

# 英語学力構造の経年変化：

## 潜在ランク理論を用いたセンター試験受験者データの分析

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潜在ランク理論は、学力を段階評価するために、連続尺度ではなく順序尺度を仮定してテストデータを分析するテスト理論である。この理論を援用して、発表者らはこれまで2004年度大学入試センター試験本試験「英語」実受験者から40,000件をランダムに抽出したデータを分析し、対象となった学習者を10の潜在ランクに分類した上で、各ランクの英語学習者が到達していると考えられる能力を記述した (Sugino et al., 2010)。本研究では、英語学力構造の経年的な変化を調査することを目的として、同じ手続きで1990年度・1997年度の実受験者データを分析し、2004年度の能力記述文体系と比較した。その結果、1990年度と1997年度では類似した傾向が観察された一方で、2004年度の学習者は独特の傾向を示したことを報告する。

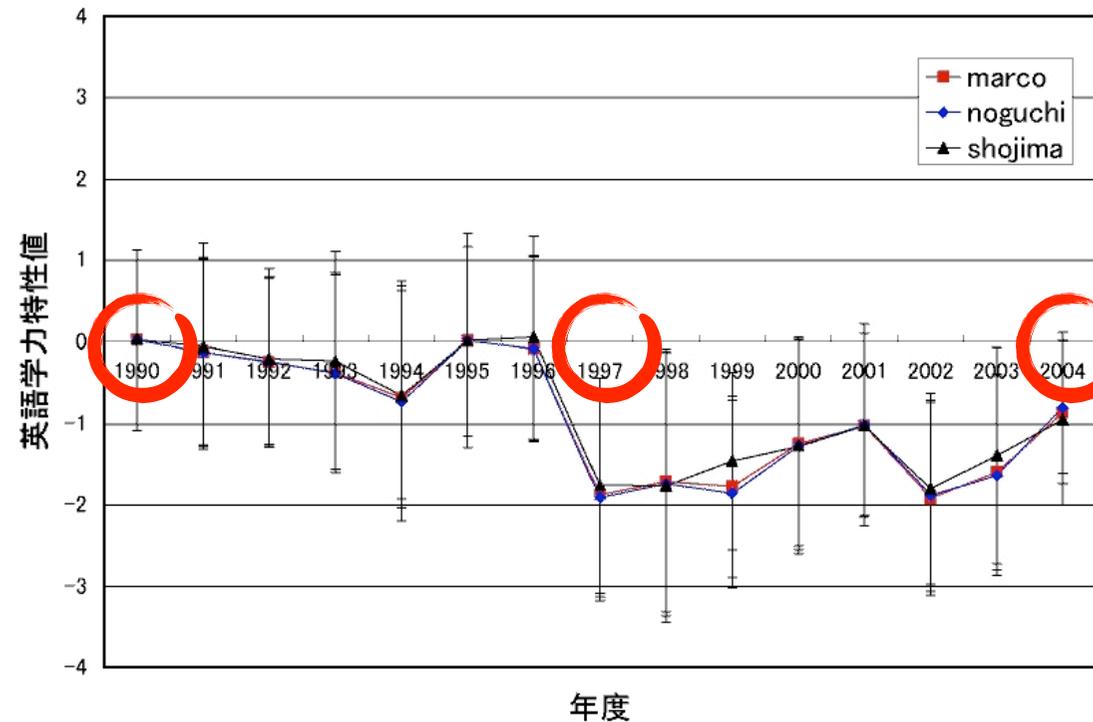
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# 研究の目的

## より質的な変化の確認

吉村他 (2005) で示された  
尺度等化後の学力特性値の  
経年変化

▶ 全般的な変化は確認、  
しかし、具体的に何ができ  
なくなったのか、は不明



## 全般的な「英語学力」の記述

文法能力がある段階まで発達していることと、全般的な英語学力との関係？

# 研究の方法

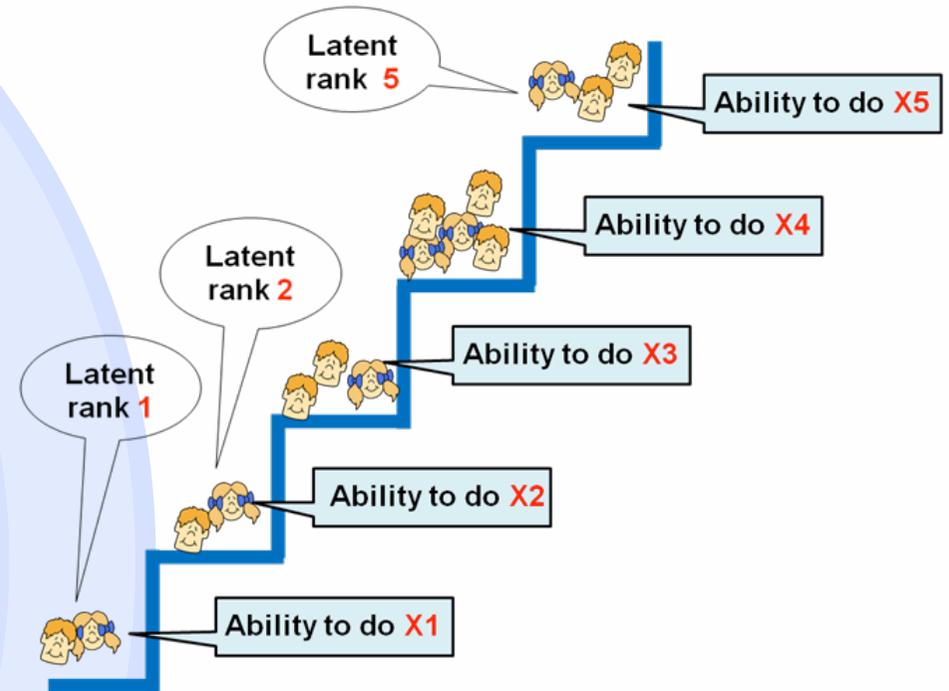
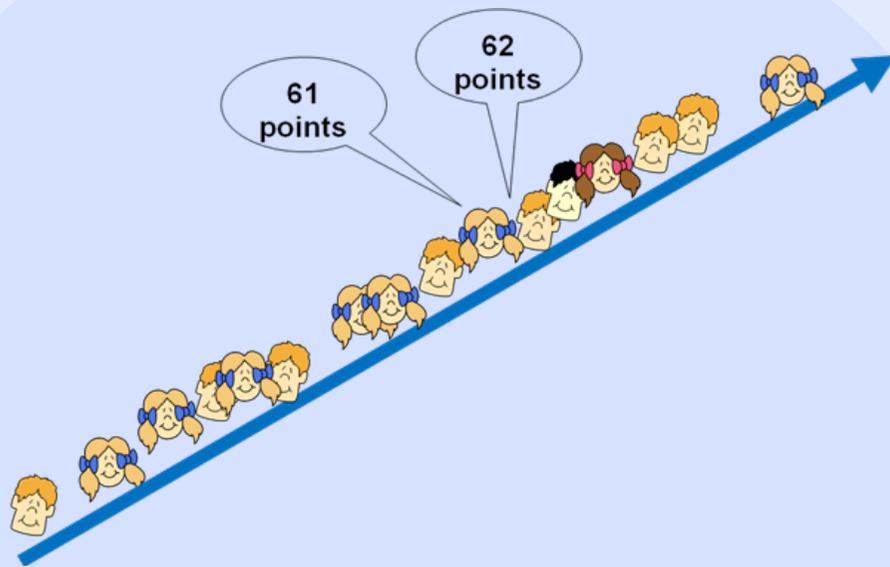
## 潜在ランク理論の援用

