２０２６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～ⅩⅡ）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	オオガ・ボールドウィン　ウィリアム	問題　Ⅲ （英語科教育）
英語科教育研究指導	佐々木　みゆき	問題　Ⅳ （英語科教育）
英語科教育研究指導	マキュワン　麻哉	問題　Ⅴ （英語科教育）
英語学研究指導	木村　大輔	問題　Ⅵ （英語学）
英語学研究指導	久野　正和	問題　Ⅶ （英語学）
英語学研究指導	バックハウス　ペート	問題　Ⅷ （英語学）
英語学研究指導	新川　清治	問題　Ⅸ （英語学）
イギリス文学研究指導	虹林　慶	問題　Ⅹ （イギリス文学）
イギリス文学研究指導	松永　典子	問題　Ⅺ （イギリス文学）
アメリカ文学研究指導	佐久間　由梨	問題　Ⅻ （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.

In 1884 the anthropologist Franz Boas returned from Baffin Island with a discovery that would kick off decades of linguistic wrangling: by his count, the local Inuit language had four words for snow, suggesting a link between language and physical environment. A great game of telephone inflated the number until, in 1984, the New York Times published an editorial claiming the Inuit have "100 synonyms" for the frozen white stuff we lump under a single term.

　Boas's observation had swelled to mythic proportions. In a 1991 essay, British linguist Geoff Pullum called these claims a "hoax," citing the work of linguist Laura Martin, who tracked the misinformation's evolution. He likened it to the xenomorph from Alien, a creature that "seemed to spring up everywhere once it got loose on the spaceship, and was very difficult to kill." His acerbic critique rendered the subject taboo for a generation, says Victor Mair, an expert on Chinese language at the University of Pennsylvania. But now, he says, "it's coming back in a legitimate way."

　In a sweeping new computational analysis of world languages, researchers not only confirmed the emphasis on snow in the Inuit language Inuktitut but also uncovered many similar patterns: what snow is to the Inuit, lava is to Samoans and oatmeal to Scots. The results were published in the Proceedings of the National Academy of Sciences USA in April.
(Source: Cottier, Cody. 2025. Linguists Find Proof of Sweeping Language Pattern Once Deemed a 'Hoax', *Scientific American*, May 9, 2025)

Explain the topic of the above passage and the surrounding controversy in your own words, and discuss the relevance of the topic to the field of English language education in general and your own research in particular.

【設問 A-2】

Read the following passage and answer the questions provided in ENGLISH.

We understand how art has developed so as to have been divorced from morality and we sense the incredible burdens of being an artist in an age that tends no longer to see the value of art beyond its status as a commercial product or an idle game. Nonetheless, the idea that art has nothing or little to do with truth or goodness, that it must operate independently of a moral universe, is distinctly modern and may need to be viewed as a tendentious ideology, which after a short period of release may now actually be hindering the value and self-consciousness of the contemporary artist. What ultimately is wrong with this separation of art and morality? To suggest that art has only a formal value and that a determination of its quality is not subject to an evaluation of its content, which can be accomplished only from within a moral frame, not only leads to the artist's despair, it is also philosophically untenable. Morality is not one subsystem among the others, such that there is art, science, religion, business, politics, and so forth, *alongside* morality. Instead, morality is the guiding principle for all human endeavors. This is not to say that great art cannot arise out of a culture in which art has become an autonomous subsystem, or that freedom from ethical considerations doesn't allow poets to create with a greater sense of experimentation and focus on form, but it does suggest that the modern autonomy of art is not in every respect welcome. This critique of autonomy has its analogy among those who argue, contrary to modern developments, that the economy cannot be fully divorced from ethics, or that science is subject to higher claims of moral legitimacy.

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My concern is the moral value of literature, whether it is worthy of our investment of time and if so, what it can and should be. To distinguish between "moral conventions," that is, the moral claims and customs of a certain society at a given point in history, and "morality," that is, the moral claims legitimated by reason after measuring and evaluating specific moral conventions, is important. Keeping this distinction in mind, we can recognize that the morality of some literary works might consist in breaking free of the moral conventions of a given age, which from a higher perspective are to be viewed as less than ideal.
(Mark William Roche, *Why Literature Matters in the 21st Century*. Yale University Press, 2004, 8-9)

1. Summarize the two paragraphs in your own words (within 150 words).
2. Discuss the author's claim, referring to your own reading experience.

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 TWO pairs from the four listed below, and provide a comparison and explanation of each. Write at least 50 words for each pair. Include at least one example for each pair to support your explanation.

