

- I. 以下の英文は、家庭環境、教育背景などの異なる4人の子供が外国語を学習した様子を記述したものである。それぞれの文章を読み、下記の設問に答えなさい。

The story of Oliver

Just after he turned 4, his parents moved from Germany to the USA. No later than a week after his arrival in Boston, Mass., Oliver was registered in a full-day nursery school. Though the children and the teachers were friendly and helpful the immersion into an unfamiliar language environment was hard to cope with. As a strategy for survival Oliver decided on: *First things first!* So the first foreign-language utterance he ever produced was “*I’ve got to go to the bathroom,*” and he continued to follow a list of priorities in acquiring spoken English while obviously understanding most of what he heard. After about four months, nobody was able to tell Oliver from the other children either by his accent or by his vocabulary.

The story of Muriel

Even before she was born, her parents had decided on raising her bilingually. Muriel’s mother was French and a language teacher by profession, her father was German, and a language teacher, too. Both parents, faced daily with the unending struggle of correcting grammar mistakes or pronunciation in their students, were aware of the unique opportunity they would be able to give their child. They strictly applied the rule of “one-parent-one-language” when raising Muriel, and while they were living in Germany they spent all their summer vacations in France. At the age of 4, Muriel was a competent bilingual speaker with a vocabulary normal for her age-group both in French and German.

The story of Mahmut

He was born in England to Pakistani immigrant parents who had come from a small village in the Punjab. Neither parent spoke English on their arrival in Great Britain. At the age of 5 Mahmut was registered in the local infant school and found himself in a class of thirty of whom more than half were from his own Pakistani community, the rest being a mixture of Sikhs, West Indians, Italians and English children. Thus few of the pupils spoke English as their mother tongue and none of the teachers or other adults spoke Mahmut's language, Punjabi. In spite of the initial lack of communication the curriculum of the school was much the same as that of any other English infant school. There were two adults in every class and there was team-work amongst the staff as a whole so that the children's language problems could be tackled in a positive, understanding fashion. All were conscious of the paradox that the children needed experience in order to learn language while they also needed language to cope with new experience. Gradually, during the first year in this school, Mahmut's first bewilderment gave way to acceptance of difference and to a feeling of achievement as he not only learnt to cope with the play materials but to use the language appropriate to the activity. What was initially situation-bound language developed, with the help of the teachers, into language which was productive and usable in other situations. Despite the odds of little experience in learning English at home and of returning to his mother tongue when playing with Pakistani friends, Mahmut had begun the journey towards competence in English as a second language, an essential goal if he was to realise his learning potential in the British school system.

The story of Emilio

When he was 2, his father left the village in Sicily in order to go to Germany as a migrant worker. Emilio's mother soon followed while the children were left in the care of the grandparents and two aunts. After a year the parents returned and took Emilio and two more children to the big industrial town where they had in the meanwhile settled down. The rent was high, and part of the income had to be sent to the children remaining in Sicily and their relatives. So Emilio's mother worked, too, and he was left in the care of his older sister. Emilio's father did not believe in sending him to the neighbouring nursery school for fear that "they" might turn a proud Sicilian's son into just another German child. The foreign language Emilio came into contact with was restricted almost entirely to the "don'ts" that were yelled at him whenever the caretaker of the apartment house was again furious with an activity of the foreign children playing on the stairs or in the yard at the back of the house. Beyond these samples, Emilio picked up some items of the reduced "migrant worker language" that his sister used when she shopped for the family, and, owing to his long hours in front of a television set Emilio reached fluency in advertisement slogans. He did, however, not learn German.

—Reinhold Freudenstein (ed.). (1979). *Teaching Foreign Languages to the Very Young*.

問 1 以下の表は、Oliver, Muriel, Mahmut, Emilio それぞれの外国語学習の様子を本文にしたがってまとめたものである。それぞれの学習者について、左の欄に指定されている項目に関する情報を日本語で簡単にまとめなさい。なお、表の一部は例としてすでに解答が記載されている。

