

2024年度

佐賀大学総合型選抜Ⅰ試験問題

教育学部学校教育課程

小中連携教育コース

適性検査（英語分野）

解答上の注意事項

- 1 「解答始め」の合図があるまで問題を見てはならない。
- 2 「解答始め」の合図があったら、問題紙の所定欄に受験番号と氏名を記入すること。
- 3 問題の解答は、別に指示がある場合を除き、所定の解答欄に記入すること。
- 4 問題について、疑問がある場合は、手を挙げて質問を行うこと。
- 5 問題紙、下書き用紙は持ち帰ってはならない。
- 6 その他、監督者の指示に従うこと。

受験番号： _____

氏名： _____

1 次の文章を読み質問に答えなさい。

Classroom experiences may have an effect on motivation if they influence learners' perceptions of progress and competence especially around the time of primary–secondary transition, at a point when such a sense of competence becomes especially important for learners. For example, Carreira et al. in 2013 found that perceived L2 competence among young learners of English in Japan was more strongly related to motivation in year 6 learners than it was for those in years 3, 4 or 5 (in a cross-sectional study). In addition, this sense of L2 competence was related to teaching approaches that promoted a sense of learner autonomy. In England, a small-scale study by Bolster et al. in 2004 found that learners were frustrated by secondary teachers' lack of recognition of their ⁽¹⁾prior learning leading to repeated curriculum content and what they saw as the resulting minimal progress by the time they reached the second year of secondary school. By contrast, in a doctoral study of approximately 244 learners of French carried out in 2014, Richardson suggests a more complex picture, with learners showing higher levels of enjoyment and self-efficacy for French at the start of secondary school than at the end of primary. Likewise, in another study of primary–secondary transition in England, Courtney found in 2014 that 26 learners of French did not object to covering familiar content when they reached the first year of secondary school, as it enhanced their sense of making progress by consolidating their knowledge and skills. What did threaten their levels of motivation was that the focus of classroom activities seemed to be at odds with the learners' goals for language learning. High levels of motivation in year 6 coincided with primary teaching consistent with learners' interest in languages as a means of communication. Learners attributed a decline in motivation at the start of secondary school to teaching that seemed to place more emphasis on accurate task completion (e.g. sentence matching, copy-writing) than on communication. ⁽²⁾ This suggests that any decline in motivation at transition is not just caused by repeated content.

Any investigation of the impact of classroom experiences on L2 motivation development among young learners should arguably include an exploration of the impact of contrasting teaching approaches experienced in the primary school. In England, while official curriculum guidance promotes a dual emphasis on the development of oracy and literacy skills, in practice, in recent years the oracy approach has been found to predominate, although it is unclear whether this will change with the new National Curriculum for languages published in 2013. From a motivational perspective, there is little research evidence to support a dual focus on oracy and literacy, although it has been argued that a focus on literacy skills boosts the motivation of young language learners, because it boosts overall attainment. By contrast it has also been claimed that an oracy focus leads to a greater sense of competence and hence to

higher levels of motivation. To our knowledge, however, there has been no systematic investigation of whether adopting more of a literacy or more of an oracy focus does indeed impact differently on early language learning motivation.

(Adapted from Graham, S., Courtney, L., Tonkyn, A., & Marinis, T. (2016) URL:
<https://kops.uni-konstanz.de/entities/publication/0368ea27-45e2-4b22-8b49-1199d06700cd>).

Graham, S., Courtney, L., Tonkyn, A. and Marinis, T. (2016), Motivational trajectories for early language learning across the primary-secondary school transition. Br Educ Res J, 42: 682-702. <https://doi.org/10.1002/berj.3230>
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1. 英文のタイトルとしてふさわしいものを1つ選び○で囲みなさい。

- ① Ways of achieving high levels of motivation for foreign language learning from elementary to junior high school
- ② Classroom experience and its impact on foreign language attainment
- ③ Teacher influence on motivational changes in foreign language learning
- ④ Motivational shifts for foreign language learning across the elementary-junior high school transition

2. 下線(1)と同じ意味を持つ単語を以下から1つ選び○で囲みなさい。

- (ア) subsequent
- (イ) previous
- (ウ) unprecedented
- (エ) distant

3. 下線 (2)の内容について、以下の質問に 60~80 語程度の英語で答えなさい。

What does the author mean by this statement? Explain based on the research evidence cited in the passage.

② 以下の文章を読み、問いに 100 語程度の英語で答えなさい。

We are entering into a new technological revolution, moving from the age of mass production to the age of the algorithm, an age with a new set of technologies whose barriers to access, ownership and value creation are starting to drop.

Jobs for robots

Share of jobs that could be automated by mid-2030s, by industry (%)



(1) In your opinion, why will education be the least automated by mid-2030s?