1. Explicit feedback vs. Implicit Feedback in teaching *speaking (interaction)*
2. Focus on Form vs. Focus on Forms in teaching grammar
3. Fluency vs. accuracy in teaching *speaking (interaction)*
4. Top-down vs. bottom-up in teaching listening

[2] Answer ONE of the following questions.

1. The use of generative AI (e.g., ChatGPT, Copilot) in English language instruction has become a widely discussed topic. Discuss the benefits and drawbacks of incorporating generative AI into English education. Consider how it can support both teachers and students in the learning process. Include specific examples of effective applications, as well as potential challenges or harms associated with its use. Your response should be approximately 200 words long.

2. In line with curriculum guidelines, '*active, interactive, and deep learning*' is emphasized as a key pillar of education. In middle and high school settings, what kinds of lesson practices do you find effective? Select one of the "*four skills and five areas*" of language learning, and describe a lesson you currently implement or wish to implement. Your response should be approximately 200 words in length.

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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) Test impact
(b) Integrated tasks
(c) Feedforward
(d) Portfolio assessment

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

(1) Suppose that a testing agency offers a speaking test in two formats: an in-person interview format (conducted in interview rooms at test centers) and an online interview format (conducted through a video-conferencing system such as Zoom). Suppose further that the content (e.g., interview questions) and the procedure (e.g., each test taker has an oral interaction with a human interviewer) are the same between the two formats. Discuss how the test format may affect (a) test takers' speaking performance and (b) test score interpretation by stakeholders. Refer to relevant concepts concerning test validity in your discussion.

(2) A common view among practitioners and researchers in second/foreign language education is that using scoring rubrics (rating scales) is beneficial for language instruction. Define scoring rubrics and discuss strengths and weaknesses of this approach from the perspective of student learning. Use a concrete situation of teaching speaking or writing as an illustrative example.

問題 III （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. Describe the influence of classroom practice on students' motivation. Give reference to at least one of the major motivational theories. Using theoretical frameworks and empirical evidence, argue how motivational strategies could be adapted to Japanese classrooms to improve engagement and academic performance.

b. Explain the Simple View of Reading, focusing on its components: decoding and linguistic comprehension. Analyze how this framework can inform English language instruction in Japanese elementary schools. Use contemporary research to propose methods for balancing decoding and comprehension in a foreign language context.

c. Describe the core principles of **multimedia learning** (e.g., Mayer's Cognitive Theory of Multimedia Learning). Discuss its potential benefits for improving comprehension and retention in classroom settings. Additionally, address potential pitfalls of multimedia use, including cognitive overload and ineffective design, and propose strategies to mitigate these challenges in Japanese schools. Support your argument with recent research findings.

問題 **IV**（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) Corpus
   (b) Genre
   (c) Portfolio
   (d) Multicompetence
   (e) Engagement

2. While *anxiety* has been studied to some extent in L2 writing, other affective and motivational factors—*enjoyment, boredom, self-efficacy, future selves, intrinsic/extrinsic motivation*—have received less attention. Their potential influence on L2 writing performance, especially in connection with specific writing tasks, remains under-explored.

   Suppose you are planning a small-scale study to examine how one or more of these factors relate to learners' performance on a writing task (e.g., a timed argumentative essay, a reflective journal, a collaborative writing project). Describe your proposed study in two paragraphs (250–300 words per paragraph) **in English**. In the first paragraph, describe the purpose of your study, its method, expected results, and possible implications for teaching. In the second paragraph, explain how your study will contribute to the field of L2 writing by addressing a gap in the literature.

問題 **V** （英語科教育：マキュワン麻哉）

1. Select two of the following six theories/theoretical concepts and explain each theory/concept in approximately 150 words in English.

(ア)Goal-orientation theory
(イ)Language mindsets
(ウ)Attribution theory
(エ)Self-efficacy
(オ)International posture
(カ)Intrinsic motivation

2. List two possible questionnaire items for each theoretical concept.

A) School burnout

B) Emotional engagement

C) Fixed mindset

問題 VI （英語学：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) Unequal Englishes
(b) English as a lingua franca
(c) Interactional competence
(d) Native speakerism
(e) Monolingual bias

問題 VII（英語学：久野正和）

生成文法理論は、文の統語構造を再帰的な操作（Merge）により派生し、その構造が意味インターフェイスにおいて解釈可能であることを求める。あなたの理解に基づいて、以下の問いに論述形式で答えなさい。

1. 生成文法が「文を派生する理論」であるというとき、どのような発想がそこにあるのか。
2. Merge を中心とする構造構築が、どのように意味的解釈とつながっているのか。
3. ラベル理論（Chomsky 2013 以降）が導入された理由と、それが派生のどの段階に影響を与えるのか。
4. 説明的妥当性（explanatory adequacy）とは何か、そしてそれに到達するために統語理論は何を提供するべきか。

問題 VIII（英語学：バックハウス　ペート）

Write a brief English essay in which you describe

a) some of the main overlaps between pragmatics and sociolinguistics, and

b) some topics in pragmatics that do not have any direct interface with sociolinguistics.

