Ⅰ期（一般）

受験番号		氏名	

令和 8 年度
武蔵野大学大学院 人間社会研究科 人間学専攻 言語聴覚コース
入学試験問題・解答用紙 （9 月 21 日）

〔英語〕

下記の文章を読んで、問いに答えなさい。

① Research suggests that early social interaction plays a significant role in language development during infancy. From birth, infants experience social contingencies with their caregivers and other adults, and research indicates that both the quality and quantity of early social interactions are linked to a child's brain growth and behavioral advancements. The quality of these social interactions—including the degree of parental sensitivity as well as parental speech style and social context of the interaction—have been shown to be significantly associated with early language learning.

An important milestone in language acquisition is phonetic learning. Infants begin life perceiving phonetic differences used to distinguish words across all languages, but between 6 and 12 months of age infants show a perceptual narrowing in their speech perception abilities that is specific to their native language. Experimental evidence shows that within this window, social interaction with a live person is necessary to learn new phonetic units and words—infants who were exposed to a new language during live social interaction learned to discriminate the sounds of that language, whereas infants who experienced the same language via TV or audio only did not. There is evidence that infants' social behaviors during these language learning episodes, evidenced by infant eye gaze and speech-like vocalizations, were significantly associated with the degree to which infants learn both new sounds and words. ②These data suggest that social interaction may be essential to early language learning.

Social interaction and language input provide opportunities for language learning, including conversational turns between the infant and caregiver and adaptations in the caregiver's speech style, such as infant-directed speech, that are directly related to the sensitivity of the social partner. Infants are exposed to social information from birth and by 3 months of age have begun to attune to the social environment, for example, by engaging in reciprocal exchanges during face-to-face social interactions with their caregivers, participating in conversation-like turn-taking, and changing their visual, facial, and vocal behaviors in response to their caregiver's social cues. Despite the emergence of these social abilities early in development, there are scant data about the specific link between infants' social environment during this early window and subsequent language development.

During the first months of life, mothers naturally "synchronize" their behaviors with infants' moments of alertness. For example, mothers typically adapt their speech according to the infants' non-distress vocalizations. Moment-by-moment adaptation to infants' cues is an important aspect of sensitive caregiving. ③Parental sensitivity has long been recognized as a determinant of secure attachment and has been reported to have a role in cognitive and social development. The importance of parental sensitivity during infants' prelinguistic period for

language development and communication has been previously highlighted. Studies have demonstrated that caregivers' verbal response to infants' babbling provides real-time effects on the development of prelinguistic vocalizations and communication skills. In one study, mothers of 9.5-month-old infants were instructed to provide models of vocal production timed to be either contingent or noncontingent on their infants' babbling. In the contingent condition mothers were instructed to verbally respond to their infant's babbling, while in the noncontingent condition mothers' verbal input was temporally dissociated from their infants' babbling. Infants in the contingent condition modified their babbling in accordance with the phonological structure present in their mothers' contingent utterances, whereas infants in the noncontingent condition did not.

In addition to studies showing that infants make real-time modifications in their babbled utterances following contingent verbal feedback, several longitudinal studies have examined the long-term effects of maternal sensitivity and responsiveness to infants' cues on language development. It has been shown that maternal verbal sensitivity at 9 months of age is predictive of 13-month child language comprehension. It was further shown that maternal affective matching responses to their 9-month-old infants' emotional displays predicted infants' language achievements at 21 months of age.

