H28. 2. 22 (月)

**1** 次の英文を読み，下の問いに答えなさい。(＊を付した語句には，問題文の末尾に注がある。)

Nowadays, we praise our children. Praise, self-confidence and academic performance, it is commonly believed, rise and fall together. But current research suggests (1)otherwise — over the past decade, a number of studies on self-esteem have come to the conclusion that praising a child as 'clever' may not help her at school. In fact, it might cause her not to try her best. Often a child will react to praise by quitting — why make a new drawing if you have already made 'the best'? Or a child may simply repeat the same work — why draw something new, or in a new way, if the old way always gets applause?

In a now famous 1998 study of children aged ten and eleven, psychologists Carol Dweck and Claudia Mueller asked 128 children to solve a series of mathematical problems. After completing the first set of simple exercises, the researchers gave each child just one sentence of praise. Some were praised for their ( A ) — 'You did really well, you're so clever'; others for their hard work — 'You did really well, you must have tried really hard.' Then the researchers had the children try a more challenging set of problems. The results were dramatic. The students who were praised for their ( B ) showed a greater willingness to work out new approaches. They also showed more resilience* and tended to attribute their failures to insufficient effort, not to a lack of intelligence. The children who had been praised for their cleverness worried more about failure, tended to choose tasks that confirmed what they already knew, and displayed less tenacity* when the problems got harder. Ultimately, the thrill created by being told 'You're so clever' gave way to an increase in anxiety and a drop in self-esteem, motivation and performance. When asked by the researchers to write to children in another school, recounting their experience, some of the 'clever' children lied, inflating their scores. (2)In short, all it took to knock these youngsters' confidence, to make them so unhappy that they lied, was one sentence of praise.

(3)Why are we so committed to praising our children? In part, we do it to demonstrate that we're different from our parents. In *Making Babies*, a memoir about becoming a mother, Anne Enright observes, 'In the old days — as we call the 1970s, in Ireland — a mother would dispraise her child automatically. "She's a monkey," a mother might say, or "Street angel, home devil." It was all part of growing up in a country where praise of any sort was taboo.' Of course, this wasn't the case in Ireland alone.

Now, wherever there are small children, you will hear the background music of praise: 'Good boy,' 'Good girl,' 'You're the best.' Admiring our children may temporarily lift our self-esteem by signaling to those around us what fantastic parents we are and what terrific kids we have — but it isn't doing much for a child's sense of self. In trying so hard to be different from our parents, we're actually (4)doing much the same thing — giving out empty praise the way an earlier generation gave out thoughtless criticism. If we do it to avoid thinking about our child and her world, and about what our child feels, then praise, just like criticism, is ultimately expressing our indifference.

Which brings me to a problem — (5)if praise doesn't build a child's confidence, what does?

Shortly after qualifying as a psychoanalyst*, I discussed all this with an eighty-year-old woman named Charlotte Stiglitz. Charlotte taught remedial reading* in northwestern Indiana for many years. 'I don't praise a small child for doing what they ought to be able to do,' she told me. 'I praise them when they do something really difficult — like sharing a toy or showing patience. I also think it is important to say "thank you." When I'm slow in getting a snack for a child, or slow to help them and they have been patient, I thank them. But I wouldn't praise a child who is playing or reading.'

I once watched Charlotte with a four-year-old boy, who was drawing. When he stopped and looked up at her — perhaps expecting praise — she smiled and said, 'There is a lot of blue in your picture' He replied, 'It's the pond near my grandmother's house — there is a bridge.' He picked up a brown crayon, and said, 'I'll show you.' Unhurried, she talked to the child, but more importantly she observed, she listened. She was present.

Being present builds a child's confidence because it lets the child know that she is worth thinking about. Without this, a child might come to believe that her activity is just a means to gain praise, rather than an end in itself. How can we expect a child to be attentive, if we've not been attentive to her?

Being present, whether with children, with friends, or even with oneself, is always hard work. But isn't this attentiveness — the feeling that someone is trying to think about us — something we want more than praise?

注 resilience 立ち直りの早さ　tenacity 粘り強さ　psychoanalyst 精神分析医
remedial reading 読書力を補強するための指導

1 下線部(1)の指す内容を日本語で説明しなさい。

2 下線部(2)を和訳しなさい。

3 下線部(3)の問いに対して筆者はどのような答えを提示しているか。70字以内の日本語(句読点を含む)で説明しなさい。

4 下線部(4)の指す内容を日本語で説明しなさい。

5 下線部(5)の問いの答えとなる英単語一語を本文から探して書きなさい。また，それが答えとなる理由を50字以内の日本語(句読点を含む)で説明しなさい。

6 空欄( A )，( B )に入れる語の組み合わせとして最も適切なものを以下の選択肢イ～ニから一つ選びなさい。

| | ( A ) | ( B ) |
|---|---|---|
| イ | confidence | intellect |
| ロ | effort | motivation |
| ハ | intellect | effort |
| ニ | motivation | confidence |