

2024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 I 次の文章を読んで、後の問いに答えなさい。

In response to decolonization, increasing population movement, international exchange, and increasing ideas of minority protection and democratization during the second half of the twentieth century, bilingual education has spread and is now more commonly promoted around the world. Realities and ideologies have changed to make the accommodation of multiple languages in educational institutions from nursery school to university level more acceptable and give more languages a legitimate position in curricula and on school grounds. Consequently, 'bilingual education' has become a household word for many¹, although its meaning is not very clear². The term covers a range of different schools. Some teach bilingual pupils, while others teach largely monolingual students to become bilingual and biliterate (*developmental bilingual education*). Still other schools or programmes are designed to help migrant pupils catch up with the dominant language without providing much instruction in or support for their L1 development (*transitional bilingual education*). Rather than educating pupils in both their home language and the dominant language, the main purpose of these schools is to facilitate migrant and other minority children's transition to mainstream schooling³. By contrast, what Baker (2006) called a 'strong' version of bilingual education⁴ refers to schools that teach most subject content through two languages with the aim of fostering fluency in both of them.

A related but conceptually different distinction is between bilingual education by choice and by necessity. Consider, for example, a bilingual (German-English) kindergarten in Munich which tries to attract clients by advertising 'an immersive bilingualism with an inquiry driven curriculum' which will inspire 'children to embrace their academic, cultural, physical, social and emotional learning potential in partnership with their peers, teachers and families within a stimulating and caring international environment'. It charges monthly tuition fees of between €500 for 4 h/day and €850 for 9 h/day plus a €390 registration fee (reference year 2016). Who benefits? The fees as well as the wording of the advertisement make it clear that this institution caters to those who can afford it, starting from and contributing to reproducing a social divide. What are the benefits?^B Presumably, better career chances in an 'international environment' for the enrolled. The language that, supplementing the local language, is suitable for this purpose can only be English. No other could be marketed to the local German L1 clientele⁵.

If we inspect the mission statement of the Turkish school in Amsterdam for comparison, instead of a 'stimulating and caring international environment' it promises to provide children and adults 'the opportunity to participate in the daily life of school, work and household chores'. Dutch-Turkish bilingual education does not connote internationalism but competence-building that will pave the way to integration by mainstreaming minority children and helping them to become < A > in a multicultural society. Who benefits?^C Primarily the migrants by receiving legitimate linguistic and cultural resources that will enable them better to function in the majority society; but also the majority society itself in that the school helps to reduce the risks of social rifts and conflicts.

※出題の都合により、本文を一部改めたところがある。

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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.2)

問 1 20 世紀後半に世界的にバイリンガル教育が広がった理由を筆者はどのように考えているか。本文の内容に基づいて説明しなさい。

問 2 ____ 1 は何を指すのか。

問 3 ____ 2 と述べた理由は何か。その結果どうなったか。本文の内容に基づいて**具体的に**説明しなさい。

問 4 ____ 3 で指摘されている問題点は何か、本文の内容に基づいて説明しなさい。

問 5 ____ 4 の特徴を本文の内容に基づいて説明しなさい。

問 6 ____ 5 によって筆者は何に注意を促そうとしているのかを説明しなさい。

問 7 < A > に適切な語句を次の中から選び、記号で答えなさい。

①global human resources ②excellent international

③true Amsterdammers ④ideal cosmopolitan

問 8 ____B、____C の内容を本文の内容に即して簡潔に記しなさい。

2024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.3)

問Ⅱ 次の文章を読んで、後の問いに答えなさい。

The appearance of new ways of thinking and communicating, between 70,000 and 30,000 years ago, constitutes the Cognitive Revolution. What caused it? We're not sure. The most commonly believed theory argues that accidental genetic mutations* changed the inner wiring of the brains of Sapiens, enabling them to think in unprecedented ways and to communicate using an altogether new type of language. We might call it the Tree of Knowledge* mutation.¹ Why did it occur in Sapiens DNA rather than in that of Neanderthals? It was a matter of pure chance, as far as we can tell. But it's more important to understand the consequences of the Tree of Knowledge mutation than its causes. What was so special about the new Sapiens language that it enabled us to conquer the world?²

It was not the first language.³ Every animal has some kind of language. Even insects, such as bees and ants, know how to communicate in sophisticated ways, informing one another of the whereabouts of food. Neither was it the first vocal language. Many animals, including all ape and monkey species, have vocal languages. For example, green monkeys use calls of various kinds to communicate. Zoologists have identified one call that means 'Careful! An eagle!' A slightly different call warns 'Careful! A lion!' When researchers played a recording of the first call to a group of monkeys, the monkeys stopped what they were doing and looked upwards in fear. When the same group heard a recording of the second call, the lion warning, they quickly scrambled up a tree. Sapiens can produce many more distinct sounds than green monkeys, but whales and elephants have equally impressive abilities. A parrot can say anything Albert Einstein could say, as well as mimicking the sounds of phones ringing, doors slamming and sirens wailing. Whatever advantage Einstein had over a parrot, it wasn't vocal. What, then, is so special about our language?

The most common answer is that our language is amazingly supple.⁴ We can connect a limited number of sounds and signs to produce an infinite number of sentences, each with a distinct meaning. We can thereby ingest, store and communicate a prodigious amount of information about the surrounding world. A green monkey can yell to its comrades, 'Careful! A lion!' But a modern human can tell her friends that this morning, near the bend in the river, she saw a lion tracking a herd of bison. She can then describe the exact location, including the different paths leading to the area. With this information, the members of her band can put their heads together and discuss whether they should approach the river, chase away the lion, and hunt the bison.

*mutation: A process of sudden biological change from the parent type of living thing.

*the Tree of Knowledge: One of trees in the story of the Garden of Eden in Genesis, it goes that Adam and Eve have eaten the fruit.

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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.4)

問1. 下線部1 “the Tree of Knowledge mutation”とはどのようなことを指しているか、本文の内容に沿って簡潔に述べなさい。

問2. 下線部2 “What was so special about the new Sapiens language that it enabled us to conquer the world?”の問いに対する筆者の答えはどのような主旨のものか。簡潔に述べよ。

問3. 下線部3 “the first language” に該当するものを次の①～⑤のなかから一つ選び、記号で答えなさい。

- ① the mother tongue
- ② the first words babies learn
- ③ the first vocal language
- ④ the oldest human language
- ⑤ the oldest language of all lives on the earth

問4. 下線部4 “supple”に最も意味の近い語を次の①～⑤のなかから一つ選び、記号で答えなさい。

- ① exact ② accurate ③ flexible ④ precise ⑤ elaborate

問5. 本文を通じて筆者は、サル (green monkey) の鳴き声が人間の言語と共通している点、および異なっている点をどのように述べているか。それぞれについて述べなさい。