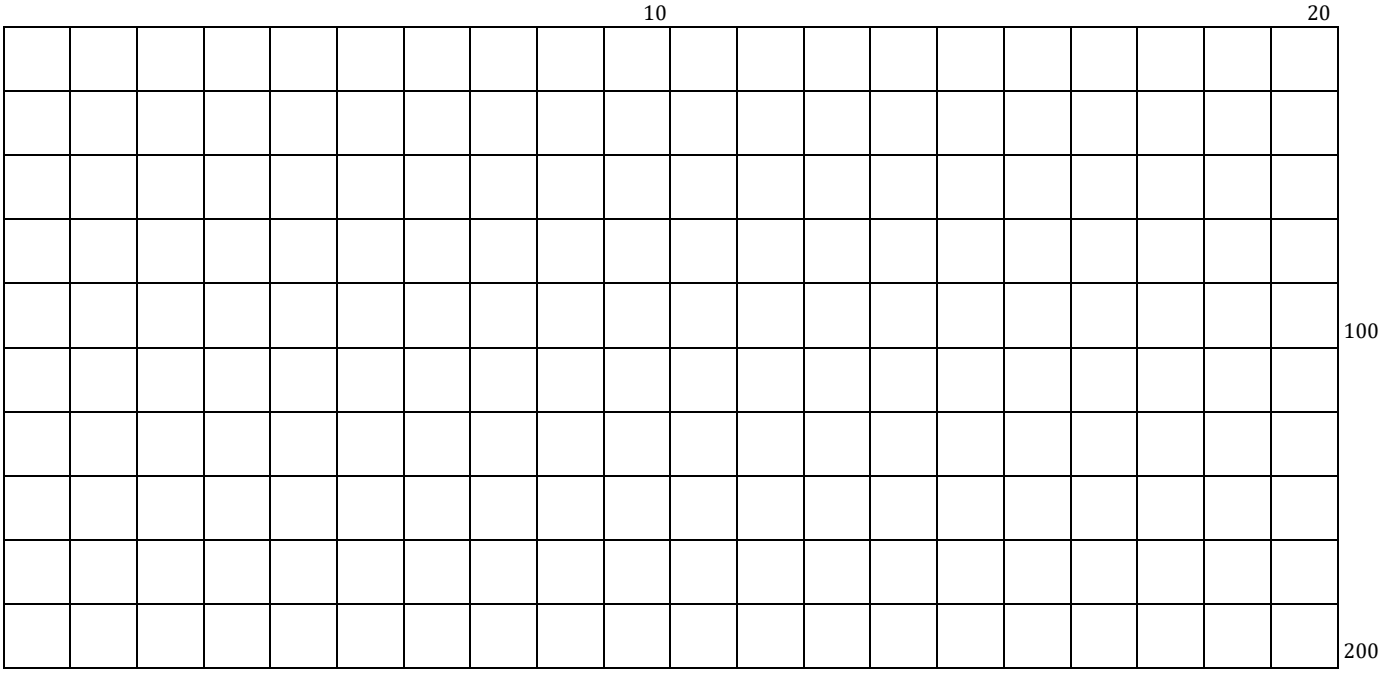
Other studies examined longitudinal interrelations between preverbal mother–infant interaction at 6 months of age and children's vocabulary development and found that maternal responsiveness during interactive play correlates positively with vocabulary size at 24 months of age. It was further shown that maternal responsiveness predicts not only vocabulary size, but also the timing of language milestones. Maternal responsiveness at both 9 and 13 months of age predicted children's timing of achieving language milestones including first linguistic imitations, first words, 50 words in expressive language, combinatorial speech, and the use of language to talk about the past . Another study found that maternal sensitivity and maternal language at 5 months each uniquely predicts child language at 49 months.

Interestingly, maternal sensitivity measured in different developmental stages appears to relate to language development at different stages. A study measuring the effects of maternal sensitivity from ages 6 to 36 months on children's language development at 15, 24, and 36 months of age found that sensitive maternal interaction positively affected children's later expressive language in the second and third years of life. However, early maternal sensitivity at 6 months of age did not show a substantive correlation with language skills until 36 months. ④It has also been shown that maternal responsiveness during the first year of life (measured when infants were 9 and 12 months) is a stronger predictor of infant vocabulary size at 18 months than maternal depression or anxiety scores. Importantly, the significant contribution of maternal sensitivity for language development is evident not only in typically developing infants, but also in children with language skills that develop more slowly and in children with developmental disorders such as Fragile X syndrome. These findings underscore the potential importance of social interactions and maternal sensitivity for child language development.

