２０２５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。

1 次の文章を読み質問に答えなさい。

Assessing speaking proficiency in a second language (L2) or foreign language (FL) learners is often challenging because of time and financial constraints, shortage of human resources, and/or ensuring high rater quality. It is not uncommon that a learner's communicative language ability, including speaking proficiency, is inferred from performance in (an)other proficiency area(s). Using receptive test (listening and reading) scores as a replacement for an assessment of speaking could be problematic because of the observed gap between receptive and productive competence. Learners may show considerable outcomes and progress in listening and reading while underperforming in speaking (and writing) in the areas of vocabulary and overall language development. A more direct assessment of speaking proficiency is necessary for an accurate and comprehensive understanding of communicative language ability in language learners.

One way of obtaining an accurate understanding of communicative language ability in L2/FL learners would be to observe their actual language use in authentic, naturally occurring discourse. Collecting and using sufficient amounts of such data can be difficult, not only due to practical limitations but also to a number of factors (e.g. age, gender and/or relationships between speakers), which may add social dynamics and impact on speaker responses. For instance, a particular speech act (e.g. refusal, response to compliment) may be realised differently by the same speaker across situations: s/he may choose not to refuse a request if the status of the other speaker is higher, for fear of consequences it may bring; or in another situation s/he may respond to a compliment from a child with clear acknowledgments of thanks, whereas s/he may choose to be more modest and refrain from thanking another adult speaker too much. (1)These factors are better controlled for in tasks such as Discourse Completion Tasks (DCTs) than in the natural data as the former can be carefully planned and designed ahead of data collection, whereas responses develop over multiple turns in real-time, natural speech. A DCT is a method used to collect discourse data, whereby test-takers report what they would say in a written questionnaire containing descriptions of a particular situation (the written DCT) or provide an oral response to pre-recorded situational prompts (the oral DCT). However, a DCT, whether written or oral, could be challenged for its limited authenticity. Due to its nature of highly controlled speech production, a DCT often fails to fully represent the features of naturally occurring discourse. They are often too simplified to provide sufficient contextual and interpersonal details (e.g. speaker-listener relationships), together with pragmatic strategies present in authentic oral discourse (e.g. turn-taking, sequencing of action, or hesitation).

These limitations could be (2)compensated by additional key strengths that a DCT offers. DCTs allow us to collect large amounts of spoken data and evaluate the language learner's ability to perform speech acts in a target language within a relatively short period. The oral DCT, in particular, can serve as a better replacement for authentic discourse as it allows (the emergence of) spontaneous (online) language use directing the learner's focus more on meaning than on linguistic forms, in comparison to the written DCT. The written DCT, being an offline task, affords speakers much time to think, whereby they are required to not conversely interact in multi-turn sequences but to *produce* what they think would be situationally appropriate within hypothetical settings. Given that rapid and tight coordination of turn-taking is required on the speakers' part in real-life conversation, a task designed to measure the test-taker's ability to comprehend and produce an appropriate and timely response in a multi-turn context should help us obtain a more detailed understanding of the speaker's communicative language ability.

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 Effective communicative tasks for assessment

　　　② Strengths and limitations of discourse completion tasks

　　　③ Influential factors in speaker performance

　　　④ Oral communicative tasks and their limitations

2.　下線 (1)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。

　　Do you think using a discourse completion task is an effective way for a teacher to understand the learner's ability to communicate in real-life situations?　State your opinion in relation to the characteristics of discourse completion tasks mentioned in the passage.

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3.　下線(2)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）made up for

　　（イ）put up with

　　（ウ）signed up for

　　（エ）kept up with

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。

A 2022 survey by the Swiss international education company EF Education First, which measures the English proficiency of people in 112 non-English speaking countries and regions, found that over the last year Japan had fallen a further two places from seventy-eighth to eightieth. This puts Japan at the fourth level out of five set by the company and equates to "low proficiency" (61–87).

Japan's EF English Proficiency Index Ranking
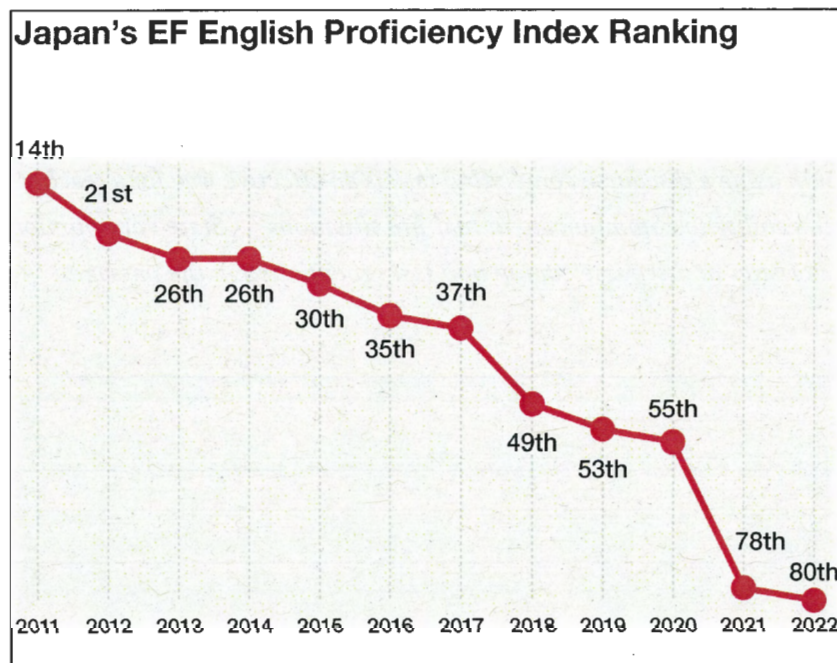
【問い】 As a teacher of English in junior high school, what do you think needs to be done to improve the English language proficiency of students?

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