

## 2023年度大学院修士課程学内選考試験問題

研究科名	科目名
文学研究科 国際言語教育専攻	英語 (No.1)

問題 I 次の本文を読んで、後の問いに答えなさい。

The rediscovery of diversity in Western countries came from the basis of well-established nation states and after a long period of assimilationist policies<sup>ア</sup>. The 1948 Universal Declaration of Human Rights in Article 2 expresses the principle of non-discrimination, mandating that:

Everyone is entitled to all rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. (Universal Declaration of Human Rights, Article 2)

This is one of the earliest mentions of language in the context of international anti-discrimination provisions and, accordingly, it is regularly referred to in later legal instruments. It is a 'negative right' in that it seeks to protect individuals from discrimination without implying any 'positive rights' which impose obligations on states. Only as recently as the 1990s was it realized that in order to eliminate discrimination the traditional 'difference < A >' model of equality—which stresses shared civil rights rather than shared cultural roots—had to be supplemented by a 'difference < B >' model of equality which implies affirmative measures of recognition and official support for minorities. While race, religion, and gender played a prominent role in early anti-discrimination discussions, language also became increasingly topical in a substantial literature<sup>イ</sup>.

It is now generally accepted that a liberal democratic order should not be built on a crude majority principle which forever condemns minorities to a marginal position<sup>ウ</sup>. Instead, suitable measures should enable minorities' participation in social life without having to forfeit their language, culture, or religion. However, with regard to language there are many unresolved issues<sup>エ</sup>. One legally very complex question, when considering linguistic minorities, is whether the rights and obligations placed on states are in respect of languages or of their speakers.

There are two different arguments in support of these positions<sup>オ</sup>. The first refers to the dignity of the individual person. The mother tongue is said to be an integral part of the individual's identity and as such is protected by the Universal Declaration of Human Rights. The second argument considers every language and beyond that linguistic and cultural diversity as a value in itself, deserving of protection in the best interest of humankind. Who, then, is the beneficiary of whatever specific rights are based on these principles? In the first case, it is the individual; but if, in the second case, the beneficiary is humankind, the principle is no more than a well-meant declaration of intent. It is hard to imagine how it could become the object of litigation in a national court. Should any state be held responsible for sustaining the world's linguistic diversity? If so, by whom? While there are various international legal instruments pertaining to language they remain toothless<sup>カ</sup> without national legislation derived thereof.

As for the beneficiaries of positive rights, a third position (between the individual and humanity) is that minority groups should be entitled to rights. However, this requires dealing with the vexing problem that the concept of 'minority' is not well-defined in international law. Moreover, there is no agreement among legal scholars whether group rights exist. States have found a way around this problem by enumerating the minorities on their territory, rather than laying down a definition of 'minority'.

(設問の関係上、本文を改めたところがある。)

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文学研究科 国際言語教育専攻	英語 (No.2)

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- 問1 筆者が「世界人権宣言」第2条をここに引用した理由を文脈に基づいて説明しなさい。
- 問2 \_\_\_\_アが意味するものを具体的に説明しなさい。
- 問3 筆者が **negative right**、**positive rights** としているものは何か、わかりやすく説明しなさい。
- 問4 < A >、< B >に最も適切な語を下から選び、記号で答えなさい。  
①aware ②ignorant ③sensitive ④blind
- 問5 \_\_\_\_イは何を述べようとしているのか、文脈を踏まえて説明しなさい。
- 問6 \_\_\_\_ウは現代社会において何が大切だと述べているのか、言語問題を踏まえて説明しなさい。
- 問7 \_\_\_\_エの **unresolved issues** にはどのようなものがあると考えられるか、自身の考えも含めて述べなさい。
- 問8 \_\_\_\_オについて、その内容を具体的に説明しなさい。
- 問9 \_\_\_\_カの本文中の意味と同義のものを①～④の中から一つ選びなさい。  
①to have no teeth ②to be ugly ③not effective ④too old

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研究科名	科目名
文学研究科 国際言語教育専攻	英語 (No.3)