	Oliver	Muriel	Mahmut	Emilio
親の母語	/	母親-(1) 父親-(2)	パンジャブ語	イタリア語
親の職業	/	(3)	/	父親は季節労働者
新たに習得しようとした対象言語	英 語	(4)	(5)	(6)
対象言語を学んだ主な場所	(7)	夏休みをフランスで	地域の幼児学校	住居とその周辺
対象言語の教師	/	(8)	(9)	/
外国語を学び始めた年齢	(10)	生まれてすぐ	5 歳	(11)
達成度(どのくらいまで対象言語が使えるようになったか)	(12)	同年代の母語話者と同レベルの語彙をもつほぼ完璧な二カ国語使用者	(13)	移民の使う言語、テレビコマーシャルの理解以外はほとんど学べず

問 2 Mahmut についての文章中にある下線部の語 paradox が示す内容を、本文に即して、60 字以内の日本語で書きなさい。

II. 次の英文を読み、下記の設問に答えなさい。

Logic, which is the basis of rhetoric, comes from culture; it is not universal. Rhetoric, therefore, is not universal either, but (ア) from culture to culture. The rhetorical system of one language is neither better nor worse than the rhetorical system of another language, but it is different.

English logic and English rhetoric, which are based on Anglo-European cultural patterns, are linear — that is, a good English paragraph begins with a general statement of its content and then carefully develops that statement with a series of specific illustrations. A good English paragraph may also use just the reverse sequence: it may state a whole series of examples and then summarize those examples in a single statement at the end of the paragraph. In either ⁽¹⁾case, however, the flow of ideas (イ) in a straight line from the opening sentence to the last sentence.

A type of construction found in Arabic and Persian writing is very different. Whereas English writers use a linear sequence, Arabic and Persian writers tend to construct a paragraph in a parallel sequence (ウ) many coordinators, such as *and* and *but*. In English, maturity of style is often judged by the degree of subordination rather than by the degree of coordination. Therefore, the Arabic and Persian styles of writing, (X) their emphasis on coordination, seem awkward and immature to an English reader.

Some Asian writers, on the other hand, use an indirect approach. In this kind of writing, the topic is viewed from a variety of angles. The topic is not analyzed directly; it is (エ) to only indirectly. Again, such a development in an English paragraph is awkward and unnecessarily vague to an English reader.

Spanish rhetoric differs from English rhetoric in still another way. While the rules of English rhetoric require that every sentence in a paragraph relates directly to the central idea, a Spanish-speaking writer loves to fill a paragraph with interesting digressions. Although a Spanish paragraph may begin and end on the same topic, the writer often digresses into areas that are not directly related to the topic. Spanish rhetoric, [Y], does not follow the English rule of paragraph unity.

In summary, a student who has mastered the grammar of English may still write poor papers [Z] the rhetoric of English is also mastered. Also the student may have difficulty reading an essay (オ) by the rules of English rhetoric unless she/he understands the “logical” differences from those of her/his own native tongue.

—Alice O’Shima and Ann Hogue.(1981). *Writing Academic English*.

注) rhetoric : the art of using language effectively

linear : straight

reverse : turned backward in position, direction, or order

Anglo-European : English and European

digress : to turn aside from the main subject in writing or speaking

問 1 下線部(1)を 50 字以内の日本語で具体的に説明しなさい。

問 2 下線部(2)を日本語に訳しなさい。

問 3 本文の空所(ア)から(オ)にそれぞれ入る最も適当な動詞を次の中から選び、文脈に応じ適切な形に変えなさい。

occur refer use vary write

問 4 本文の空所[X], [Y], [Z]に入れるのに最も適当な語を、本文の中からそれぞれ 1 語ずつ選んで、書きなさい。

Ⅲ. 次の文章中にある下線部の日本語を英語に直しなさい。

Japanese women are not simply housewives in the Western sense, but are known as *kyoiku mama*, or “education mamas,” whose duties involve raising and helping educate Japan’s next generation of leaders, workers and citizens. 彼女らは、子供達の成功に基づいて、自らを判断し、⁽¹⁾また社会によって判断される。

The degree to which Japanese women immerse themselves in their children’s lives is exceptionally high even among other women in Asia. Indeed, many Japanese women seem to regard their children as their *ikigai*, or their essential reason for living, 彼女らはその才能と精力のすべて⁽²⁾を子供達に捧げるのだから。 They are, in effect, partners with teachers in guaranteeing continuation of the level of education that has been the competitive advantage for Japan in its modern social and economic development. 確かに日本政府が教育システムの目標を設定するけれども、このシステムの成功は日本の女性たちの手に委ねられているのだ。⁽³⁾ They, more than any other group, will shape Japan’s future.