

2025（令和 7）年度

小 論 文

10：00～11：30

文 学 部

英 文 学 科

学校推薦型選抜（一般）

注 意 事 項

1. 開始の合図があるまでこの冊子を開いてはいけません。
2. 合図があったら、最初に受験番号を小論文解答用紙の指定の欄に記入しなさい。
3. 解答は横書きで書きなさい。
4. 印刷の不鮮明な箇所があった場合は、すみやかに申し出てください。
5. 解答用紙は2枚配付しますが、1枚だけ提出しなさい。残りの1枚は下書きに使ってかまいません。
6. 冊子と下書きに用いた解答用紙は、持ち帰ってください。

I 次の英文は、イギリスの教育機関における学びについて書かれたものである。
この文章を読んで設問に答えなさい。

John Morgan is in the first year of a *PhD on environmental history. He faces the challenges confronting most *postgraduate students, from managing time to getting the research done. But there's an added difficulty. "German historians are currently publishing lots on natural disasters and the environment in early modern Europe," he says. "I'm keen to engage with this literature, but the vast majority is in German."

Not a German-speaker himself, Morgan, who studies at Warwick University, is following a course at the institution's language center to help his research and get his language skills up to speed. "It's tough going, but I think I'm getting somewhere. Because I'm a total *novice, I'm not yet able to read German fluently. But that is my goal. I think it's worthwhile."

He's not alone in this ambition. Some universities report increasing numbers of students looking to learn extra language skills, and classes are offered with postgraduate programs at institutions up and down the country. "People learn differently: some want to be at home, some in a dedicated language learning space," explains Paul Barnes, of the university of Bournemouth. Students can study on site at the university's language center, but there is also a virtual learning environment for remote study as well as audio and video programs. "Our staff can advise on programs to follow, or students can devise their own," he says.

Rather than offering academic qualifications, these courses are aimed at non-specialist language learners "who want to pick up skills in addition to their studies," says Barnes. "Studying a language is open to all students." It's not part of their degree, but is recognized by us as being an important part of the university experience."^(A)

< 中略 >

As well as on-campus courses, students can choose online schools, CD-based lessons or podcasts to help them learn. “You can learn effectively by almost any means, as long as you use the right method,” says Sylke Riester, director for Europe at the language learning provider *Rosetta Stone. “A complete immersion approach with a strong emphasis on developing communicative skills is the most effective method.”

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For those who make the effort, there are many benefits to learning a language. One of them, says Nick Byrne of the *LSE, where about 800 postgraduate students take language as an extra study option annually, is the boost to their academic output. “They’re able to access far more resources than just articles written in English, and can also connect better with academics in other countries.”

“There are also all ^(B) the transferable skills you pick up when studying a language,” he continues. “Communication, intercultural awareness... it’s far more than just language in itself.”

The learning process can improve students’ abilities in other areas, too. “Learning a language is actually more a *cognitive problem-solving activity than a linguistic activity,” says Riester. “The process of learning a language activates the brain in ways that benefit us in learning many other things.”

In practice, that might mean becoming a better communicator in English, for example; it can also help with the formal side of academia. “Learning a foreign language can improve students’ awareness of *register, formality and so on,” says Barnes. “It’s useful for academic writing.”

And according to Evan Stewart, director of Warwick university’s language center, as well as enhancing your mental flexibility, creativity and higher-order thinking skills, those extra language skills can benefit your career prospects.^(C) “Of course, it’s more valuable in some workplaces and environments than it is

in others, but it clearly represents to prospective employers that you are someone who will actively seek out challenges and also that you have an *aptitude for picking up new skills.”

He adds that *CBI figures (from 2011 Education and Skills surveys) suggest that, for some employers, competence in a second language is hugely beneficial in the interview process regardless of whether it is a requirement of the position. Riester agrees. “It’s not about being fluent in a language: three out of four of employers say that they are interested in basic ‘conversational ability’. In competitive times, graduates and professionals alike must seek to improve their career prospects by acquiring new skills and refining existing ones to stand out in the application process.”

And in an increasingly global workplace, the cultural understanding that comes from learning languages can be just as useful as a *nifty turn of phrase with the language itself. “The majority of young people in a *Master’s program today can expect either to work abroad or to come into contact with non-English-speaking clients or business partners,” says Riester.

Finally, apart from the academic and professional benefits, learning another language can be intellectually satisfying in itself. “Many simply enjoy the experience,” says Stewart. “Language can open doors into areas of interest that perhaps would otherwise remain undiscovered, and can prove *reinvigorating as a different challenge to the main body of work that a student is completing.”

出典 Adapted from Russ Thorne, “The Joys of Being Bilingual.” *The Independent*. 8 November 2012.

注

- *PhD 学術博士、博士号
- *postgraduate 大学院生の
- *novice 初心者
- *Rosetta Stone 外国語学習プログラムを提供する企業
- *LSE ロンドン大学経済政治学部
- *cognitive 認知を要する、認知における
- *register 使用域(状況、年齢、性別などの言語使用の差異)
- *aptitude 素質
- *CBI 英国産業連盟
- *nifty 気の利いた
- *Master's program 修士課程
- *reinvigorate 再び元気づける

問 1 以下の問いに各々 50 字以内の日本語で答えなさい。

- (1) What does the underlined (A) mean?
- (2) What does the underlined (B) mean?

問 2 以下の問いに日本語で答えなさい。

- (1) 下線部(C)について、50 字以内で説明しなさい。
- (2) 外国語を学ぶことにどのような意義があると考えますか。250 字以内で述べなさい。

II What is one of your favorite creative works (story, novel, or movie) that you have ever read or seen? Why does it appeal to you? First, write the title either in English or in Japanese. Then, write the reasons in English (approximately 100 words, excluding the title). Write the number of words in () on the answer sheet.