

2025年度

佐賀大学学校推薦型選抜Ⅰ試験問題

教育学部

学校教育課程

基礎学力試験（外国語）

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、解答紙の所定欄に受験番号、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。

Young second language (L2) learners are often allowed to be silent until they are ready to speak. They may also practice their L2 in songs and games that allow them to blend their voices with those of other children. Older L2 learners are often forced to speak from the earliest days of their learning, whether to meet the requirements of classroom instruction or to carry out everyday tasks such as shopping, medical visits, or job interviews.

Another way in which younger and older learners may differ is in the amount of time they can actually spend learning an L2. We know that first language (L1) learners spend thousands of hours in contact with the language or languages spoken around them. Young L2 learners may also be exposed to their L2 for many hours every day—in the classroom, in the playground, or in front of the television. Adolescent learners, especially students learning a foreign language in a school setting where that language is not heard outside their classroom, receive far less exposure—perhaps only a few hours a week. Indeed, a typical student learning a foreign language at school will have no more than a few hundred hours of exposure, spread out over a number of years. Adult learners who are immigrants or minority-language speakers often continue to use the language they already know as they (1) fulfil their daily responsibilities for work and family, and they may use the L2 only in limited situations.

Classroom learners not only spend less time in contact with the new language, they also tend to be exposed to a far smaller range of discourse types. For example, classroom learners are often taught language that is somewhat formal in comparison to the language as it is used in most social settings. (2) In many foreign language classes, teachers may even switch to their students' L1 for discipline or classroom management, thus depriving learners of opportunities to experience uses of the language in real communication.

One condition that appears to be common to learners of all ages—though not in equal quality or quantity—is exposure to modified or adapted input. This adjusted speech style, called child-directed speech in L1 acquisition, has sometimes been called foreign talk or teacher talk, depending on the contexts of L2 acquisition. Some people who interact regularly with language learners seem to have an intuitive sense of what adjustments they need to make to help learners understand. Of course, not everyone

knows what adjustments will be most helpful. We have all witnessed those painful conversations in which people seem to think that they can make themselves understood better if they simply talk louder! Some Canadian friends told us of (3)an experience they had in China. They were visiting some historic temples and wanted to get more information about them than they could gather from a guidebook, so they asked their guide some questions. Unfortunately, their limited Chinese and his non-existent English made it difficult for them to exchange information. The guide kept speaking louder and louder, but our friends understood very little. Finally, in frustration, the guide concluded that it would help if they could see the information, so he took a stick and began writing in the sand—in Chinese characters!

(Adapted from Lightbown, P.M., & Spada N. How languages are learned)

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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 Learning conditions
 - ② Learner types
 - ③ Teaching environment
 - ④ L1 use in classroom settings

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) cancel
 - (イ) abandon
 - (ウ) accomplish
 - (エ) contain

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。

In your experience, should such use of the L1 be encouraged in the foreign language classroom and why?

4. 下線 (3) の例を挙げることで筆者が言いたいことは何か。50 字程度の日本語で簡潔に説明しなさい。

[illegible]

② 以下の文章を読み、Professor が下線の発言をした理由を 80 語程度の英語で説明しないさい。

One of the chief things in science is careful observation, for things that look rather alike may actually be very different when we come to look closely. There is a story of a professor of medicine who was giving his first lesson to young men who were going to be doctors. There were two things most important for them: one was to observe well and carefully, and the other was not to be disgusted at unpleasant things. In front of him was a bowl of dirty dishwater, with an offensive smell, and he went on to say that, to test them, he was going to put a finger first in the water and then in his mouth, and that he wanted them all to do exactly what he did after him. Accordingly he dipped in a finger, and then put a finger in his mouth. In spite of the unpleasantness of the water, the students came up one by one, and put a finger in the water and then in the mouth, bearing the very unpleasant taste as best they could. At the end of it all the professor said: "I must congratulate you, gentlemen, on all having one of the qualities necessary, but one alone. You do not let horrible things disgust you, but unfortunately, you don't observe carefully, or you would have noticed that, whereas I put my second finger in the water, it was the third finger that I put in my mouth." Let this story serve to remind us of the importance of noticing what really happens, and not what we think is going to happen.

(Adapted from Julian Huxley, *An Introduction to Science*)

An introduction to science Simple Science Book 1 Things Around Us by E. N. Da C Andrade and Julian Huxley, Basil Blackwell, 1942
