

2023年度大学院修士課程一般入学試験（第I期）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1 次の本文を読んで、後の問いに答えなさい。

We can compare Extensive Reading to Intensive Reading (IR). There are three approaches to teaching IR:

- 1 grammar translation
- 2 comprehension questions and language analysis
- 3 comprehension work and strategies.

In the first approach (grammar translation), students translate short, often difficult reading passages into their mother tongue. Then they study the passage for grammar rules. Learners read aloud and translate. In grammar translation, the meaning of a reading passage is at the word- and sentence- level. A sentence is not regarded as 'meaningful' until it is translated into the students' first language. This approach undoubtedly helps students translate from English into their first language. But it does not help them to learn to read English¹. Translation is different from reading — translation is not reading, and reading is not translation.

The result of this approach² is that students may end up thinking that reading in English means translating and studying grammar. So the chances are that they don't read unless they are forced to do so in the classroom.

In the second approach (comprehension questions and language analysis), students also read short, difficult reading passages and answer a number of comprehension questions to check their literal understanding. They then analyse the reading for certain grammatical structures (for example, simple past tense or Wh-questions). This approach may help students to pass entrance examinations. But it presents a serious problem³, in that students tend to think that reading is another way of studying English grammar. Moreover, they then don't read enough to help them learn to read.

In the third IR approach (comprehension work and strategies), students read short passages and answer comprehension questions, again, to check their literal understanding. They are then taught various 4, for example, finding main ideas, recognizing points of view, etc. They may also have to do vocabulary activities and exercises, such as matching a definition with words from the reading passage.

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Unfortunately⁵, with this approach to 'helping' students learn to read, they don't read enough. The fact is that we learn to read by reading.

There is another problem with this IR approach: it confuses learning to read with reading to learn⁶. In general, reading strategies help us when we read to learn; but they really are not much help when students are learning to read.

Finally, we know from research that students learn reading comprehension strategies best when they have at least an intermediate level of reading ability so they can start reading to learn.

Day, Richard. et al. 2015. *Extensive Reading*. Oxford UP. 12-13

注 : **Extensive Reading (ER)**: the type of reading in which students read and refer to large quantities of material, chosen by themselves

Intensive Reading (IR): the type of reading in which the material has to be read carefully and thoroughly

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- 問1 ____1で筆者が述べようとしていることを、本文に基づいて詳しく説明しなさい。
- 問2 ____2が指しているものは何か。どのような結果になるのか。本文に基づいて詳しく説明しなさい。
- 問3 ____3の具体的な内容を本文に基づいて説明しなさい。
- 問4 に当てはまる語句として最も適切なものを次のア～エの中から選び、記号で答えなさい。
- ア) comprehension strategies
 - イ) reading comprehension tasks
 - ウ) comprehensive reading materials
 - エ) metacognitive questionings
- 問5 ____5と筆者が述べた理由を説明しなさい。
- 問6 ____6と筆者が主張する理由を説明しなさい。
- 問7 この文章に続くパラグラフとして、最も適切だと思われるものを次のア～エの中から選び、記号で答えなさい。
- ア) The reading comprehension skills cultivated through careful reading of difficult texts will continue to grow as students continue to do so. They can't acquire true reading comprehension just by reading a lot of easy sentences.
 - イ) The only way to know how well students understood the text is by translating it. A student's reading comprehension ability is shown as translation ability.
 - ウ) The benefits of ER happen indirectly. Without directly studying writing, students learn to write better. Without studying vocabulary, they learn words. But the best result of ER is that students enjoy reading and learning English and want to read more.
 - エ) Good things happen when EFL students read extensively in English. Reading a large amount of easy material helps them learn to read—students learn to read by reading, not by translating, studying grammar, or acquiring learning strategies.
- 問8 筆者は読解力を身につけるには何が重要だと考えているか、本文の内容に基づいて要点を説明しなさい。

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研究科名	科目名
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問題2 次の英文を読んで、後の問いに答えなさい。

i When a language becomes a world language, what happens to it, and what happens to other languages as a consequence? There are no precedents, because no language has ever been spoken by so many people in so many countries before. But several major trends can already be seen, and each of them is going to play a significant role in forming the new linguistic climate of the twenty-first century.

However, before considering the case of English in greater detail, we should ask: is English going to continue in its present position, or is its global status likely to be challenged by other languages? ii History teaches us one thing: there are never grounds for complacency in considering a language's position. A thousand years ago, the position of Latin would have seemed unassailable. Who knows what the position of any language will be in a thousand years' time? Language status, as we have seen, is intimately bound up with political, military, economic and cultural power, and as these variables alter, so languages rise and fall. Futurologists do not find it difficult to envisage scenarios in which, for example, Arabic, Chinese, or Spanish becomes the next world language. Spanish is in fact the world's fastest-growing mother-tongue at present. But for the foreseeable future, it is unlikely that another language is going to replace English in its global role. The factors which brought English to its present position are still very largely in place. English has achieved a presence and momentum which will be extremely difficult to dislodge. iii People continue to learn English in increasing numbers all over the world. Whatever the attitude towards the cultures who use it, the value of the language as a functional tool is widely accepted. Even those who are most opposed to it find themselves having to use it, if only to achieve a universal audience for their opposition. There is no real sign of this position weakening within the first decade of the new millennium.

David Crystal 2004, *The Language Revolution*, Polity Press, 21-22

問1 下線部 i、ii、iii をそれぞれ日本語に訳しなさい。

問2 第2パラグラフを内容によって二つのパラグラフに分けるとした場合、新たにできる第3パラグラフの冒頭の語句を5語程度で記しなさい。

問3 この文章にタイトルを付けるとしたらどのようなタイトルが適切か。英語と日本語のそれぞれで記しなさい。