連続尺度

から

順序尺度

へ



- ✓ テストが持つ「解像度」は、「学力」を連続尺度上で評価できるほど高くない。
- ✓ 順序尺度上で評価することにより、各段階で「できること」が記述しやすくなる。

# データ

## ● 大学入試センター試験

exametrika

● 1990年度・1997年度・2004年度

● 本試験・「英語」実受験者

● 「現役生」のみ

● 各年度40,000件をランダムに抽出

## ● 10の潜在ランクに分類

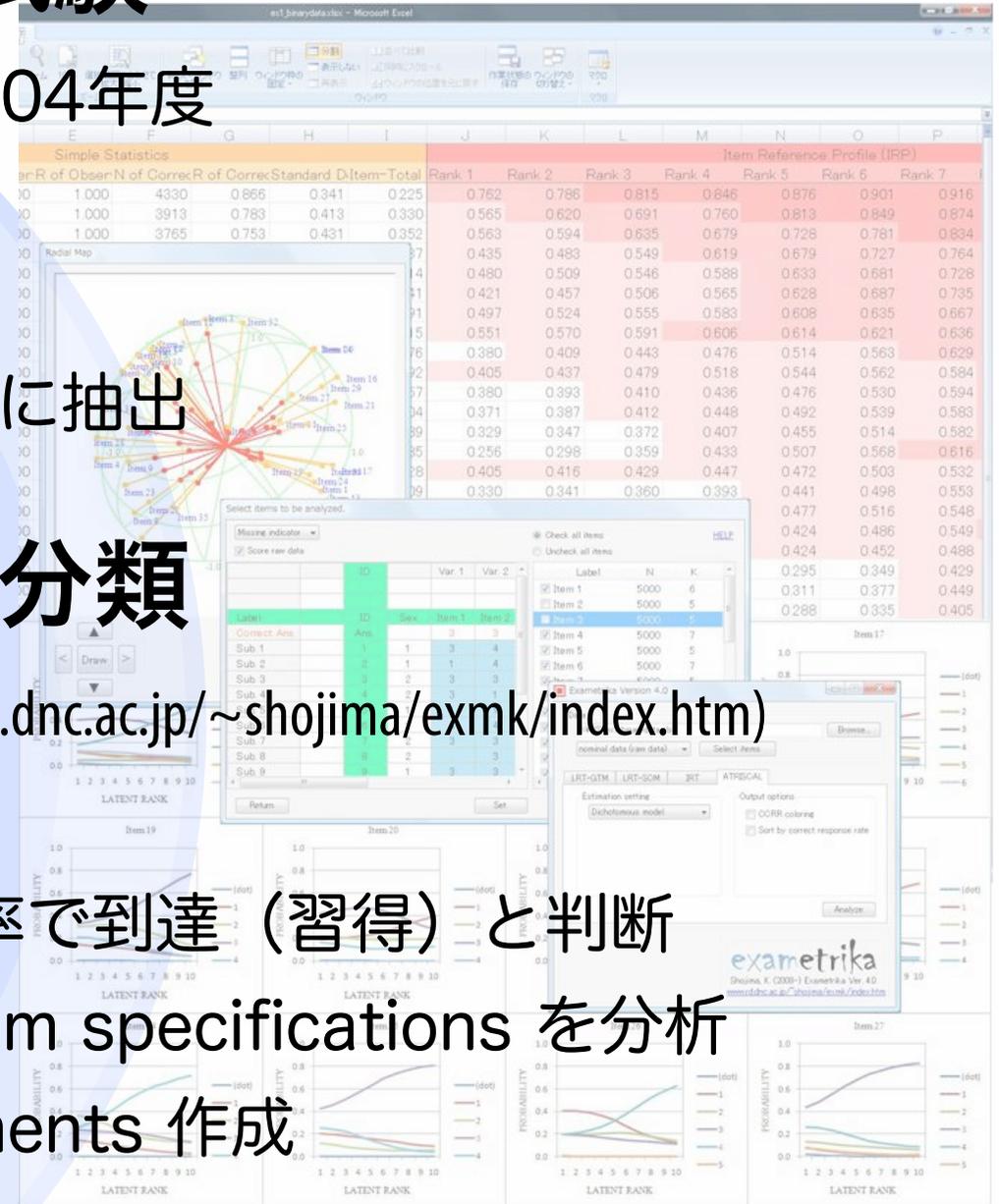
● Exametrika 5.3 (<http://www.rd.dnc.ac.jp/~shojima/exmk/index.htm>)