問題Ⅱ 次の本文を読んで、後の問いに答えなさい。

Japanese is the national language of Japan, and is spoken by approximately 127 million people. Japanese is also spoken in Japanese emigrant communities around the world, most prominently in ( X ). In addition, it is estimated that a few million people speak Japanese as a second or a foreign language. Still, unlike English, which is spoken by hundreds of millions worldwide, Japanese is very much the language of a single national entity.<sup>ア</sup>

Japanese is suggested to be distantly related to Korean, and therefore to the Altaic languages (among them, Mongolian and Turkish). Japanese<sup>イ</sup> is a topic-comment prominent language with a basic word order of the verb placed at the final position. This contrasts with English<sup>ウ</sup>, which is a subject-predicate prominent language with a basic word order of subject-verb-object. Japanese has particles or postpositions that express not only grammatical relationships but interpersonal feelings as well.<sup>エ</sup> Non-specification of topics, subjects, objects, and particles is common.

Each utterance or sentence may obtain single or multiple propositional contents. By simple sentences, we mean sentences with a single predicate---regardless of whether or not it appears on the surface. By complex sentences, we mean those that contain more than one predicate.

Most Japanese simple sentences end with one of the following structures: (1) Verb (including existential verbs), (2) Adj-*i*, (3) [Adj-*na* +*da*], and (4) [N+*da*], all optionally followed by auxiliary verbs, auxiliary adjectives, and particles.

The relationship between two clauses is either “coordinate” or “subordinate”. In a coordinate connection<sup>オ</sup>, two clauses are connected without subordinating one to the other. Coordinate relationships are expressed by the “and” and “but” connection.

In a subordinate connection<sup>カ</sup>, a clause is incorporated within another (main) clause. Of the three types of subordinate connection, the first shows, among other things, relationships such as cause-effect, condition-result, duration or sequencing of time, and quotation. The second is noun modification, including both casual modification and casual explanation. The third is nominalization using the nominalizer *koto* and *no*.

When we refer to “the Japanese language”, we need to assume there is one language. In reality, however, the Japanese an individual speaks represents one variety among many, all of which belong to the Japanese language.<sup>キ</sup> Moreover, a single Japanese speaker chooses different variations depending on social and personal needs, sometimes shifting between multiple styles and variations in a single conversational encounter.

There are at least four major aspects related to the variation in language, i.e., style, gender, generation, and region.

In this book, constraints on variations are so noted when warranted.<sup>ク</sup> Needless to say, depending on social and interpersonal situations, using the wrong variation can be quite detrimental. It is important to pay attention to specific features and restrictions. Particularly restricted are blunt expressions often associated with masculine speech style.

I should also point out that speakers use different variations as a tool for expressive and creative needs. By “borrowing” styles stereotypically associated with other speakers, a speaker may achieve certain effects.

(設問の関係上、本文を改めたところがある。)

出典 : Senko K. Maynard (2009) “An Introduction to Japanese Grammar and Communication Strategies” The Japan Times, Ltd.

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問1. ( X ) に入る地域あるいは国は何か、答えなさい。

問2. 下線アと言える理由は何か、本文の内容に即して答えなさい。

問3. 下線イとウの違いを本文ではどう説明しているか、答えなさい。

問4. 下線エについて、「grammatical relationships」と「interpersonal feelings」を表す日本語の例を具体的にあげて説明しなさい。

問5. 下線オの構造を持つ文と、下線カの構造を持つ文を、次の(1)～(5)の中からそれぞれ選びなさい。

- (1) 歯を磨いて顔を洗った。
- (2) 午前7時に起きた。
- (3) 雨が降ったら運動会は中止だ。
- (4) たくさん食べた。それで太ってしまった。
- (5) 昨日宿題をやった。でも家に忘れてしまった。

問6. 下線キについて、本文の説明を踏まえたうえで、具体的に例をあげて説明しなさい。

問7. 下線クを主張する理由は何か、本文の内容を要約して説明しなさい。