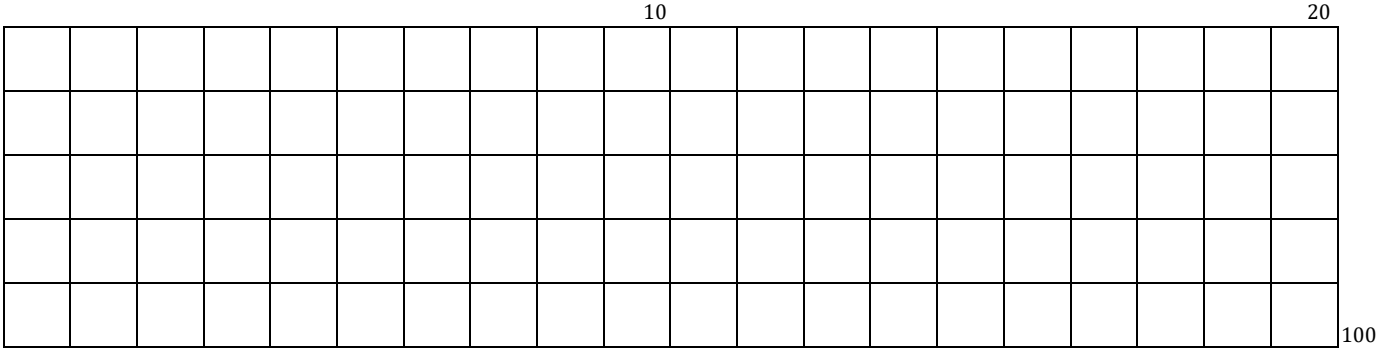
Endevelt-Shapira, Bosseler, Mizrahi（2024）"Mother–infant social and language interactions at 3 months are associated with infants' productive language development in the third year of life". Infant Behavior and Development.75.101929.
https://doi.org/10.1016/j.infbeh.2024.101929 一部抜粋・改変

social interaction:**社会的相互作用** sensitivity：**感受性** babbling：**喃語** Fragile X syndrome:**脆弱 X 症候群**