● 全体の正答率でソート

● 各ランク0.600以上の正答率で到達（習得）と判断

● 到達と判断された項目の item specifications を分析

● 各ランクの Can-do statements 作成



# 1990年度受験生

Item #	Skills/Knowledge Tested	R of Correct Responses	SD	Item-Total Pearson Correlation	Item Rank Profiles									
					Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Rank 8	Rank 9	Rank 10
40	matching understanding and the text / beside-on corners-on North 5th Street-on the north side of	0.913	0.282	0.324	0.675	0.778	0.882	0.926	0.930	0.933	0.957	0.978	0.989	0.994
34-5	syntax/word order: mind if SV	0.903	0.296	0.378	0.620	0.743	0.851	0.902	0.927	0.945	0.967	0.983	0.991	0.994
05	word accent	0.868	0.339	0.336	0.635	0.727	0.808	0.853	0.876	0.886	0.904	0.935	0.967	0.984
07	sentence stress / dialogue	0.836	0.370	0.266	0.650	0.724	0.790	0.823	0.834	0.839	0.857	0.887	0.925	0.949
25	function: requesting additional info.	0.851	0.356	0.346	0.602	0.689	0.775	0.824	0.852	0.873	0.901	0.933	0.963	0.980
42	finding information in the expository text	0.862	0.345	0.396	0.567	0.666	0.768	0.826	0.867	0.904	0.939	0.967	0.984	0.992
23	function: asking/sympathizing ( How long have you been suffering? / Where did you catch it? / Why are yo	0.849	0.358	0.357	0.565	0.681	0.782	0.833	0.866	0.887	0.903	0.924	0.955	0.977
06	sentence stress / dialogue	0.837	0.369	0.352	0.572	0.665	0.756	0.809	0.843	0.869	0.896	0.923	0.950	0.968
11	vocabulary [gas / money / order / traffic]	0.714	0.452	0.204	0.597	0.635	0.669	0.685	0.692	0.697	0.711	0.742	0.798	0.846
39	matching understanding and the text / beside-in the same block-as-on-the same side-of-opposite	0.838	0.369	0.469	0.424	0.567	0.732	0.826	0.866	0.897	0.939	0.971	0.987	0.993
41	matching understanding and the text / beside-in the same block-next to each other-on North 4th Street	0.837	0.369	0.433	0.467	0.583	0.737	0.830	0.858	0.877	0.924	0.963	0.982	0.989
38	matching understanding and the text / beside-directly opposite-facing-next to	0.813	0.390	0.454	0.388	0.535	0.718	0.817	0.839	0.856	0.906	0.949	0.970	0.978
43	finding information in the expository text	0.764	0.424	0.389	0.476	0.551	0.630	0.687	0.737	0.787	0.836	0.884	0.931	0.961
45	finding information in the expository text	0.758	0.428	0.431	0.382	0.489	0.622	0.711	0.770	0.810	0.844	0.881	0.926	0.959
30-1	syntax/word order: afford + to-inf., of one's own	0.804	0.397	0.507	0.340	0.495	0.671	0.783	0.842	0.875	0.912	0.951	0.978	0.990
16	grammar/vocabulary [advised him / said him / suggested him / warned to him]	0.696	0.460	0.243	0.549	0.589	0.628	0.650	0.667	0.679	0.698	0.739	0.806	0.859
19	vocabulary/grammar [am afraid it will / doubt if it will / think if it does / wonder that it	0.694	0.461	0.311	0.454	0.536	0.612	0.649	0.670	0.690	0.724	0.772	0.832	0.875
44	finding information in the expository text	0.732	0.443	0.433	0.345	0.453	0.588	0.680	0.741	0.788	0.828	0.865	0.905	0.935
49	finding information in the narrative	0.785	0.411	0.469	0.431	0.500	0.580	0.664	0.775	0.871	0.925	0.952	0.969	0.979
04	word accent	0.699	0.459	0.321	0.473	0.529	0.598	0.651	0.682	0.696	0.722	0.770	0.839	0.892
01	word accent	0.683	0.465	0.338	0.435	0.505	0.576	0.625	0.658	0.677	0.708	0.767	0.841	0.894
46	finding information in the narrative	0.754	0.431	0.527	0.350	0.416	0.498	0.594	0.726	0.849	0.924	0.961	0.981	0.990
51	finding information in the narrative	0.753	0.432	0.519	0.374	0.425	0.487	0.578	0.721	0.848	0.920	0.957	0.980	0.992
52	finding information in the narrative	0.732	0.443	0.498	0.357	0.413	0.477	0.565	0.708	0.831	0.892	0.923	0.949	0.967
48	finding information in the narrative	0.712	0.453	0.609	0.224	0.283	0.365	0.494	0.693	0.862	0.943	0.970	0.983	0.991
53	fact finding; paraphrase; local	0.715	0.451	0.332	0.518	0.540	0.558	0.590	0.658	0.732	0.787	0.829	0.877	0.913
55	fact finding; paraphrase; local	0.687	0.464	0.346	0.464	0.477	0.509	0.567	0.647	0.713	0.756	0.801	0.861	0.905
56	fact finding; paraphrase; local	0.705	0.456	0.426	0.452	0.459	0.468	0.508	0.611	0.737	0.828	0.885	0.931	0.961
15	grammar [have been knowing / have known / were knowing / were known]	0.669	0.470	0.356	0.432	0.475	0.537	0.591	0.628	0.657	0.700	0.768	0.848	0.899
14	vocabulary [Because of / Besides / Despite / Instead of]	0.616	0.486	0.393	0.278	0.372	0.481	0.556	0.605	0.635	0.669	0.724	0.800	0.854
03	word accent	0.652	0.476	0.382	0.377	0.446	0.521	0.577	0.619	0.644	0.679	0.744	0.838	0.905
36-7	syntax/word order: think of, relative pronoun	0.649	0.477	0.516	0.220	0.322	0.449	0.540	0.598	0.655	0.738	0.834	0.916	0.960
50	finding information in the narrative	0.525	0.499	0.556	0.182	0.180	0.188	0.245	0.372	0.531	0.668	0.775	0.870	0.930
13	vocabulary/grammar [being swum / swim in / swim it / swimming]	0.594	0.491	0.517	0.166	0.267	0.393	0.484	0.539	0.588	0.666	0.771	0.874	0.933
10	idiom [gave up / managed / put off / succeeded]	0.588	0.492	0.445	0.263	0.311	0.391	0.476	0.540	0.586	0.643	0.726	0.829	0.895
22	function: agreeing (Oh, are you? / Oh, did you? / So I do.)	0.582	0.493	0.336	0.355	0.397	0.453	0.502	0.542	0.572	0.608	0.663	0.751	0.823
12	vocabulary [message / photo / picture / scene]	0.588	0.492	0.226	0.497	0.493	0.496	0.504	0.523	0.554	0.594	0.644	0.711	0.764
32-3	syntax/word order: look down on, relative pronoun, differ from	0.547	0.498	0.488	0.181	0.252	0.344	0.419	0.468	0.516	0.597	0.709	0.830	0.903
28-9	syntax/word order: provide + O + with ...	0.503	0.500	0.512	0.098	0.167	0.272	0.377	0.456	0.510	0.578	0.672	0.782	0.857
21	grammar [as a lot of money as / as much money as / money as a lot as / money as possible as]	0.562	0.496	0.309	0.369	0.398	0.440	0.482	0.516	0.540	0.575	0.637	0.726	0.793
47	finding information in the narrative	0.464	0.499	0.447	0.250	0.230	0.211	0.221	0.285	0.409	0.542	0.652	0.759	0.837
54	fact finding; paraphrase; local	0.523	0.499	0.300	0.387	0.393	0.396	0.394	0.408	0.457	0.530	0.615	0.715	0.787
24	function: adding new but relevant information	0.553	0.497	0.276	0.391	0.418	0.452	0.478	0.498	0.526	0.567	0.623	0.697	0.757
02	word accent	0.578	0.494	0.202	0.475	0.508	0.533	0.540	0.543	0.545	0.557	0.592	0.667	0.738
09	vocabulary [is weigh / is weight / weighs / weights]	0.440	0.496	0.443	0.145	0.190	0.255	0.321	0.367	0.399	0.454	0.555	0.695	0.796
08	leave O Vpp [be opened / open / opening / to open]	0.507	0.500	0.325	0.286	0.334	0.391	0.437	0.467	0.488	0.526	0.586	0.670	0.741
18	vocabulary [did you grow up / did you raise up / were you grown up / were you risen t	0.514	0.500	0.213	0.369	0.408	0.451	0.483	0.503	0.515	0.530	0.553	0.599	0.644
27	function: changing suggested time arrangement	0.491	0.500	0.241	0.335	0.377	0.420	0.446	0.465	0.483	0.503	0.535	0.597	0.655
26	function: clarification request	0.462	0.499	0.178	0.344	0.395	0.437	0.449	0.452	0.454	0.455	0.469	0.522	0.582
20	vocabulary [fifteen percent discount / fifteen percent of discount / fifteen percents discount / fifteen percents of	0.241	0.428	0.259	0.114	0.137	0.164	0.186	0.201	0.209	0.229	0.275	0.358	0.434
17	vocabulary [participated / played in / represented / took part in]	0.111	0.314	0.079	0.107	0.102	0.101	0.101	0.098	0.096	0.096	0.102	0.130	0.165

90  
R1

[05] emotional / mysterious / particular / scientific  
[07] My sister told me John's going to visit either States or Canada. ... he's going to the States and Canada  
[34-5] You want to make a telephone call from your friend's house. You say: "Do you [ mind / if / I / use / your / telephone ]?  
[40] map w/ several places closed + 79-word passage: All the banks are ...  
[25] Excuse me. Can you tell me where the city library is, please? / The city library? Oh, Yes (sic). Turn left at the third corner and go straight on. You can't miss it. / ( Is it far from here? ) / No, it's only about ten minutes' walk.

