

RIPPLE ENGLISH

ACTIVE LEARNING PROGRAM

Workbook for:
“Second Language Acquisition”

問題は解きっぱなしにしないで！

英語資格試験の学習は、**解いた後の復習をしなければほとんど効果はありません。**

答え合わせをしておしまいせず、**テキストの音読練習やリスニング、多読学習などのインプット学習を何度も反復して記憶に定着させましょう。**ホームページからダウンロードできる音読練習用のテキストをぜひご活用ください。

また、数日置いてから再度解き直すのも効果的です。答えを記憶してしまっているかもしれませんが、**回答の根拠をなぞりながら繰り返し解くことで有効な復習になります！**



Second Language Acquisition

1. When you decide to acquire English, what kind of learning method comes to mind? Many people think of having conversation lessons with native speakers, but, in fact, this alone is terribly inefficient, especially for entry-level and intermediate learners. One study shows that it takes about 3,000 hours for Japanese learners to acquire English. Learning a language requires a lot of effort, but since our time is limited, we need to choose the most efficient way. Fortunately, a series of scientific studies have shown what works and what doesn't. According to the research of Second Language Acquisition (SLA), there are 2 essential requirements for effective learning; repetition of **comprehensible** input and the necessity to produce output. Input-based learning is particularly important. What do they specifically mean? Why are they important? How can we improve our English the most effectively?
 2. Contrary to popular belief, the majority of researchers agree that input-based learning is actually the most important factor in language **acquisition**. Learners have to be repeatedly exposed to input that is both meaningful and comprehensible. More specifically, they need to read or listen to sentences that they can understand, over and over again. Just having speaking lessons without sufficient input learning is like a beginner soccer player skipping practice and only playing in games. Without listening comprehension to understand what others are saying or an enough vocabulary stock to express your thoughts, what on earth can you do in speaking lessons?
 3. Furthermore, If English language learners are forced to speak English without enough input learning, it can cause negative consequences. One such case is the solidification of incorrect expressions. For instance, while "What do you think about it?" is a natural expression, Japanese learners of English are prone to producing the incorrect expression "How do you think about it?" after a popular phrase in their mother tongue. Due to limited vocabulary and grammar knowledge in English, learners have to rely on their native language habits and produce unnatural and incorrect expressions, which can become ingrained through repetition.
- (1) The word "comprehensible" in the passage is closest in meaning to
 - A. complete
 - B. understandable
 - C. thorough
 - D. moderate
 - (2) In paragraph 1, which of the following is NOT mentioned?
 - A. Having Speaking lesson alone is quite ineffective for proficient English learners.
 - B. Scientific studies have figured out a couple of necessary conditions for effective learning.
 - C. Digesting input repeatedly is the most essential part of language acquisition.
 - D. Learning efficiency is important since our time is limited.
 - (3) The word "acquisition" in the passage is closest in meaning to
 - A. purchase
 - B. possession
 - C. gaining
 - D. proficiency
 - (4) According to paragraph 3, which of the following is true?
 - A. English language learners are not affected by limited vocabulary and grammar knowledge.
 - B. The phrase "How do you think about it?" is a natural expression in English.
 - C. Native language habits do not influence the production of unnatural expressions.
 - D. Insufficient input learning can lead to the solidification of incorrect expressions.

4. In learning English, we need to abandon excessive expectations and illusions about human memory. Except for a very few individuals with exceptional retention, we Homo sapiens cannot memorize things for a long term unless we repeat them enough. The vocabulary you learned today will probably be forgotten a week later. Even if you remember, we need to ask ourselves whether we can recall it immediately as soon as you hear the word in real conversation. If it takes a few seconds to bring back its meaning, in practical terms, you effectively don't know the word.
5. This is also the case for grammar. Studies on college students have shown that grammatical knowledge we learn in the classroom is mostly forgotten in a couple of months. Moreover, having knowledge doesn't necessarily mean that we can use it in practice. What we learn explicitly needs to be turned into automated, subconscious knowledge with which we don't have to consciously think about how to use it correctly. Our cognitive capacity is limited; we cannot focus on multiple things all at one time. When that limited capacity is occupied by grammatical rules, we cannot pay attention to communicating and understanding messages. We need to practice repeatedly until it's deeply rooted in our long-term memory.

- (5) According to paragraph 4, which of the following is NOT true?
 - A. Vocabulary knowledge is of practice use only when you can recall it instantly.
 - B. We Homo sapiens have worse memory than other primates.
 - C. We cannot memorize things for a long term without repetition.
 - D. We should not overestimate our memory.
- (6) According to paragraph 5, grammar has to be automated, subconscious knowledge because
 - A. what we learn in classroom will be forgotten several months later.
 - B. we need to spare our cognitive resources for other things.
 - C. otherwise we will make a lot of mistakes.
 - D. studies done on college students proved so.

