

編入学試験 専門（英語）問題

注意事項

- 1 試験開始の合図があるまでは、この問題冊子を開かないこと。
- 2 この問題冊子は 4 ページあります。
- 3 「問題 1」「問題 2」すべてに解答すること。
- 4 解答用紙は、「問題 1」「問題 2」それぞれ 1 枚あります。
- 5 解答は解答用紙に横書きとする。
- 6 受験番号は、解答用紙の指定欄に記入すること。
- 7 解答用紙 2 枚を提出し、問題冊子は試験終了後持ち帰ること。なお、いかなる理由があっても解答用紙以外は受理しません。
- 8 試験中に、問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等により交換を必要とする場合は、手を挙げて監督者に知らせること。

問題 1 次の英文（言語獲得（language acquisition）に関する文章）を読んで、後の問 1、問 2、問 3 に答えなさい。（100点）

All children, regardless of their culture and language, seem to go through the same sequence of language development. At age one year, the child speaks a few isolated words; at about age two, the child speaks two- and three-word sentences; at age three, sentences become more grammatical; and at age four, the child's speech sounds much like that of an adult. Because cultures differ markedly in the opportunities they provide for children to learn from adults - in some cultures parents are constantly speaking to their children, whereas in others parents verbally ignore their children - the fact that this sequence is so consistent across cultures might mean that we are biologically prepared to learn language.

Indeed, our innate knowledge of language seems to be so rich that children can go through the normal course of language acquisition even when there are no language users around them to serve as models or teachers. A group of researchers studied six deaf children of hearing parents who had decided not to have their children learn sign language. Before the children received any instruction in lip reading and vocalization, they began to use a system of gestures called home sign. Initially, their home sign was a kind of simple pantomime, but eventually it took on the properties of a language. For example, it was organized at both the morphemic* and syntactic levels, including individual signs and combinations of signs. In addition, these deaf children (who essentially created their own language) went through the same stages of development as normal hearing children. The deaf children initially gestured one sign at a time and later put their pantomimes together into two- and three-concept 'sentences.' These striking results attest to the richness and detail of our innate knowledge.

Also consistent with the nativist* view are findings showing that language learning has critical periods during which it must be acquired. This is particularly evident when it comes to acquiring the sound system of a new language - learning new phonemes and the rules for combining them. Infants less than one year old can discriminate among phonemes of any language but lose this ability by the end of their first year, so the first months of life are a critical period for homing in on the phonemes of one's native language.

Indirect evidence for the existence of a critical period for language acquisition can be seen in cases of children who have experienced extreme isolation. A famous case of social isolation in childhood is that of Genie, a girl whose father was psychotic and whose mother was blind and highly dependent. From birth until she was discovered by child welfare authorities at age 11, Genie was strapped to a potty chair* in an isolated room of her parents' home. Before she was discovered, Genie had had almost no contact with other people. She had virtually no language ability. Efforts to teach her to speak had limited results. She was able to learn words, but she could not master the rules of grammar that come naturally to younger children. Although tests showed that she was highly intelligent, (1) her language abilities never progressed beyond those of a third grader.

Other research indicates that there is a critical period for learning syntax. The evidence comes from (2) studies of deaf people who know American Sign Language (ASL), which is a full-blown* language and not a pantomime system. The studies of interest involved adults who had been using ASL for 30 years or more, but who varied in the age of acquisition. Although all the participants were born to hearing parents, some were native signers who were exposed to ASL from birth, others first learned ASL between ages 4 and 6 when they enrolled in a school for the deaf, and still others did not encounter ASL until after they were 12 (their parents had been reluctant to let them learn a sign language rather than a spoken one). If there is a critical period for learning syntax, the early learners should have shown greater mastery of some aspects of syntax than the later learners, even 30 years after acquisition. This is exactly what the researchers found. With respect to understanding and producing words with multiple morphemes - such as *untimely*, which consists of the morphemes *un*, *time*, and *ly* - native signers did better than those who learned ASL when entering school, who in turn did better than those who learned ASL after age 12.

Nolen-Hoeksema, S., et. al (2014). *Atkinson & Hilgard's Introduction to Psychology 16th Edition* より一部改変

(注*) morphemic: 形態素。言語学の用語で、意味をもつ最少の言語単位。音素のひとまとまり。

nativist: 生得論支持者。nativism (生得論) とは、人間の能力や性格は、環境の影響を受けながら漸成的に形成されるのではなく、生まれつき内在する遺伝的なものが自律的に発現したものとする考え方。

potty chair: 幼児用の便器付きの椅子、 full-blown: 成熟した

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問1. ア~カの6つの文それぞれについて、本文第1~第3段落までの内容に一致している場合は、解答欄に「○」を、一致していない場合は「×」をつけなさい。(各5点×6=30点)

- ア. Children acquire language in different ways in different cultures.
- イ. Parents in all cultures talk to their children constantly.
- ウ. Humans are innately oriented to learn language.
- エ. Deaf children spontaneously learned home sign even when their parents were deaf.
- オ. The sign language created by the deaf children developed in the same way as the language of normal-hearing.
- カ. There is a critical period for the acquisition of phonemes in the native language, which is around one year of age.

問2. 下線(1)について、なぜジーニーの言語能力は小学校3年生の程度を越えることができなかったのか、本文中の記述に基づいて説明しなさい。(35点)

問3. 下線(2)の研究について、(a)どんな結果だったのか、(b)言語学習に関してどのようなことが言えるのか、本文中の記述に基づいて説明しなさい。(35点)

問題2 次の英文を読み、以下の問いに答えなさい。(50点)

How well do you really know yourself? Traditionally, (1)Psychologists have considered accurate self-perception to be a hallmark of mental health. Imagine that someone seriously declares, “I am God and I will live forever.” Such a grandiose statement would appear to be a symptom of some mental illness, not exactly something healthy person would say. Therefore, it seems valid to assume that accurate self-perception ought to be associated with mental health.

In 1988, two social psychologists, Taylor and Brown, challenged this “truism” of the psychological community. (2)One of the authors, Taylor, had been studying the coping behaviors of cancer patients, and had noticed that better adjusted patients held some rather biased, yet positive, beliefs. Integrating such observations with other well- established findings in the field of social cognition, Taylor and Brown proposed that mental health is characterized not by accurate self-perceptions, but rather by so-called positive illusions.

大坪庸介+アダム・スミス (2017). 英語で学ぶ社会心理学 有斐閣ブックス より一部改変

(注) self-perception 自己認知

positive illusions ポジティブ・イリュージョン。自分に関することを現実より肯定的にみなしたり解釈したりすること

問1. 下線部(1)を和訳しなさい。(15点)

問2. 下線部(2)を和訳しなさい。(15点)

問3. TaylorとBrownは、mental healthは何によって特徴付けられると提案していますか。(20点)