対比を表す文ストレス（接続詞）・基本的な4音節語のアクセント

mind if SV（基本的な構文）

図表を利用した詳細理解

言語機能（追加情報の要請）

90  
R2

[42] 310-words passage on Tofu: Tofu came to Japan together with Buddhism, because ( )  
[23] Hi, Susan. How are you? / Not so well, I'm afraid. / Really? ( What's the matter? ) / I've got slight cold.  
[06] I heard you are writing a new book. ... I'm only thinking of writing one.  
[11] I couldn't meet him at the station because my car ran out of [gas].

対比を表す文ストレス（動詞）

言語機能（体調を心配する）

説明文における局所的な事実情報特定

日常語彙

90  
R3

[38] map w/ several items closed + 79-word passage: The Central Bank is on Jackson Avenue ...  
[39] map w/ several items closed + 79-word passage: The supermarkets are ...  
[41] map w/ several items closed + 79-word passage: Cathy's Cookie Shop and all the Farmers' Bank are ...  
[43] 310-words passage on Tofu: Japanese tofu dishes differ from Chinese tofu dishes in that ( )  
[45] 310-words passage on Tofu: The reason people in the West have become more and more interested in tofu and other soybean products is that ( )  
[30-1] Recent rise in the price of land have meant that many people can no longer [ afford / to / buy / houses / of ] their own.  
[16] His mother [advised him] to be more careful in his choice of words.  
[19] Some people fear that Word War III amy break out soon, but I [doubt if it will].

図表を利用した詳細理解や説明文における局所的な事実情報特定

類語との対比における動詞の語義・用法に関する知識 advise (say, suggest warn), doubt (think, be afraid, wonder)

afford to V（基本的な構文）

90  
R4

[44] 310-words passage on Tofu: During the Second World War in the United States government encouraged the American people to eat soybean products because ( )  
[49] 581-words narrative: Why did the writer go to the yacht?  
[01] comfort / insist / provide / select  
[04] envelope / influence / opinion / restaurant

説明文・物語文における局所的な事実情報特定  
基本的な2～3音節語のアクセント

90  
R5  
R6

[46] 581-word narrative: What happened on the yacht before the writer visited?  
[48] 581-word narrative: What was Richard doing on the day the writer visited?  
[51] 581-word narrative: Why was the writer fascinated with the monkey?  
[52] 581-word narrative: What happened to the monkey at the end of the story?  
[53] 581-word narrative: finding four "true" sentences out of ten  
[55] 581-word narrative: finding four "true" sentences out of ten  
[56] 581-word narrative: finding four "true" sentences out of ten  
[14] [Despite] his many hours of study, he did not make much progress in German.  
[15] John and Mary [have known] each other since 1976.  
[03] accurate / electric / medical / obvious  
[36-7] You want to ask your sister her opinion of a new shop around the corner. You say: "What do you [ think / of / the / new shop / which / has just opened ] around the corner?" [[ R6 ]]  
[22] I got so annoyed watching TV these days. / ( Me, too. ) There are too many quiz programs. / Yes, and there are so many commercials. [[ R6 ]]

物語文における局所的な事実情報特定（言い換えを含む）：**読解技能はほぼこのランクで到達**  
基本的な2～3音節語のアクセント・現在完了・接続詞 Despite (Because of, Besides, Instead of)  
think of（基本的な構文）・関係代名詞 【R6】  
言語機能（同意する）【R6】

90  
R7

[10] After a lot of problems she [managed] to learn to drive a car.  
[13] This river is dangerous to [swim in] in July.  
[22] I got so annoyed watching TV these days. / ( Me, too. ) There are too many quiz programs. / Yes, and there are so many commercials.  
[50] 581-word narrative: What did the policeman do on the yacht?

類語との対比における動詞の語義・用法に関する知識 manage (gave up, put off, succeeded)  
to 不定詞  
物語文における局所的な事実情報特定

90  
R8

[12] My TV set is almost 15 years old, but it still has a good [picture].  
[21] Jeff and Jenny saved [as much money as] they could to visit their uncle in Hawaii.  
[28-9] Soon, more Japanese people will have a five-day workweek. The increase in leisure time [ will provide / them / with / more opportunities / to enjoy ] outdoor activities.  
[32-3] Some people are apt to consider their own way of life as being the normal one and to [ look down on / life-styles / that / differ / from it ]/  
[24] Is this your first visit to Tokyo, Dr. Smith? / Yes, it is. ( I visited Kyoto once, though. ) / Oh, really? How did you like it? / I enjoyed staying there very much. It's really beautiful city.  
[47] 581-words narrative: Why did "something terrible" (in the fourth paragraph) happen on the yacht?  
[54] 581-words narrative: finding four "true" sentences out of ten

日常語彙

同等比較構文

provide O with, look down on, differ from の用法、関係代名詞

言語機能（関連する新情報の追加）

物語文における局所的な事実情報特定

90  
R9

[02] event / offer / program / secret  
[08] Look! There's a dog in the hall. Someone must have left the door [open].  
[09] Each of the sumo wrestlers [weighs] over 100 kg.

基本的な2音節語のアクセント

leave O V（基本的な構文）

weigh の正しい用法（weight との対比）

90  
R10

[18] Where in Australia [did you grow up]?  
[27] I'm going to the motor show on Sunday. / Oh, are you? Is it OK if I come along? / Sure. Shall we meet at the entrance at nine? Is that too early? / ( Well, could we make it at ten? ) / That's fine. See you then.