6. There is no SLA researcher who denies the importance of input-based learning, but what do they say about output learning, such as speaking and writing? While opinions among researchers are divided on the effectiveness of output learning, it seems that having a small amount of opportunities to produce output can possibly **facilitate** learning, based on areas where they generally agree.
7. Researchers argue that output learning can be effective for roughly the following two reasons. First, it requires us to pay closer attention to the language. For example, when we listen to someone saying “paper is made from wood,” we only focus on comprehending the message that wood is the raw material of paper, and we usually don’t care whether they said “made of” or “made from.” However, when we speak or write about it, we have to know the distinction between “of” and “from.” Second, an opportunity to produce output increases the motivation and effectiveness of input learning. If you know that you have to explain the article to your peers, you will concentrate more than when you read it by yourself. Additionally, when you have a chance to speak, you will notice expressions you wanted to say but you couldn’t, which will be the next target for further input learning.
8. While researchers have varying opinions on the effectiveness of output learning, it is commonly believed that having some opportunities for output can facilitate learning due to increased attention to language and motivation. Nonetheless, input-based learning remains essential, and combining it with a small amount of output practice can enhance learning efficiency.

- (7) The word “facilitate” in the passage is closest in meaning to
- A. arrange
 - B. increase
 - C. improve
 - D. assist

- (8) In paragraph 7, which of the following is NOT mentioned as reasons why output can be effective?
- A. It tells us what we need to practice more.
 - B. It prompts us to pay more attention to expressions.
 - C. It is more practical than reading and listening.
 - D. It improves the effectiveness of input learning.

- (9) According to paragraph 9, which of the following is true?
- A. Researchers have built consensus on the effectiveness of input learning.
 - B. There is no doubt that output is essential for effective learning.
 - C. Efficiency of output learning is facilitated by input learning.
 - D. The ratio between input and output learning should be 1 to 1.

9. The last piece of advice for English learners is to read a lot of books in Japanese. When we read or listen to languages, we use two ways simultaneously to understand the message. One way is called the bottom-up process, in which we build the meaning by picking up individual words and putting them together according to grammatical rules. The other way is called the top-down process where we predict the messages based on existing knowledge and the previous context. Studies from cognitive psychology have shown that people with a high level of language comprehension are more likely to use the top-down process effectively. They rely on their vast knowledge to forecast the upcoming message in a top-down way, and then employ a bottom-up approach to verify that their hypothesis is correct.
10. Making sense of English is not something that can be done automatically with grammar and vocabulary alone. Instead, we should view it as a process to make a reasonable context based on what you hear or read. It requires not only pure English skills, but also extensive knowledge, profound insight, and ability to generate hypotheses. For example, comprehending a technical presentation on Artificial Intelligence depends heavily on your prior knowledge. Even if you have excellent English skills, you may struggle to make sense of the talk without a basic understanding of the topic. However, if you have some background knowledge, such as from reading a book or watching a documentary, you can more easily understand the presentation even if your English proficiency is not high, because you can leverage your knowledge to predict the content.

- (10) According to paragraph 9, how do we comprehend a message?
- A. We rely on vast knowledge of grammar and vocabulary in a top-down way.
 - B. We predict the meaning top-down and confirm it in a bottom-up way.
 - C. We focus on grammatical structure and vocabulary so as not to be influenced by our prejudice.
 - D. We refer to the existing knowledge while grammatically arranging vocabulary.
- (11) According to paragraph 10, which of the following is NOT true?
- A. Sometimes we can fail to comprehend a message even though English proficiency is high.
 - B. Language comprehension solely depends on mastery of English.
 - C. Knowledgeable and intelligent people are likely to understand the intention of the speaker without enough English proficiency.
 - D. Learning about a specific subject in your mother tongue will help you understand the topic in other languages.
- (12) Within the whole passage, all of the following were mentioned, EXCEPT
- A. All SLA researchers agree that input learning is essential.
 - B. The current conclusion by searchers may be against the common view of ordinary people.
 - C. English proficiency mostly consists of vocabulary and grammar knowledge.
 - D. A word whose meaning cannot be recalled instantly is not of practical use.

- (1) B
- (2) A
- (3) C
- (4) D
- (5) B
- (6) B
- (7) D
- (8) C
- (9) A
- (10) B
- (11) B
- (12) C

(1) 文中の“comprehensible”の意味に最も近いのは？

- A. complete (完全な)
- B. understandable (理解可能な)
- C. thorough (綿密な、徹底的な)
- D. moderate (適度な、中くらいの)

非常に似た単語に”comprehensive (包括的な)”という語彙が存在する。A、Cの選択肢はcomprehensiveの類語になっているので注意。

(2) 1段落で言及されていないのは？

- A. Having Speaking lesson alone is quite ineffective for proficient English learners. (英語の上級学習者にとって話すレッスンのみの学習は非常に非効率だ)
- B. Scientific studies have figured out a couple of necessary conditions for effective learning. (科学的な研究は効果的な学習の2つの必要条件を見出した)
- C. Digesting input repeatedly is the most essential part of language acquisition. (インプットを繰り返し理解し消化することが言語習得のもっとも必須の要素である)
- D. Learning efficiency is important since our time is limited. (時間は限られているので学習効率は重要だ)

