

2025 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】に解答せよ。

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

※この部分は、著作権の関係により掲載できません。

- (1) Explain what the author wants to say by the underlined sentence (1) in either English or Japanese.
- (2) Explain what the underlined sentence (2) means in either English or Japanese.
- (3) Translate the underlined part (3) into Japanese.

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

(1) “The Epistemology of Narrative; or, How Can the Teller Know the Tale?” “Epistemology” sounds pretentious. But what I mean is simple: How do those who recount stories know what they are talking about? In everyday storytelling, we may as listeners challenge what we hear. How do you know that? Who told you? Are you sure? I was told a very different story by your friend Alice – who am I to believe? When it’s a story told in a court of law, it is supposed to come from a direct witness: the law rejects “hearsay evidence,” stories passed on from others. Yet to credit a witness unthinkingly may be naive as well: recollections, even of recent events, can be distorted; eyewitnesses can make grave errors. If we are to believe the story we are hearing, we need to be convinced of the good faith and reliability of the narrator. He or she needs to persuade us: this is the way it happened. We know from literature as well as life that unreliable narrators can at times be charming and seductive, even that the non-truth they tell can have a certain value. But we seek to discriminate the trustworthy from the suspect.

(Peter Brooks, *Seduced by Story: The Use and Abuse of Narrative*, New York Review Books, 2022, 27.)

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(2) Memory can create the illusion of a momentary return to a lost past; its operations also articulate the complex relationship between past, present and future in human consciousness. The late twentieth century has seen an increased focus on questions of memory as the generations which experienced the atrocities of the two world wars die out, and as new or revived national movements base their demands on memories of oppression or trauma. The 1990s were marked by a particularly intense and painful dispute over the question of whether it is possible to recover long-buried memories of infantile sexual abuse. The recent insistence on the role of memory might also mark a renewed desire to secure a sense of self in the wake of postmodern theories of the decentred human subject.

(Adapted from Nicola King, *Memory, Narrative, Identity: Remembering the Self*, Edinburgh UP, 2000, 11.)

※1. ※ページ下部に出典を追記しております。

(3) Whether scholars consider themselves to be digital humanists (that is, participants in an entirely new discipline with an emerging rich theoretical basis) or scholars of the humanities who happen to use whatever tools come along to help with their work, it is true that, in the last two or three decades, research, teaching and publication have been greatly changed by the emergence of digital tools and resources. New practices now made possible by digital technologies include different modes of communication and collaboration, use of the Internet for information seeking and dissemination, use of computational text mining and analysis techniques, the ability to present and interrogate primary source materials in diverse technologically driven ways, use of large-scale reference materials such as dictionaries and encyclopaedias, complex textual editing, use of hypertext in literary theory, use of visual imaging and image enhancement, use of databases and structured modelling techniques, and use of digital resources and methods in teaching. Sometimes the use of digital methods is ancillary to the main purpose of the work, with the resultant work itself being little different from how it might have been without them; sometimes it is transformative and results in new resources, new structures and new knowledge.

(Marilyn Deegan, “English Research Methods and the Digital Humanities,” *Research Methods for English Studies*, 2nd ed., edited by Gabriele Griffin, Edinburgh UP, 2013, 218-19.)

※2. ※ページ下部に出典を追記しております。

(4) Multilingualism is a social situation involving groups or communities who communicate, with varying proficiency, in more than one language, in addition to a national or standard language. This is called ‘societal multilingualism’. Similarly, ‘individual multilingualism’ or ‘bilingualism’ means a person’s ability to use two languages, separately or mixed, with varying degrees of competence. Associated with multilingualism is the concept ‘multiculturalism’, which is the existence and acceptance of multiple cultural traditions and practices within a community—the idea of a diverse, inclusive society. The study of multilingualism is a part of the sociology of language. This comprises the investigation of phenomena like the condition of minority languages, language death and revitalization, language and nationalism, multilingual cities and communities, language education, and language planning. The scope of multilingualism involves past and present and all the language modes: writing, speaking, and signing.

(Adapted from John C. Maher, *Multilingualism: A Very Short Introduction*, Oxford UP, 2017, 3.)

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※1. From *Memory, Narrative, Identity Remembering the Self*. Nicola King.  
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※2. From *Research Methods for English Studies*. Marilyn Deegan, ed. Gabriele Griffin.  
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【Ⅲ】 次の A, B から 3 つずつ選び、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) <i>Othello</i>                       | (2) <i>Pamela</i>    | (3) <i>Emma</i>             | (4) <i>Oliver Twist</i>                    | (5) “The Black Cat”         |
| (6) the slave narratives                 | (7) <i>Pygmalion</i> | (8) <i>The Waste Land</i>   | (9) <i>The Great Gatsby</i>                | (10) <i>Light in August</i> |
| (11) <i>The Heart Is a Lonely Hunter</i> |                      | (12) <i>Angry Young Men</i> | (13) <i>The Autobiography of Malcolm X</i> |                             |

B.

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|--------------------|----------------------|---------------------|--------------------|----------------------|
| (1) Jonathan Swift | (2) Charlotte Brontë | (3) Herman Melville | (4) Walt Whitman   | (5) William Faulkner |
| (6) Noël Coward    | (7) Graham Greene    | (8) Arthur Miller   | (9) Doris Lessing  | (10) Harold Pinter   |
| (11) Seamus Heaney | (12) Paul Auster     | (13) Louise Glück   | (14) Jhumpa Lahiri |                      |

#### 【Ⅳ】

A. Briefly explain four of the following terms.

1. Contrastive Analysis Hypothesis
2. Critical Period Hypothesis
3. Dictogloss
4. Ethnicity and identity
5. Formative assessment
6. Heritage language learners
7.  $i+1$
8. Interlanguage
9. Language fossilization
10. Output
11. Willingness to communicate
12. Working memory

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

- a. Communicative competence
- b. Negotiation of meaning
- c. Psycholinguistics
- d. Task-Based Language Teaching

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2025 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）

【修士課程】 専門科目 英文学コース

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