類語との対比における動詞の語義・用法に関する知識 grow up (raise up)

※しかし、未だ不十分な語彙（discount, participate-play-represent-take part in）も。

より高度な言語機能の遂行（提案された待ち合わせ時間の変更）

※ clarification request は不十分

# 1997年度受験生

Item #	Skills/Knowledge Tested	R of Correct Responses	SD	Item-Total Pearson Correlation	Item Rank Profiles									
					Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Rank 8	Rank 9	Rank 10
09	function: reproving/scolding	0.947	0.224	0.305	0.756	0.852	0.933	0.962	0.971	0.979	0.987	0.993	0.997	0.999
05	sentence stress	0.929	0.256	0.239	0.788	0.847	0.903	0.930	0.943	0.952	0.960	0.969	0.978	0.984
40	matching information in the dialogue with a visual prompt; local	0.918	0.275	0.294	0.710	0.804	0.892	0.928	0.940	0.947	0.958	0.970	0.982	0.990
03	pronunciation; consonant /z/	0.855	0.353	0.342	0.594	0.700	0.803	0.847	0.865	0.881	0.904	0.932	0.963	0.981
39	matching information in the dialogue with a visual prompt; local	0.873	0.333	0.376	0.559	0.690	0.824	0.885	0.905	0.919	0.940	0.961	0.977	0.986
42	inference w/ paraphrase: local	0.869	0.338	0.426	0.514	0.649	0.797	0.874	0.911	0.935	0.957	0.974	0.987	0.994
08	function: requesting/inducing opinion	0.840	0.367	0.403	0.529	0.621	0.735	0.815	0.868	0.902	0.926	0.948	0.970	0.984
10	grammar; subjunctive; can ski / [could ski] / ski / will ski	0.863	0.344	0.440	0.526	0.631	0.752	0.840	0.903	0.943	0.965	0.978	0.991	0.997
14	grammar: relative adverb; how / when / [where] / which	0.814	0.389	0.299	0.594	0.682	0.759	0.789	0.806	0.829	0.853	0.880	0.920	0.953
06	sentence stress	0.694	0.461	0.188	0.555	0.612	0.669	0.690	0.695	0.697	0.704	0.721	0.757	0.792
19	vocabulary: discovering / finding out / [looking for] / searching	0.779	0.415	0.382	0.517	0.575	0.647	0.708	0.767	0.818	0.857	0.894	0.937	0.966
34	sentence completion based on the text; fact-finding; local	0.824	0.381	0.428	0.475	0.586	0.713	0.794	0.848	0.890	0.924	0.949	0.969	0.980
43	fact-finding w/ paraphrase; local	0.815	0.389	0.442	0.455	0.567	0.692	0.776	0.835	0.881	0.917	0.947	0.973	0.988
35	sentence completion based on the figures in the table; fact-finding; local	0.760	0.427	0.363	0.460	0.554	0.665	0.733	0.771	0.799	0.827	0.858	0.901	0.936
33	matching information in the text to the figures in the table; across paragraphs	0.762	0.426	0.380	0.476	0.561	0.656	0.712	0.744	0.777	0.820	0.871	0.929	0.967
02	word accent	0.759	0.428	0.400	0.441	0.529	0.637	0.714	0.769	0.810	0.842	0.872	0.914	0.949
07	function: offering	0.743	0.437	0.420	0.424	0.508	0.605	0.673	0.727	0.778	0.828	0.876	0.929	0.965
31	coherent sequencing of sentences in one paragraph	0.736	0.441	0.409	0.405	0.498	0.606	0.679	0.734	0.779	0.821	0.863	0.911	0.945
46	inference: local	0.776	0.417	0.509	0.341	0.446	0.598	0.722	0.812	0.874	0.917	0.946	0.971	0.986
41	identifying referent: across several turns	0.752	0.432	0.461	0.374	0.463	0.593	0.691	0.759	0.814	0.865	0.909	0.948	0.971
47	inference w/ paraphrase: local	0.746	0.435	0.451	0.428	0.488	0.571	0.642	0.706	0.775	0.851	0.916	0.963	0.986
01	word accent	0.710	0.454	0.406	0.379	0.470	0.580	0.655	0.708	0.752	0.790	0.830	0.886	0.930
13	grammar: past continuous; has been reading / is reading / may be reading / [was readin	0.727	0.445	0.376	0.484	0.529	0.585	0.635	0.688	0.743	0.794	0.847	0.909	0.951
22	vocabulary/idiom: importance / meaning / [sense] / truth	0.695	0.460	0.435	0.350	0.425	0.524	0.613	0.696	0.760	0.801	0.836	0.888	0.930
45	fact-finding; local (within one paragraph)	0.710	0.454	0.536	0.294	0.355	0.463	0.584	0.696	0.794	0.873	0.927	0.963	0.981
21	idiom: as much / as possibly / as quickly / [as well]	0.637	0.481	0.482	0.273	0.334	0.421	0.513	0.613	0.696	0.751	0.804	0.879	0.934
18	vocabulary/idiom: [for] / from / of / with	0.616	0.486	0.286	0.387	0.444	0.515	0.572	0.621	0.661	0.688	0.705	0.730	0.754
38	vocabulary: amazing / easy / scary	0.644	0.479	0.365	0.387	0.442	0.511	0.563	0.608	0.653	0.697	0.752	0.829	0.888
49	inference; local (6)	0.641	0.480	0.357	0.409	0.452	0.512	0.560	0.591	0.619	0.663	0.735	0.840	0.918
48	inference; global (3)	0.681	0.466	0.416	0.432	0.463	0.498	0.537	0.596	0.677	0.763	0.841	0.916	0.962
16	vocabulary/idiom: a chance / a change / the lead / [the place]	0.617	0.486	0.507	0.237	0.296	0.385	0.478	0.572	0.660	0.738	0.811	0.888	0.938
17	vocabulary/idiom: have better / [know better] / make better / turn better	0.585	0.493	0.532	0.227	0.255	0.308	0.397	0.520	0.632	0.711	0.787	0.885	0.949
20	vocabulary: large / narrow / [small] / wide	0.598	0.490	0.406	0.313	0.363	0.431	0.487	0.546	0.613	0.677	0.737	0.814	0.871
32	coherent sequencing of sentences in one paragraph	0.593	0.491	0.394	0.351	0.393	0.445	0.483	0.516	0.558	0.621	0.711	0.827	0.908
37	T/F; local	0.550	0.497	0.493	0.241	0.268	0.318	0.381	0.453	0.532	0.624	0.732	0.857	0.936
50	fact-finding w/ paraphrase; local (7)	0.541	0.498	0.454	0.310	0.295	0.299	0.343	0.418	0.509	0.607	0.715	0.841	0.923
28-9	syntax/word order: grammar: relative pron.	0.546	0.498	0.531	0.163	0.233	0.318	0.383	0.454	0.545	0.647	0.751	0.862	0.931
24-5	syntax/word order: bring O back to ...	0.537	0.499	0.445	0.278	0.296	0.318	0.366	0.449	0.536	0.607	0.684	0.800	0.889
12	grammar: adjective; almost / any / [most] / none	0.574	0.494	0.329	0.380	0.412	0.449	0.480	0.518	0.561	0.602	0.656	0.752	0.832
30	logical connectors;	0.506	0.500	0.436	0.268	0.267	0.293	0.347	0.413	0.481	0.555	0.649	0.777	0.870
44	fact-finding: local (within one paragraph)	0.428	0.495	0.557	0.140	0.136	0.154	0.193	0.251	0.343	0.482	0.651	0.823	0.925
23	vocabulary: command / direct / order / [persuade]	0.474	0.499	0.395	0.234	0.272	0.319	0.360	0.404	0.448	0.495	0.569	0.702	0.813
11	grammar: comparative: a good as / as a good / [as good a] / good as a	0.485	0.500	0.389	0.244	0.267	0.306	0.360	0.430	0.494	0.539	0.590	0.696	0.792
36	sentence completion based on the text and the table; fact-finding; global	0.359	0.480	0.370	0.239	0.212	0.197	0.205	0.229	0.270	0.336	0.441	0.607	0.743
15	vocabulary/idiom: [far] / long / many / much	0.392	0.488	0.324	0.244	0.259	0.268	0.285	0.319	0.356	0.385	0.435	0.568	0.702
26-7	syntax/word order: however + adv.	0.238	0.426	0.502	0.016	0.023	0.039	0.070	0.123	0.189	0.255	0.345	0.514	0.664
04	pronunciation; vowel /i:/	0.305	0.460	0.336	0.144	0.154	0.176	0.207	0.244	0.280	0.315	0.368	0.480	0.585

97  
R1

[05] Could you tell me the way to the stadium?  
[09] \_\_\_\_ / I'm sorry. I overslept. / Well, don't let it happen again. / I won't. I promise.  
[40] Hmm. Thumb and forefinger making a circle.

