

2026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	澤木 泰代	選択問題 1 (P. 2)
英語科教育学研究指導	オオガ・ボードウィン ウィリアム	選択問題 2 (P. 3)
英語科教育学研究指導	佐々木 みゆき	選択問題 3 (P. 4)
英語科内容学研究指導	木村 大輔	選択問題 4 (P. 5)
英語科内容学研究指導	久野 正和	選択問題 5 (P. 6)

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「6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

2026年度
早稲田大学大学院教育学研究科博士後期課程入学試験問題

科目名 専門英語（英語科教育学・英語科内容学）

[選択問題1] 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. Assessment for learning
 - B. Dynamic assessment
 - C. Mixed methods research
2. Contemporary test validation frameworks often take account of components associated with test score interpretation (target construct definition, test design, administration, and scoring) and test score use (decision-making based on test scores and its consequences). Citing relevant sources, discuss **in English** (1) how a test validation framework of your choice handles these components and (2) the significance of examining both test score interpretation and use in test validation. Ensure that you base your discussion on a concrete assessment situation. (Suggested length: 250-300 words)

2026年度
早稲田大学大学院教育学研究科博士後期課程入学試験問題

科目名 専門英語（英語科教育学・英語科内容学）

[選択問題2] オオガ・ボールドウィン ウィリアム教授
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 1 (ONE) of the following essay topics. Include up-to-date citations and references. Your essay should be clear and concise.

1. Theoretical Integration: A "Hybrid" Framework

The landscape of language learning motivation is increasingly viewed as a non-linear process. Critically discuss how the integration of **Self-Determination Theory (SDT)**, **Social Cognitive Theory (SCT)**, and **Complex Dynamic Systems Theory (CDST)** could provide a more robust explanation of learner persistence than any single theory alone. In your response:

- Propose a hybrid model that reconciles SDT's focus on the locus of causality with SCT's emphasis on social learning and CDST's focus on initial conditions and phase shifts.
- Explain how this "hybrid" approach addresses the "person-in-context" across different timescales.
- Discuss the methodological challenges of testing such a multi-faceted theory.

2. Applied Pedagogy: Phonics, L2, and ICT

Despite the historical focus on whole-language approaches, systematic phonics instruction is gaining traction in second language (L2) contexts. Evaluate the potential of **Information and Communication Technology (ICT)** to facilitate the delivery of phonics instruction to L2 learners. Your answer should:

- Analyze how specific affordances of ICT (e.g., immediate feedback, multimodal input, gamification) can address the unique phonological challenges faced by L2 learners.
- Address the "motivation-attainment" gap: how can digital phonics tools maintain engagement without oversimplifying the cognitive load?
- Propose a set of criteria for schools to evaluate the pedagogical validity of a phonics-based app or software.

3. Psychometrics: Advancing Construct Validity

The "validity gap" in educational psychology often stems from a disconnect between theoretical definitions and the instruments used to measure them. Propose a comprehensive strategy for improving **construct validity** in the measurement of complex psychological constructs (e.g., "mindset" or "grit"). Your response must:

- Critically evaluate the limitations of traditional Likert-scale self-reports in capturing dynamic constructs.
- Discuss how methods that can provide a more "adequate" representation of the construct.
- Explain how these measurement improvements would lead to more accurate inferences in high-stakes educational decision-making.

4. Advanced Modeling: Longitudinal SEM

As language development and motivation are inherently temporal, cross-sectional data often fails to capture the directionality of influence. Design a research study that utilizes **Structural Equation Modeling (SEM)**—specifically Latent Curve Models or Cross-Lagged Panel Models—to investigate the longitudinal relationship between language proficiency and learner motivation. Your answer should:

- Justify the use of SEM over traditional regression in handling latent variables and measurement error.
- Detail how you would model the "reciprocal effects" between motivation and language gains over at least three time points.
- Discuss the theoretical implications if the model reveals that "attainment drives motivation" rather than the reverse.

Support your answer with reference to existing theoretical frameworks and empirical evidence for capturing classroom dynamics in foreign language teaching contexts.

2026年度

早稲田大学大学院教育学研究科博士後期課程入学試験問題

科目名 専門英語（英語科教育学・英語科内容学）

[選択問題3] 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 in English of all four items below (30–50 words each) in the context of writing research, using concrete examples as appropriate.
 - (a) Genre
 - (b) Stimulated recall
 - (c) The writing-to-learn approach vs. the learning-to-write approach
 - (d) Transferability in qualitative research

2. We assume that language development is a complex and dynamic process influenced by multiple interacting factors, including cognitive, affective, social, and contextual dimensions, and that second language (L2) writing development is no exception. Drawing on this assumption, describe **one mixed-methods study in two paragraphs (250–300 words per paragraph)** in English. The study may be an existing or an imagined one, but it should meaningfully combine **quantitative and qualitative data**. In the first paragraph, briefly explain the study's research purpose, participants, quantitative and qualitative methods, and main findings. In the second paragraph, discuss how and why this study contributes to knowledge building in L2 writing, particularly by showing what can be learned from integrating quantitative results with learners' perspectives or experiences.

2026年度
早稲田大学大学院教育学研究科博士後期課程入学試験問題

科目名 専門英語（英語科教育学・英語科内容学）

[選択問題4] 木村大輔准教授 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）

Answer the following two questions in English.

1. Respond to ONE of the following two essay prompts in 300 to 500 words. In developing your response, refer to relevant scholarly works (or prominent researchers) and their specific contributions as appropriate.
 - a) Discuss some key critiques of ELF scholarship from a social justice orientation and how ELF researchers have responded to them, or could respond.
 - b) How do linguistic competence, communicative competence, and interactional competence compare? Discuss the implications of each for teaching, learning, and/or assessment.
 - c) How has translingualism influenced ELF scholarship in the past ten years. In your response, discuss areas of convergence and tension between translingualism and ELF, and explain the implications for research agendas and methodological approaches.
2. Write a well-developed outline of your proposed Ph.D. research making sure to explain ALL of the following: (a) research questions, (b) relevant scholarly works and theories, (c) expected outcomes, and (d) academic, social, and personal significance of the proposed research.

2026年度
早稲田大学大学院教育学研究科博士後期課程入学試験問題

科目名 専門英語（英語科教育学・英語科内容学）

[選択問題5] 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）

生成文法理論の目標は人間の言語機能の明示的なモデル化、および言語機能を持つ人間本性の解明にあるが、あなたの研究はこの目標に対してどのように貢献できると言えるか。自身の研究対象を簡潔かつ明瞭に述べた上で、生成文法の目標との関連性について、専門外の者にも出来るだけ理解可能な言葉を使って説明してください。

