

次の英文を読み、あとの問いに答えよ。

In the landscape of English language education, there exists a pervasive, almost religious authority: the "native speaker." For learners, the ultimate goal is often to mimic this idealized figure, and for teachers, the ultimate trump card in any dispute is the phrase, "A native speaker wouldn't say that." To be fair, native speakers are not to blame for relying on their instincts. Their ability to instantaneously judge grammaticality is a remarkable cognitive feat, and their intuition serves as the ultimate source of valid data for linguistic study. ⁽¹⁾However, regarding the underlying logic, a native speaker is more capable of explaining grammar than a bird is of teaching aerodynamics. A bird flies perfectly, but it cannot explain the physics of lift or drag.

The problem arises when this raw intuition is elevated to the status of a teaching method. Relying on "feeling" as a pedagogical tool is intellectually lazy and ^(2a)represents a surrender of mysterious intuition to logic. The core issue lies in the fundamental distinction between implicit and explicit knowledge. ^(2b)Native speakers internalize complex rules as infants through massive exposure, engaging in unconscious statistical learning. Their linguistic competence is a "black box"; ^(2c)they know what sounds right, but they rarely know why. ^(2d)When a teacher rejects a student's sentence based solely on logic, they are effectively asking the student to blindly follow a feeling they cannot possibly possess. ^(2e)It is like a computer flashing an error message without providing an error code; it is frustrating and educationally useless.

In this context, the non-native teacher, who has acquired the language through conscious effort, possesses a unique and powerful advantage. They have approached the language much like a scientist approaches a specimen: they have (3) it. By reverse-engineering the language, they have identified the underlying mechanisms that govern syntax. They do not rely on a mysterious "sense" but on reproducible logic. ⁽⁴⁾For an adult learner, whose brain has lost the plasticity of childhood and can no longer learn by simple osmosis, and this logical framework is essential. They need the blueprints of the building to construct it themselves, not just a photograph of the finished structure.

Ultimately, mere exposure to "natural" English is not sufficient. ^(5a)What is required is a clear logical framework, not just a vague feeling. ^(5b)We must stop regarding the native speaker as a flawless authority. ^(5c)Never should the simple claim of "naturalness" be accepted as a scientific explanation. ^(5d)Currently, with English established as a global lingua franca, students have increasing opportunities to engage directly with native speakers. ^(5e)True proficiency comes not from blindly copying sounds, but from

understanding the underlying rules of the language. It is logic, not intuition, that serves as the true foundation of learning.

- (1) 下線部(1)には、文法上あるいは文脈上、必要な 1 語が不足している。どこにどのような語を入れればよいか。補うべき語とその語が入るべき位置の直後にある語を答えよ。
- (2) 下線部(2a)～(2e)には、文法上あるいは文脈上の誤りを含むものがある。そのようなものを全て選び、記号で答えよ。
- (3) 空所(3)に入れるのに、最も適当なものを以下の選択肢から選び、記号で答えよ。

ア appreciated イ deconstructed ウ memorized エ worshipped

- (4) 下線部(4)には、取り除くべき語が一つある。その取り除くべき語とその直後の語を答えよ。
- (5) 文(5a)～(5e)のうち、取り除いても大意に影響を与えないものを一つ選び、その記号で答えよ。