文ストレス  
言語機能（注意する）  
イラストと局所的な内容理解との合致

97  
R2

[03] close /s/; convenient /i:/; choose /z/; breathing /i:/; breath /e/; passes /iz/; minutes /i/; close /z/  
[08] Have you read The Hooper Bridge? / The best seller? Yes, I've read it. Have you? / Not yet. \_\_\_\_ / Not really. I don't understand why so many people like it.  
[10] He's a good skier, isn't he? / Yes, he really is. I wish I \_\_\_\_ like him.  
[14] Are you going somewhere during the vacation? / Yes, I've found a nice beach \_\_\_\_ I can enjoy swimming even in February.  
[39] ... the dive leader will give you the thumbs-up sign. It means "return to the surface".  
[42] Without signs, it is difficult for divers to communicate with each other

子音の発音  
言語機能（意見を尋ねる）  
仮定法の基本的な用法（I wish 構文）  
イラストと局所的な内容理解との合致・言い換えられた局所的な情報に基づく推論

97  
R3

[33] 336-word, 4-paragraph expository text with a table  
[34] The hikers were told to take a picture of whatever \_\_\_\_\_.  
[35] About \_\_\_\_\_ as many photographs were taken of objects at a distance of 0-15 meters as of objects over 1,000 meters away.  
[43] Why did Jane go to the station?  
[19] John has been \_\_\_\_\_ the ID card he lost yesterday.  
[02] energy / examine / hesitate / satisfy  
[07] I bought ten kilos of tomatoes at the market today. / Ten kilos! Why so many? What are you going to do with them? / I don't know. \_\_\_\_\_ / No thanks. I'm not crazy about tomatoes, to tell the truth.

図表を利用した詳細理解や説明文における局所的な事実情報特定  
類語との対比における動詞の語義・用法に関する知識 look for (discover, find out, searchとの対比)  
基本的な3音節語のアクセント  
言語機能（オファーする）  
一貫性のある文の配列

97

[01] damage / mistake / occur / perform

[13] Do you know what Junko is doing? / Well, she \_\_\_\_\_ a book when I saw her a while ago.

[22] What he says just doesn't make \_\_\_\_\_ to me.

[41] Not "money" but "okay", right? / Yes. We use it underwater. And this one? / The fingers are together and touching the diver's head. But I've no idea what it means. / It means the same thing, but we use this one on the surface.

[46] Why did Jane and her husband have difficulty sleeping that night?

[47] Why did the thieves' plan go wrong?

R4

基本的な2音節語のアクセント

類語との対比における語義・用法に関する知識 sense (importance, meaning, truth)

過去進行形（現在完了進行形、現在進行形との対比）

指示対象の理解

局所的な情報に基づく推論：読解技能はほぼこのランクで到達

97

[45] What happened in the opera house?

[18] It's been years since I asked you \_\_\_\_\_ any help.

[21] It's not very important. We might \_\_\_\_\_ forget about it.

[38] Well, divers don't use their arms to swim. It's \_\_\_\_\_ to move through the water using just your legs. / ... / It's \_\_\_\_\_! There's so much to see underwater. / But isn't it a bit \_\_\_\_\_?

R5

物語文における局所的な事実情報特定

類語との対比における語義・用法に関する知識

ask O for (from, of, with) ・ as well (much, possibly, quickly) ・ amazing/easy/scary

97

[48] 551-word narrative: finding three "true" sentences out of nine

[49] 551-word narrative: finding three "true" sentences out of nine

[16] Our teacher says computers will never take \_\_\_\_\_ of books.

[17] You ought to \_\_\_\_\_ than to go to such a dangerous place.

[20] This country is so \_\_\_\_\_ that it takes no more than a day to drive around it.

R6

物語文における局所的な情報、あるいは全体的な内容に基づく推論

類語との対比における語義・用法に関する知識

take the place (a chance, a change, the lead) ・

know better (have better, make better, turn better) ・ small (large, narrow, wide)

97  
R7  
R8

[12] Is English spoken in Japan? / Well, \_\_\_\_\_ Japanese people don't use English in everyday life.  
[24-5] May I borrow your dictionary? / I'm sorry, but Betty [hasn't / brought / it / back / to me].  
[28-9] As the next century approaches, [ some companies / are attempting / to find out / what will / be needed ] for them to survive.  
[30] [Although] most of us have the impression that bones are dry, living bones are actually not at all. [To begin with], they have a wet outer layer.  
[Furthermore], inside .... [Therefore], "dry" is by no means an accurate description ...  
[37] Hikers viewed objects that were closer or more distant depending on their familiarity with the area.  
[50] 551-word narrative: finding three "true" sentences out of nine

類語との対比における形容詞の語義・用法に関する知識 most (almost, any, none)

bring O back to ... (基本的な構文)

関係代名詞の理解

段落内での一貫性のある文の配列【R7】・接続詞の使用【R8】

局所的な内容に基づいた事実情報の把握

97  
R9

[11] Everything you cook tastes really good. / Thanks, but I don't think I'm \_\_\_\_\_ cook as you.  
[23] To "\_\_\_\_\_" means to cause someone to do something by reasoning, arguing, or begging.  
[36] The object that gave the hikers the most satisfaction comes \_\_\_\_\_ on the beauty scale.

同等比較構文

類語との対比における動詞の語義・用法に関する知識 persuade (command, direct, order)

図表を利用した説明文全体の理解

97  
R10

[15] It's strange that Jane hasn't come yet. / Yes, she hasn't missed a single meeting so \_\_\_\_\_.  
[26-7] Unfortunately, [however / we / ran / fast, / he ] was one step ahead of us.

