の中で、フェミニズムがそれに絡めとられないで挑戦していく道があるとすれば――おそらくそれは、均質化に向けて疾走する資本が逆説的に遭遇する、その多層的な地勢と歴史の交錯が生み出す抵抗の現在性（アクチュアリティ）と自己参照性――内主体的な応答の現在性――ではないだろうか。（竹村和子『フェミニズム』）

※ページ下部に出典を追記しております。

(2) グループ A とグループ B から各 1 つキーワードを選び、そのキーワードを用いて、具体的な文学作品・作家・文化的事象のいずれかを2つ以上挙げて、イギリス文学におけるモダニズムについて論じなさい。
   Select one keyword from each of Group A and Group B. Then, write an essay on British modernism, incorporating the two selected keywords and providing at least two specific examples of either literary works, writers, or culture.

Group A	Group B
class	Great War
gender	Irish (Ireland)
race	creole
	realism
	postmodern (postmodernism)

問題 XIII （アメリカ文学：佐久間由梨）

以下の項目から<u>１つ</u>を選び、<u>英語か日本語</u>で論じてください。
Choose <u>one</u> of the following two topics and write an essay <u>in either English or Japanese</u>:

(1)文学作品や文化作品はどのようにアメリカ社会における個人的経験の複雑さを描いてきたのでしょうか。具体的な作品（文学、詩、映画、音楽など）を選び、その作品がジェンダー、人種、民族、セクシュアリティ、国籍、宗教、階級等、あるいはその他の要素に影響される登場人物の経験をどのように描いているかについて論じてください。

How have literary and cultural works depicted the complexities of personal experiences in American society? Select a specific work (literature, poetry, film, or music) and discuss how it represents the experiences of people affected by issues related to gender, race, ethnicity, sexuality, religion, nationality, class, or other factors.

(2) アメリカ文学を以下のように４つの時代に区分した場合、時代ごとに文学の主題やスタイルはどのように異なっているでしょうか。２つの時代区分を選び、少なくとも２名以上の作家に言及しながら、両時代の文学の特質について比較考察してください。

ロマンティシズム/アメリカン・ルネサンス (1830-70)
リアリズム・自然主義 (1870-1910)
モダニズム (1910-1945)
現代 （1945 年-現在）

How have the themes and styles of literary works evolved over time? Select two of the following periods and compare the characteristics of the literary works from each period, referencing at least two authors:
Romanticism/American Renaissance (1830-70)
Realism and Naturalism (1870-1910)
Modernism (1910-1945)
Contemporary Period (1945-present)

研究指導

教員名（　　　　　　　　　　）

受験番号

氏　名

2025 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　解答用紙
［専門科目］　【英語教育専攻】

大学記入欄

問題番号
A－

研究指導

教員名（　　　　　　　　　　）

受験番号

氏　名

2025 年度　早稲田大学大学院教育学研究科
修士課程　一般・外国学生入学試験解答用紙
［専門科目］　【英語教育専攻】

大学記入欄

問題番号

教員名（

受験番号