

2022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 I 次の本文を読んで、後の問いに答えなさい。

The differences between acquiring the mother tongue and learning a foreign language under school conditions are broadly of two kinds: circumstantial and psychological^ア.

The circumstantial differences are huge¹. Just consider the time available. By the time they embark² on their foreign language, secondary school pupils will have spent 11 years¹ in full-time practice in order to achieve their modest command of the mother tongue, and still may have far to go. They cannot expect to be granted another 11 years of full-time immersion in French, Spanish or German to repeat the experience^ウ.

In fact they will be given four or five lessons per week, each effectively of some 30 minutes' actual learning time at most. Each pupil will share the teacher's attention with 30 other pupils, instead of being, like the baby, one learner surrounded by many language informants in the home and family circle. If the teacher's voice is heard only for half of each lesson, each individual pupil can hope that his or her voice will be heard for, at most, 30 seconds each lesson or two and a half minutes each week.

The psychological differences are equally striking³. Learning the mother tongue in infancy⁴ is largely learning to 'categorise' the universe: not simply learning the names for things, but learning how to manipulate the conceptual universe via the grammar. The 3- or 4-year-old learning how to talk about parts of the body or items of they are like. Learning to interpret the **clock face** is also learning that time is divided in the way our culture has chosen (arbitrarily) to divide it. The discovery is exciting and intrinsically rewarding^エ; it is also extrinsically rewarded by smiles and response from the environment. Contrast this with the pupil answering the routine question in the French lesson, as the teacher holds up the wooden clock face: 'Quelle heure est-il?*' Here there is no discovery. Telling the time is 'old hat'. The pupil merely substitutes a new number code for the well-practised mother tongue numbers. Where is the motivation?^オ

*It means "what time is it" in French.

(出題の都合により、一部省略したところがある。)

Eric Hawkins. 1987. *Awareness of Language: An Introduction*. Cambridge University Press, 181-182

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文学研究科 国際言語教育専攻	英語 (No.2)

問1 ____1~3の語句の意味として適切なものを、それぞれA~Dの中から選び、その記号で答えなさい。

- huge A. large in scale B. large in amount
 C. large in degree D. happens in large scale
- embark A. start doing something new B. go on board for journey
 C. put something aboard D. to invest in an enterprise
- striking A. hit someone with a tool B. stop doing their work for better conditions
 C. suddenly get sick D. very noticeable

問2 ____4と意味が近い語を本文中から探して、書き出さなさい。

問3 ____アで筆者が述べようとしていることを、本文の内容を踏まえて簡潔に説明しなさい。

問4 ____イの例で筆者は何を説明しようとしているのか、本文の内容に基づいて説明しなさい。
注) In the UK education system, primary and secondary education is completed in 11 years.

問5 ____ウの趣旨と内容が一致するものを、A~Dの中から選び、その記号で答えなさい。

- No one would spend another 11 years learning a second language as their mother tongue.
- It takes more than 10 years to acquire native level second language proficiency.
- Early education is important because it takes a long time to acquire a second language.
- Full-time immersion education is the best way to acquire a second language.

問6 ____エは何を説明しようとしているのか、本文の内容に基づいて説明しなさい。

問7 ____オを自然会話に近い日本語で翻訳しなさい。

問8 筆者は「clock face」の例によって、母語習得と第二言語習得の違いを説明しているが、そのポイントとなるのはどういう点か、説明しなさい。

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問題II 次の文章（A,B,Cの3つの段に分かれる）を読んで、後の問いに答えなさい。

文章A：

The Japanese don't just totally lack logic in the way they make their presentations; it's their stance that really gets to me—it totally lacks a spirit of cooperation.

I'm at a Japanese medical school as part of a medical technology exchange program. The thing that bothers me the most isn't that the presentations are hard to follow. If you get used to it, it doesn't bother you. The problem is (a) the Japanese don't try to work with us to resolve things.

Why is it (a) even though everyone is discussing things together, some Japanese people will just stay silent, and others will have whispered discussions with the other Japanese people? Surely it's one of the first things you learn in the field of business that you try and draw out good ideas by exchanging opinions with as many people as possible.