イディオムの知識 so far (long, many, much)

however + 副詞

# 2004年度受験生

Item #	Skills/Knowledge Tested	R of Correct Responses	SD	Item-Total Pearson Correlation	Item Rank Profiles									
					Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Rank 8	Rank 9	Rank 10
10	grammar: have O Ven	0.905	0.293	0.372	0.546	0.674	0.800	0.871	0.913	0.939	0.958	0.974	0.987	0.994
05	sentence stress in "... it's going to be a surprise party."	0.896	0.305	0.336	0.594	0.688	0.786	0.850	0.896	0.928	0.947	0.960	0.973	0.983
33	matching information in an expository text to a visual prompt; local	0.887	0.317	0.358	0.549	0.671	0.782	0.838	0.876	0.909	0.936	0.957	0.975	0.988
19	function: making a promise	0.885	0.320	0.394	0.502	0.632	0.756	0.828	0.878	0.915	0.944	0.968	0.985	0.993
39	matching understanding of the interaction to visual prompt; global	0.860	0.347	0.455	0.344	0.518	0.702	0.807	0.870	0.913	0.941	0.961	0.979	0.989
17	function: response to a negative prospect	0.788	0.409	0.357	0.418	0.546	0.659	0.713	0.754	0.794	0.830	0.863	0.905	0.942
45	inference of a character's feeling; local	0.835	0.371	0.517	0.297	0.417	0.579	0.717	0.828	0.905	0.951	0.975	0.987	0.993
43	inference of a character's feeling; local	0.722	0.448	0.388	0.281	0.387	0.528	0.636	0.710	0.758	0.790	0.817	0.854	0.890
18	function: response to a negative prospect	0.752	0.432	0.330	0.441	0.539	0.621	0.665	0.707	0.748	0.783	0.819	0.870	0.916
04	sentence stress in "... we could study a bit."	0.780	0.414	0.385	0.456	0.523	0.593	0.648	0.712	0.782	0.843	0.886	0.923	0.948
03	sentence stress in "He didn't send me one."	0.762	0.426	0.456	0.283	0.389	0.522	0.632	0.724	0.797	0.852	0.891	0.927	0.948
07	idiom: make sense	0.769	0.422	0.434	0.346	0.428	0.542	0.641	0.724	0.792	0.844	0.885	0.926	0.957
14	grammar: subjunctive	0.759	0.427	0.370	0.394	0.490	0.597	0.670	0.724	0.766	0.802	0.841	0.892	0.931
12	vocabulary: unless (as differentiated from if, whether, and since)	0.731	0.444	0.422	0.300	0.383	0.504	0.610	0.694	0.756	0.802	0.842	0.888	0.923
15	collocation: adverb before any-/every-/no-/some- thing	0.692	0.462	0.320	0.409	0.469	0.546	0.602	0.644	0.681	0.720	0.762	0.814	0.860
48	fact finding; global	0.749	0.434	0.387	0.425	0.480	0.554	0.620	0.685	0.750	0.801	0.839	0.892	0.942
36	inference from a visual prompt; global	0.736	0.441	0.477	0.321	0.402	0.487	0.556	0.634	0.719	0.802	0.876	0.941	0.975
44	inference of a character's intention; local	0.645	0.478	0.309	0.294	0.377	0.485	0.567	0.627	0.672	0.705	0.730	0.757	0.775
34	fact-finding; local	0.716	0.451	0.411	0.402	0.440	0.503	0.566	0.625	0.685	0.748	0.818	0.897	0.950
41	overall understanding of the interaction	0.703	0.457	0.443	0.342	0.377	0.451	0.534	0.614	0.687	0.753	0.820	0.897	0.948
13	vocabulary: mind Ving	0.644	0.479	0.371	0.279	0.355	0.450	0.530	0.595	0.647	0.691	0.733	0.790	0.840
20-1	syntax/word order: relative clause construction	0.628	0.483	0.495	0.143	0.235	0.357	0.457	0.538	0.610	0.680	0.756	0.851	0.921
42	overall understanding of the interaction	0.680	0.466	0.370	0.416	0.454	0.498	0.536	0.581	0.635	0.697	0.766	0.849	0.909
47	inference of a character's feeling; local	0.637	0.481	0.361	0.354	0.404	0.460	0.507	0.554	0.603	0.654	0.712	0.795	0.867
27	logical connector: therefore	0.643	0.479	0.455	0.252	0.319	0.403	0.471	0.537	0.606	0.680	0.760	0.852	0.921
38	function; back channeling markers	0.610	0.488	0.461	0.214	0.270	0.346	0.419	0.498	0.581	0.661	0.740	0.828	0.890
02	accent patterns of comments and particular	0.610	0.488	0.351	0.335	0.375	0.428	0.479	0.529	0.581	0.636	0.695	0.767	0.819
26	logical connector: as a matter of fact	0.604	0.489	0.379	0.311	0.363	0.420	0.462	0.504	0.554	0.614	0.686	0.780	0.854
29	coherent sequencing of sentences in one paragraph	0.634	0.482	0.312	0.379	0.444	0.507	0.544	0.571	0.597	0.631	0.683	0.766	0.838
30	coherent sequencing of sentences across several paragraphs	0.578	0.494	0.545	0.200	0.229	0.263	0.302	0.364	0.465	0.605	0.754	0.886	0.959
31	coherent sequencing of sentences across several paragraphs	0.574	0.494	0.498	0.224	0.251	0.288	0.327	0.386	0.480	0.604	0.732	0.848	0.919
32	coherent sequencing of sentences across several paragraphs	0.505	0.500	0.535	0.169	0.184	0.205	0.231	0.282	0.372	0.505	0.657	0.814	0.917
35	fact-finding; local	0.606	0.489	0.395	0.351	0.398	0.433	0.445	0.469	0.517	0.586	0.677	0.806	0.905
49	fact finding; global	0.581	0.493	0.394	0.326	0.351	0.384	0.421	0.466	0.517	0.573	0.643	0.764	0.879
46	inference of a character's feeling; local	0.540	0.498	0.459	0.287	0.286	0.294	0.318	0.363	0.432	0.522	0.637	0.791	0.905
22-3	syntax/word order: "used to" and "with the light on"	0.532	0.499	0.502	0.166	0.215	0.271	0.315	0.366	0.439	0.534	0.648	0.795	0.904
16	grammar: tense and aspect, plus a psych verb	0.547	0.498	0.400	0.276	0.305	0.343	0.382	0.426	0.479	0.545	0.628	0.743	0.837
11	grammar: past perfective	0.566	0.496	0.312	0.388	0.421	0.445	0.456	0.470	0.493	0.530	0.594	0.711	0.816
06	sentence stress in "... it was a surprise party."	0.485	0.500	0.469	0.116	0.157	0.219	0.286	0.361	0.437	0.508	0.585	0.708	0.818
50	fact finding; global	0.575	0.494	0.307	0.360	0.414	0.469	0.498	0.512	0.517	0.527	0.572	0.703	0.836
37	inference from an expository text; global	0.492	0.500	0.383	0.256	0.273	0.301	0.334	0.372	0.420	0.477	0.555	0.679	0.787
28	coherent sequencing of sentences in one paragraph	0.450	0.497	0.346	0.208	0.236	0.276	0.313	0.353	0.402	0.457	0.518	0.608	0.692
40	identification of pronouns' referents	0.312	0.463	0.403	0.149	0.136	0.132	0.142	0.166	0.206	0.264	0.350	0.506	0.654
01	accent patterns of network and fascinating	0.406	0.491	0.259	0.269	0.264	0.273	0.305	0.350	0.389	0.409	0.430	0.500	0.586
08	grammar: devote O to gerund	0.240	0.427	0.199	0.257	0.231	0.198	0.175	0.163	0.160	0.166	0.198	0.311	0.446
24-5	syntax/word order: "what it is that is making the noise"	0.159	0.366	0.356	0.048	0.053	0.058	0.063	0.071	0.083	0.100	0.141	0.272	0.436
09	vocabulary: common (as differentiated from familiar, popular, and broad)	0.320	0.466	0.062	0.328	0.336	0.335	0.325	0.313	0.302	0.296	0.304	0.328	0.345

