

No3 Intensive Course: 1/10

Name: _____ / Date: _____ Score: __ / 4 🕒 6 min

次の英文を読み、(1)～(4)の質問に対する答えとして最も適切なものを、それぞれ①～④から 1 つ選びなさい。

AI, Writing, and Genuine Learning

Many schools allow adolescent students to use AI for essays. Supporters say the tool can foster language acquisition by offering immediate suggestions. An enthusiastic learner who lacks confidence
5 can receive help anytime. This flexibility may make challenging assignments less frightening and allow students to practice more often.

However, improvement is not predetermined. If students accept every suggestion, their work may become imitation rather than genuine expression. They may produce sophisticated sentences without
10 developing the competence to explain why those sentences work. An outstanding final essay can therefore hide weak understanding, while a less polished draft may reveal a more promising learner.

Teachers can reduce this risk by asking students to save early drafts and elaborate on the revisions they make. They might also require
15 students to compare AI advice with their own choices. Such activities reinforce the distinct roles of assistance and judgment: a tool can offer possibilities, but the student must decide which idea fits the purpose.

The goal should not be to ban AI or let it control writing. Schools need rules that protect originality while permitting useful support. When
20 teachers judge the thinking behind a text as well as the finished product, AI can assist learning without replacing it. Used carefully, it can expand opportunities; used passively, it can weaken the very skills education seeks to develop.

(本文語数:220 語)

Questions

(1) According to supporters, how can AI help language learners?

- ① By writing complete essays that students can submit without revision.
- ② By giving immediate suggestions and allowing students to practice more often.
- ③ By replacing challenging assignments with easier classroom activities.
- ④ By determining in advance which students will become successful writers.

(2) What danger does the author identify in the second paragraph?

- ① Students may produce polished writing without fully understanding it.
- ② Teachers may value early drafts more highly than completed essays.
- ③ Less confident students may refuse to use sophisticated technology.
- ④ AI may prevent promising learners from receiving any written feedback.

(3) Why should students compare AI advice with their own choices?

- ① To prove that AI suggestions are usually grammatically incorrect.
- ② To make every student's final essay look equally outstanding.
- ③ To understand that assistance and personal judgment have distinct roles.
- ④ To avoid explaining the reasons for the revisions they have made.

(4) What approach to AI in education does the author support?

- ① Allowing AI to control writing whenever students lack confidence.
- ② Banning AI until schools can guarantee that it never makes mistakes.
- ③ Judging only the finished product because early drafts may be inaccurate.
- ④ Permitting useful support while evaluating the student's thinking process.

□1 acquisition[ækwəzɪʃən]	名 獲得、習得
□2 adolescent[ædələsənt]	形 ①青春期の ②未熟な
□3 challenging[tʃæləndʒɪŋ]	形 ①やりがいのある ②骨の折れる
□4 competence[kəmpətəns]	名 能力
□5 distinct[dɪstɪŋkt]	形 ①異なる、まったく別の ②はっきりした
□6 elaborate[ɪləbəreɪt]	動 ～を詳しく述べる、～を精巧に作り上げる
□7 enthusiastic[ɪnθù:ziæstɪk]	形 熱心な、乗り気である、夢中の
□8 flexibility[flɛksəbɪləti]	名 柔軟性
□9 foster[fástər]	動 ～を育む、～を育成する
□10 imitation[ɪməteɪʃən]	名 ①模造品、偽物 ②模倣
□11 originality[ərɪdʒənæləti]	名 独創性
□12 outstanding[àutstændɪŋ]	形 傑出した、目立った
□13 predetermined[prɪ:dɪtə:rmaɪnd]	形 所定の、あらかじめ定められた
□14 promising[práməsɪŋ]	形 前途有望な、見込みのある
□15 reinforce[rɪ:ɪnfó:rs]	動 ①～を強める、補強する ②～を増やす