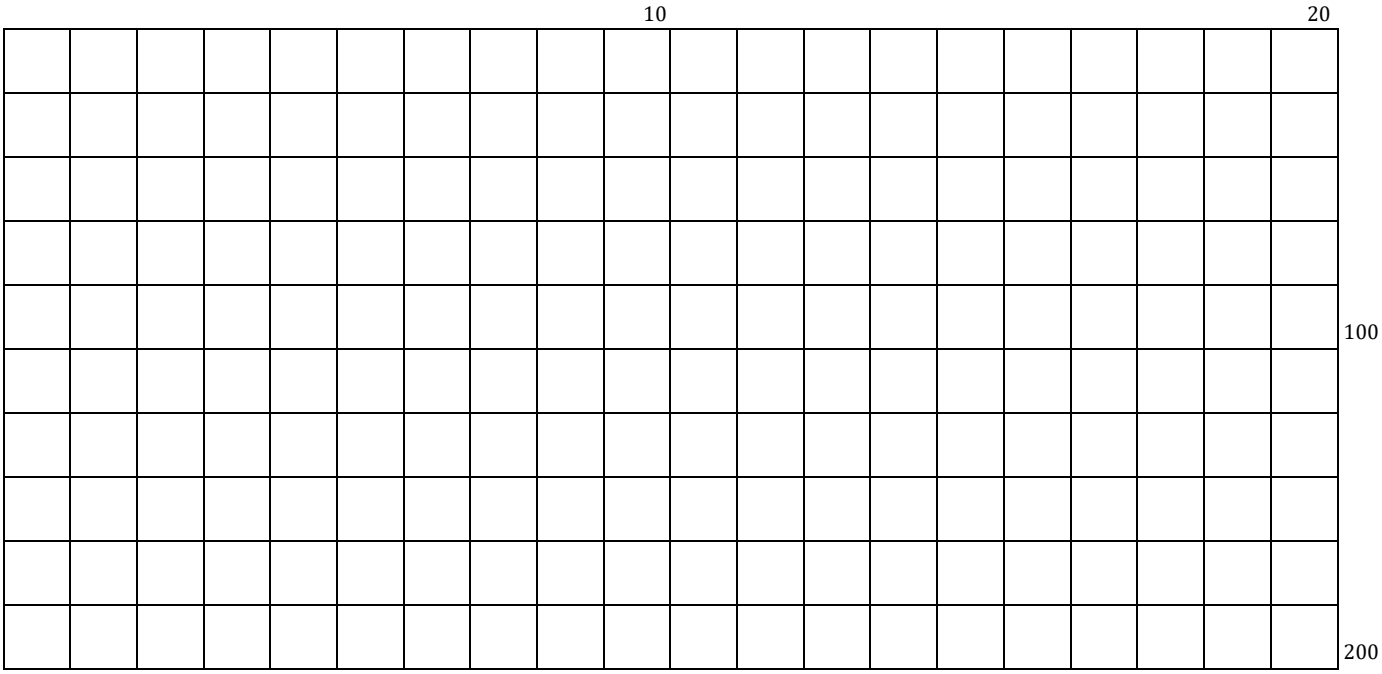
問 1　下線部①を 200 字以内で和訳しなさい。



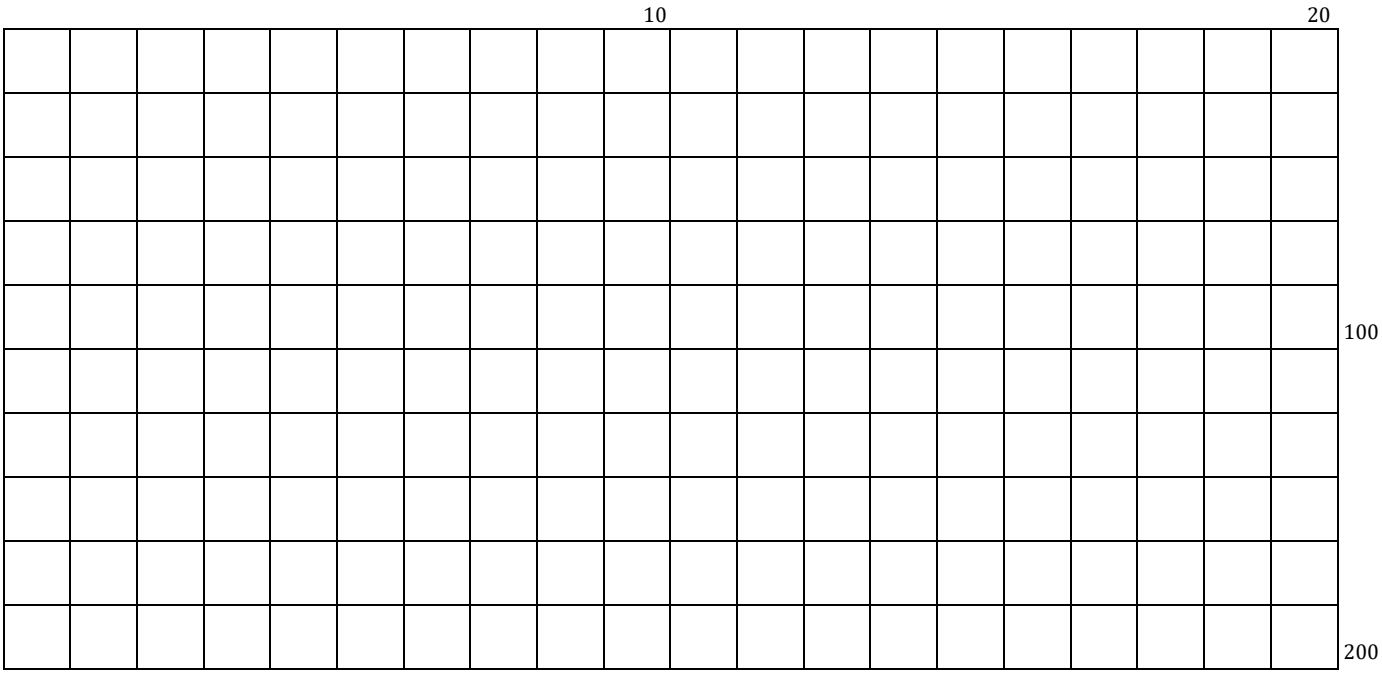
問 2　下線部②について、100 字以内で述べなさい。



問 3　下線部③を読んで“Parental sensitivity”とはどのような行動で、なぜ重要なのか考え、言語発達との関連について 200 字以内で説明しなさい。



問 4　下線④を 200 字以内で和訳しなさい。



問 5　本文を参考に、言語発達に遅れがみられる前言語期の段階にある児への支援について考え、200 字以内で書きなさい。