Is it that they don't trust us? Or are they just so conceited that they think they can handle everything fine themselves? Then, when we brainstorm and bring out some idea, it's just as if we've thrown a ball into a black hole in space—not a (b) comes back from them.

I really worry how much longer I can work with them if this is how things are going to be. What's the best way of getting Japanese to open up?

文章B：

Those guys are so irritatingly impatient! We're trying to give full consideration to how we ought to handle a matter, and here they come and interfere, with comments and criticism. And they make their assertions in such an overbearing manner, it seems like all they're interested in is getting their own opinion across. In fact, things often end up with them going ahead in accordance with their own opinions and policies anyway, even after all the troubles and difficulties. And then we think, "See, they make a pretense of asking for our opinion, (c)

It would be good if they were more humble—less arrogant in the way they go about things. How nice it would be if they took the time to hold meetings in order to think about matters properly and to understand everybody's point of view, and then considered the various elements—and developed ideas this way. For us, this is one of the basic things you have to learn if you want to do good business.

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文章 C:

One of the most outstanding differences in communication styles between Japanese and Westerners lies in the ideas surrounding the concept of (d).

When Westerners encounter something they have difficulty with in the middle of a presentation or during a conversation, they will ask for each other's opinions relatively casually, and try to lead the argument forward to a more suitable conclusion. Since they come from a culture where it is considered a good thing to reveal one's own opinion in a positive, assertive way, perhaps especially if someone of high status happens to be around, they will try to promote their own ideas particularly strongly.

By contrast, the Japanese are highly circumspect with regard to giving a presentation with their own opinions. Especially when one of their senior colleagues is present at the same meeting, out of deference to their relative positions the junior colleague will most often refrain from becoming too talkative. Moreover, since Japanese people have been raised from childhood to believe that being quiet and thinking over a situation carefully is a virtue, they tend to consider a method of discussion where one just throws ideas onto the table in a casual manner as rather reckless behavior.

Accordingly, when they encounter this kind of situation, Japanese people become even more reticent — and since the Westerners then get even more talkative, it often happens that the discussion becomes completely one-sided. Throwing one's ideas and thoughts out onto the table just as they occur like this is what is called brainstorming. But the very concept of brainstorming is one that means little to the Japanese — this is a fact of which both sides should be aware.

出典：“Talk Back!” 2009

Yoji YAMAKUSE IBC Publishi

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問1 ____文章Aには空欄 (a) が2か所ある。双方に入る英単語 (1つ) を答えなさい。
文法的な観点に基づいて解答すること。

問2 ____空欄 (b) に入る適切な英単語を、本文の内容から判断して一つ答えなさい。

問3 ____文章Aに見出しをつけるとしたら、次のうちのどれが一番適切か、番号で答えなさい。

- ①. Foreigner's grievance
- ②. Japanese's complaint
- ③. Conflict between Japanese and foreigners
- ④. Cross-cultural communication
- ⑤. Better businesslike way

問4. ____文章Bでは、誰がどのような主張をしているか、簡潔に説明せよ。

問5. ____空欄 (c) に入る文は、次のどれが最も適切か、番号で答えなさい。

- ①. that's why Japanese can regard that foreigners are kind enough to be anxious about Japanese ways of thinking in order that they keep friendship.”
- ②. and they expect Japanese to discuss more for mutual understanding.”
- ③. however they are trying to make sure that they can reach an agreement with Japanese on the matter in question.”
- ④. but they were going to go their own way anyway, and all they want is for the Japanese to comply with them and follow along.”
- ⑤. so Japanese realize that foreigners have no way to understand Japanese thought in business and they don't have either.”

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問6 ____文章Bの見出しは次のどれが最も適切か、番号で答えなさい。

- ①. Foreigner's misunderstanding
- ②. Foreigner's blame
- ③. Foreigner's prediction
- ④. Japanese failure
- ⑤. Japanese retort
- ⑥. Japanese expectation

問7 ____文章Cは上記を分析した内容である。空欄 (d) にはこの文章のキーワードが入る。
それは次のどれだと考えられるか、番号で答えなさい。

- ①. presentation
- ②. brainstorming
- ③. discussion
- ④. group work
- ⑤. team work

問8 ____文章Cで筆者はどのような主張をしているか。日本語で過不足なく説明せよ。