本文中では、特に初中級者にとってスピーキングオンリーの学習が非効率と述べられているので、Aの内容は言及されていない。

(3) 文中の“acquisition”と最も意味が近いのは

- A. purchase (購入)
- B. possession (所持)
- C. gaining (獲得)
- D. proficiency (熟達)

(4) 3段落の内容に合致するのは？

- A. English language learners are not affected by limited vocabulary and grammar knowledge. (英語学習者は、語彙や文法の知識が限られていても影響を受けない)
- B. The phrase "How do you think about it?" is a natural expression in English. (「どう思いますか?」という言葉は英語としては自然な表現だ)

C. Native language habits do not influence the production of unnatural expressions. (母国語の習慣は不自然な表現の産出に影響を与えない)

D. Insufficient input learning can lead to the solidification of incorrect expressions. (インプット学習が不十分だと、間違った表現が定着してしまう可能性がある)

(5) 4段落の内容に合致しないのは？

A. Vocabulary knowledge is of practice use only when you can recall it instantly. (語彙の知識は、瞬時に思い出せるようになって初めて実用的なものになる)

B. We Homo sapiens have worse memory than other primates. (私たちホモサピエンスは他の霊長類よりも記憶力が劣る)

C. We cannot memorize things for a long term without repetition. (私たちは反復せずに物事を長期間記憶することはできない)

D. We should not overestimate our memory. (記憶力を過信すべきではない)

(6) 5段落によると、文法が自動化された潜在意識的な知識になっていなければならない理由は

A. what we learn in classroom will be forgotten several months later. (教室で学んだことは数か月後には忘れてしまうから)

B. we need to spare our cognitive resources for other things. (他のことに認知リソースを割く必要があるから)

C. otherwise we will make a lot of mistakes. (でなければミスが多くなるから)

D. studies done on college students have proved so. (大学生に対して行われた実験でそのように証明されているから)

文法への意識が限られた認知キャパシティを圧迫すると、意味を理解したり伝えたりすることにキャパシティを割けなくなるという本文の内容に合致するBが正解。

(7) 文中の“facilitate”と最も意味が近いのは

- A. arrange (整える、手配する)
- B. increase (増やす)
- C. improve (向上させる)
- D. assist (助けとなる、促進する)

(8) 7段落で、アウトプット学習が有効になりえる理由として言及されていないものは？

- A. It tells us what we need to practice more. (もっと練習すべきものが何か分かる)
- B. It prompts us to pay more attention to expressions. (表現にもっと注意を払うよう促してくれる)
- C. It is more practical than reading and listening. (読む・聞くより実践的)
- D. It improves the effectiveness of input learning. (インプット学習の効果を向上させる)

(9) 9段落の内容に合致するのは？

A. Researchers have built consensus on the effectiveness of input learning. (研究者たちはインプット学習の有効性については合意形成されている)

B. There is no doubt that output is essential for effective learning. (アウトプットが有効な学習に必須であることは疑いがない)

C. Efficiency of output learning is facilitated by input learning. (アウトプット学習の効率はインプット学習によって促進される)

D. The ratio between input and output learning should be 1 to 1. (インプットとアウトプットの学習比率は1:1であるべきだ)

(10) According to paragraph 9, how do we comprehend a message?

A. We rely on vast knowledge of grammar and vocabulary in a top-down way.

B. We predict the meaning top-down and confirm it in a bottom-up way.

C. We focus on grammatical structure and vocabulary so as not to be influenced by our prejudice.

D. We refer to the existing knowledge while grammatically arranging vocabulary.

(11) 10段落の内容に合致しないのは？

A. Sometimes we can fail to comprehend a message even though English proficiency is high. (英語力が高くても意味の理解に失敗することがあり得る)

B. Language comprehension solely depends on mastery of English. (言語理解は英語力の熟達度合いにのみ依存する)

C. Knowledgeable and intelligent people are likely to understand the intention of the speaker without enough English proficiency. (博識で聡明な人は英語力が不十分でも話し手の意図を理解することができることがある)

D. Learning about a specific subject in your mother tongue will help you understand the topic in other languages. (あるテーマについて母語で学んでおくと、同じトピックを外国語で理解するときの助けになる)

(12) 全本文中で述べられていないのは

A. All SLA researchers agree that input learning is essential. (あらゆるSLAの研究者がインプット学習が必須であることに同意している)

B. The current conclusion by searchers may be against the common view of ordinary people. (研究者による現在の結論は人々の一般的な認識とは反しているかもしれない)

C. English proficiency mostly consists of vocabulary and grammar knowledge. (英語の熟達度はほとんど語彙と文法の知識によって決まる)

D. A word whose meaning cannot be recalled instantly is not of practical use. (すぐに意味を思い出せない語は実用には耐えない)

Cが9,10段落の内容に反するので誤り。