

- ①下線部を日本語に訳しなさい。  
②波線部のthree issuesとは何かを本文に沿って具体的に説明しなさい。

To a great extent, learning a second language is a cognitive task. It is frequently undertaken in school; progress is graded and evaluated according to typical school traditions; material is memorized and applied to new problems. When students at school attain different levels of success in one of their subjects, we usually explain those differences in terms of some kind of intellectual ability. Students get higher grades because they are more intelligent, or have an aptitude for mathematics, or study harder and remember more effectively. Do these reasons also explain why some people are more successful than others in learning a second language? Do they even explain the differences in grades in foreign language courses?

There are at least ~~three~~ issues that complicate the appeal to ability as an explanation for differences in the potential for second-language learning. First is the precise meaning of ability. The popular use of the term conflates two very different technical meanings. One meaning is a general prowess that we call intelligence. Students on the honor role (優等生) are seen to be more intelligent than their classmates, and this advantage is demonstrated throughout the curriculum. At the same time, we also refer to students' special proclivities, a "knack" for mathematics, a "natural" in creative writing, and so on. These more particular advantages tend to be manifested in a single area of the curriculum, and we refer to these strengths as aptitude. Intelligence and aptitude are not necessarily the same. Students of moderate intelligence frequently excel in specific subjects, and very bright students may have specific weaknesses. So when a student succeeds in a language course, is it because of a general intellectual advantage or a specific aptitude for language? The issue may be even more complex. Students with certain aptitudes may perform well only under certain conditions of instruction, an effect called an aptitude-treatment interaction.

The second issue concerns how ability is to be measured. If we are to use these constructs as an explanation for the different levels of success achieved by different individuals in learning languages, then we need a way to decide where each person belongs on some scale. The instruments for measuring people in this way must give equal opportunity for fair assessment to people of different ages, people who speak different first languages, and people learning a second language under a variety of conditions. Technically, the tests must demonstrate that they are reliable and valid. A reliable test is an accurate measure of an individual's performance: the score will be the same on Wednesday using a different set of

questions as it was on Monday. A valid test measures what it claims to measure. Even if scores can be replicated, it is important to know what those scores mean. A foreign student, for example, may reliably obtain an IQ score of 75 on three separate testings; but if the student has weak English skills and the test was given in English, the score is not a valid indication of IQ. Standardized testing instruments rarely, if ever, meet the ideal requirements of fairness and objectivity that are needed to interpret the results in the intended way. Although a number of standardized tests of intelligence and aptitude are available, there is some concern about their reliability and validity. More serious is the absence of standardized tests to assess such traits as creativity, perseverance, and judgment.

The third issue concerns the collection and interpretation of empirical data. Assuming that aptitude and intelligence can be distinguished and identified, and assuming that they can be reliably assessed, what are the implications of this discovery for language learning and teaching? The conclusion that aptitude and intelligence are important factors in learning a second language is inherently pessimistic. Do we teach a second language only to those with a suitable aptitude? Do we embark on learning a second language only after we are assured that we will be supported in the endeavor by our natural ability? Large social, political, and educational implications will result if it is discovered that some people are more qualified than others to learn a second language.

専門科目試験問題 第6群 (心理・哲学群)

1. 刺激に対する感情やイメージ、印象、嗜好（好み）などの感性データを測定するための心理学的手法について、具体例をあげつつ説明しなさい。
2. 単純接触効果について説明しなさい。
3. 心理学で扱われる尺度（測定値）は、名義尺度、順序尺度、間隔尺度、比率尺度の4つに大別される。それらの違いについて説明しなさい。
4. プロトコル分析について説明し、それを利用した研究例を挙げなさい。
5. 認知地図について説明しなさい。
6. 学習性無力感について説明しなさい。
7. 「認識」についてのカントの考え方を説明しなさい。
8. ベルグソンの「直観」について説明しなさい。
9. 昔からさまざまな形をとって現れてきた「進歩」の思想について思うところを述べなさい。
10. 「ひとは、悪と知りながら、悪を為すことはない」という見方に関して、各自の意見を述べなさい。
11. 「人間は理性的な動物である」という定義に関して、各自の意見を述べなさい。
12. 人間存在のあり方と時間の関係について、各自の意見を述べなさい。