問題 IX（英語学：新川清治）

博士論文に発展させることを意識して、修士論文の研究計画を<u>日本語か英語で</u>具体的に説明してください。

問題 **X**（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) deus ex machina
b) satire
c) deconstruction

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) John Bunyan
b) Thomas Gray
c) Wilkie Collins

Answer the question 3 in **ENGLISH**.

3. Discuss the importance of "the Jacobian 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 XI（イギリス文学：松永典子）

1. 下記のリストから１項目を選び、その項目の文学的意義を英語か日本語で説明しなさい。
   Choose one item from the list below and describe the literary significance either in English or Japanese.
   (A) Jean Rhys
   (B) *Animal Farm*
   (C) stream of consciousness
   (D) homosocial
   (E) life-writing

2. 以下の文章を読み、イギリス文学における「ふつうのひとびと」について、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。回答は英語、日本語のいずれでも構いませんが、文学作品・作家・文化的事象については英語を書いて下さい。
   Read the short passage below and write an essay. In your essay, provide at least two specific examples of literary works, writers, or culture to illustrate your understanding of "ordinary people" in English literature. You may write your answer in either English or Japanese, but refer to the literary works, writers, or culture in English.

   ヴァージニア・ウルフは未完の回想録の末尾に、20 世紀には「偉大な男たち」はいなくなったと 記し、その後、自ら死を選んだ。彼女自身が生きた歴史、ふたつの世界大戦によって区切られた世紀の歴史は、もはや偉大な男達によってつくられた歴史ではなかったのだろうか。歴史は主体なき運動に過ぎず、悲惨な戦争はたんなる歴史の必然なのであって、人間は必然によって突き動かされているだけの存在なのか。それとも、偉大な男たちの代わりに偉大ではない、ふつうの人びとが歴史を動かす主体となる時代への夢を、ウルフの遺言はわたしたちに託したのだろうか。（中井亜佐子『〈わたしたち〉の到来』）

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問題 XII（アメリカ文学：佐久間由梨）

以下から<u>１つの問</u>を選び、<u>英語か日本語</u>で論じてください。
Choose **one** of the following three questions and write an essay **in either English or Japanese**.

(1) 文学研究は、人種や民族と、ジェンダー、セクシュアリティ、宗教、階級、年齢、国籍などの要素との交差性に注目してきました。文学、詩、映画、音楽などの作品から一つを選び、その作品がいかに二つ以上の属性が交差する登場人物を描いているかについて論じてください。
Literary studies have examined how race and ethnicity intersect with other dimensions of identity, such as gender, sexuality, religion, class, age, and nationality. Choose a specific work (literature, poetry, film, music, etc.) and analyze how it represents a character whose identity is shaped by the intersection of two or more attributes.

(2) ホラー小説、ゴシック小説、ファンタジー、SF などのジャンルは、超自然的あるいは想像的な舞台設定や物語のなかで、正常と異常、自然と超自然、現実と幻想、現在と未来の境界線が超えられていく様を描いています。これらのジャンルのいずれかに属すると思われる作品（文学、詩、映画、音楽など）から一つを選び、その作品が探求するテーマや問題について論じなさい。Genres such as horror fiction, gothic fiction, fantasy, and science fiction depict worlds in which the boundaries between the normal and the abnormal, the natural and the supernatural, reality and illusion, and the present and the future are transcended through supernatural or imaginative settings and narratives. Choose a specific work (literature, poetry, film, music, etc.) and discuss the themes or issues it explores.

(3) 英語圏文学から女性作家を 2 人以上選び、彼女たちの文学作品の特徴について比較しながら分析してください。Choose two or more women writers from Anglophone literature and compare and analyze the characteristics of their literary works.

研究指導

教員名(　　　　　　　　　)

受験番号

氏　名

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大学記入欄

問題番号

A－

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大学記入欄

問題番号

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