04  
(R1)  
R2

[05] ... it's going to be a surprise party.  
[10] Akiko has her bag ( ) and lost all her money.  
[19] When do we have to hand in the report? / I don't remember. ( ) / Oh, good. Could you let me know what you find out from her?  
[33] 6-paragraph expository text w/ a visual prompt (graph); captions

Rank 1 で 0.600 以上の項目無し。

会話文中における文ストレス

have O Vp.p. (基本的な構文)

言語機能 (約束する)

図表を伴う説明文の局所的な理解

04  
R3

[17] It's very hot and humid today. Will it be any better tomorrow? / I heard it's going to be even worse! / ( )  
[39] 20-turn interaction; choices are given in pictures

言語機能 (悪い見込みへの反応)

図やイラストを伴う会話文の局所的な内容理解

04  
R4

[03] He didn't send me one.  
[04] ... we could study a bit.  
[07] Does this answer ( ) sense to you? I can't understand it.  
[12] The laundry won't dry quickly ( ) it's sunny.  
[14] The beach was beautiful! I wish I ( ) stay longer.  
[15] I think I did well on the English listening test. I understood ( ) on the tape.  
[18] I'm hungry. Shall we go for lunch now? / There isn't time. The meeting is about to start. / ( ) / That's right. Let's hurry. Everyone must be waiting.  
[43] approx. 600-word narrative: How did Kate feel after Angela joined the swimming club?  
[45] approx. 600-word narrative: Why did Kate want to help Angela?  
[48] approx. 600-word narrative: finding three "true" sentences out of eight

会話文における文ストレス

基本的な文法事項・語彙・イディオム・コロケーションの知識

make sense・unless (if, whether, since)・仮定法 (I wish)・almost everything (副詞+~thing)

言語機能 (悪い見込みへの反応)

局所的な情報に基づく登場人物の心情推論

物語文の全体的な理解に基づく事実情報の特定

04  
R5

[34] 6-paragraph expository text w/ a visual prompt (graph); Japan leads the five nations in the number of ( ).  
[36] 6-paragraph expository text w/ a visual prompt (graph); Among the five countries, ( ) are similar in that their workers receive more vacation time and spend fewer hours at work than the others.  
[41] 20-turn interaction; finding two "true" sentences out of six  
[44] approx. 600-word narrative: Why did the coach talk to Kate before the trial races?

説明文・物語文における局所的な事実情報特定

会話文の全体的な理解

局所的な情報に基づく登場人物の心情推論、図表に基づく推論

04  
R6

[13] Would you mind ( ) an eye on my luggage while I make a phone call?  
[20-1] The gallery has many [paintings / that / art lovers / should / not] miss.  
[27] The English expression, ( ), reflects this fact about the human body  
[42] 20-turn interaction; finding two "true" sentences out of six  
[47] approx. 600-word narrative: What did Angela mean when she said, "You're not the only one"?

mind Ving + keep an eye on (基本的な構文)

関係代名詞

文章中での接続詞使用

会話文の全体的な理解

局所的な情報に基づく登場人物の心情推論：局所的な情報理解に基づく推論・事実情報特定は到達

04  
R7

[02] The president's \_comments\_ on energy resources were general; she didn't deal with \_particular\_ problems.  
[26] ... The two different meanings of "hot" may seem confusing to Japanese students, but ( ), the word is the right one for describing the way ...  
[29] one paragraph w/ one gap for three sentences  
[30] 4-paragraph passage w/ 6 gaps for three sentences  
[31] 4-paragraph passage w/ 6 gaps for three sentences  
[38] 20-turn interaction; 3 gaps to be filled with [ Oh, really? / That's a good idea. / I'm not sure about that. ]

2~4音節語のアクセント

文章中での接続詞使用

段落内での一貫性のある文の配列

段落間での論理的な文の配置

言語機能 (相づちをうつ)

04  
R8

[16] As soon as the star player came in, the game ( ).  
[22-3] When he was tired, my brother used [ to / fall asleep / with / the light / on ] in his room.  
[32] 4-paragraph passage w/ 6 gaps for three sentences  
[35] 6-paragraph expository text w/ a visual prompt (graph); Japan is different from the other nations in that ( ).  
[46] approx. 600-word narrative: Why was Kate disappointed immediately after the final race?  
[49] approx. 600-word narrative: finding three "true" sentences out of eight

過去時制 + 心理動詞

used to + 付帯状況を表す with

段落間での論理的な文の配置

図表を伴う説明文の局所的な理解

局所的な情報に基づく登場人物の心情推論

物語文の全体的な理解に基づく事実情報の特定

04  
R9  
R10

[06] ... it was a surprise party.  
[28] one paragraph w/ one gap for three sentences  
[37] 6-paragraph expository text w/ a visual prompt (graph); According to the passage and the figure, it can be said that in 1995 ( ).  
[50] approx. 600-word narrative: finding three "true" sentences out of eight  
[40] 20-turn interaction; four "it"s underlined; same referents [[R10]]

会話文中におけるポイントを明確にするための文ストレス

段落内での一貫性のある文の配列

物語文・説明文の全体的な理解に基づく事実情報の特定

代名詞の指示対象の特定 【R10】

04  
below  
0.500

[08] Taro is now devoting all his time and energy ( ) English.  
[09] Every winter, colds are ( ) schools.  
[24-5] I wonder [ what / it is / that / is making / the noise ] upstairs.

devote O to gerund

類語との対比における形容詞の語義・用法に関する知識 common (familiar, popular, broad)

形式主語 it を含む wh-疑問文

# 対象年度間の相違

- 主に語彙・文法項目によって特徴付けられるランク
  - 特にRank 5以上：1990年度と1997年度
  - 2004年度データでは3グループに分類
    - 基本的・単一事項
      - ▶ 組み合わせ
        - ▶ R10でも正答できない項目群
- 談話能力に訴える項目群で特徴付けられるランクの有無
  - 2004年度・Rank 6
    - 90年度は同類項目群無し。97年度は2項目かつ1段落内の配列のみ。
- 同類項目群のまとめり
  - 1990年度は比較的まとまる。→ 各能力の定着の度合い？

# ● ● ● 今後の課題

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## ● 等化した上での比較

- 『学習指導要領』改訂前後での「違い」はある程度確認できたが、今回の調査では等化を行っていないため、単純に「質的な経年変化」を議論できない。

## ● なぜこうなるのか？

- 単年度の能力記述文体系、またその経年変化の背景にある要因についての検討が必要。



# **Please contact**

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**Your feedback will be very much appreciated.**

**Please send your comments, questions,  
suggestions, etc., to ...**

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**Thank you!**