

2026（令和8）年度

英 語

13：30～15：10

教養学部

国際教育学科

一般選抜(中期日程)

注 意 事 項

1. 合図があるまでこの冊子を開いてはいけません。
2. 合図があったら受験番号を解答用紙の指定の欄に記入しなさい。
3. 落丁、乱丁、印刷不明、汚れの箇所があった場合は、すみやかに申し出てください。
4. 解答は必ず解答用紙の指定された解答欄に記入しなさい。
5. この冊子は持ち帰ってください。

国際教育学科

(問題訂正)

2 頁 下から 8 行目

(誤) who quit school for high school

(正) who quit high school

以下の英文を読んで、問に答えなさい。

TOYOTA, Aichi—The supply of Japanese language and career-oriented education for children with foreign roots has emerged as an urgent issue in Japan, as those without support tend to choose paths as nonregular workers¹.

With the expansion of the status of residence² for foreign nationals, the number of those who settle in Japan is expected to (1). The country faces a challenge in developing the potential³ of these children and increasing their options for the future.

The Aichi Prefecture city of Toyota has more than 20,000 foreign residents, who make up 6.8% of the city's population. Since the 1980s, it has become one of the largest cities in Japan where foreigners gather, as more and more Nikkei people of Japanese descent⁴ immigrated to the city from South America (2) labor shortages in the auto industry.

Last November, a three-day class was held in Toyota to discuss future occupations, and 35 students between the ages of 15 and 18 who wished to enter Japanese high schools took part. They were attending Japanese language classes run by the nonprofit organization Torcida⁵, and their nationalities were diverse, ranging from Filipino to Nepalese, Chinese and Peruvian.

Megumi Yuki, a professor at Gunma University who serves as a lecturer, asked the students to share their future job hopes. She specializes in educational studies and designed the career development support program for students with foreign roots that was used in the class. The program was based on “Jobtag,” an occupational information website run by the labor ministry. By answering questions, those who reply can find an occupation that fits their suitability.

Students analyzed themselves with checklists, learned about suitable jobs, and investigated what knowledge and skills were needed. They were asked about their “dream job” and also listed a “suitable job” among those identified by the website.

Yuki commented, “It's fine to have dreams such as becoming a pilot or a soccer player. But I hope that they will not be discouraged when their dreams do

not come true, and that they will have the ability to think (3) about how to design their lives.”

The emphasis in the class was on whether everything “clicked” for the students. Yuki repeated important points many times to ensure that students did not move on without thoroughly understanding the class content, including the questions on the checklist.

While the students listed desired careers, such as junior high school teacher, car salesman, pattern maker and so on, they discussed in groups what kind of school they would go to and what kind of goals they would set in order to get those jobs. Yuki said, “These children have more opportunities than they think. The program is still in the trial-and-error⁶ stage, but I would like to conduct further research.”

According to the labor ministry, there were 2,048,675 foreign workers in Japan as of October 2023. This was a new record high, recovering from the decline caused by the outbreak of the coronavirus.

Teaching children with foreign roots Japanese has been a major issue, but⁽⁴⁾
career education beyond that has not received much attention. Yoshimi Kojima, associate professor of sociology of education⁷ at Tokyo University of Foreign Studies, pointed out, “Until now, many children (with foreign roots) did not attend school, and their main goal was to graduate from junior high school. Neither they nor the community had the time to think about what they would do after that.”

According to a survey conducted in fiscal 2021 by the education ministry, the percentage of students who quit school for high school who needed Japanese language instruction was 5.5%, about five times the rate among all high school students in Japan. Furthermore,⁽⁵⁾
of the students who needed Japanese language support and who had found employment after graduation, 39.0% were in nonregular employment⁸—about 11 times the overall percentage. The system of entrance examinations for higher education in Japan, such as the influence of school grades, is complicated and difficult for foreigners to understand. Many are also confused about the emphasis on rules and manners in job hunting.

Meanwhile, when economic and social emergences develop, such as the financial crisis in Japan following the bankruptcy⁹ of major investment bank Lehman Brothers Inc.¹⁰ and the coronavirus pandemic, nonregular foreign workers⁽⁶⁾ are often subjected to unfair treatment, including firing.

Because their employment status and income are unstable, they spend less on their children's education, and as a result, their children often choose to work part-time or as temporary workers.

Moves to break this negative cycle and increase future options for children⁽⁷⁾ with foreign roots are gradually spreading. Mitsui & Co.¹¹, which operates a wide range of businesses in Brazil, has been holding career seminars in various parts of Japan with nonprofit groups as part of a scholarship program for Brazilian schools in Japan since 2020. In the past, the majority of Brazilian school graduates went on to universities in their home countries or studied abroad, but more and more students are choosing to remain in Japan.

Kojima also teaches classes at a public high school with a large foreign student roll. She teaches them about the equal employment opportunity law¹² and systems related to workers' compensation¹³, which she wants them to know about because of their minority status, since they are likely to be treated unfairly.

She said, "Foreign students are often treated differently, so when I tell them, 'Under labor law, there is no difference between foreign and Japanese citizenship,' they are surprised."

Although career education tends to focus on job hunting activities, "There are many different forms of career education. Some embassies¹⁴ organize educational fairs for children of their nationality, and it is important to give them more options for considering their future direction," Kojima said.

[Adapted from Ota, A. February 20, 2024. "Japan faces need for career-oriented education catering to young people with foreign roots". *The Mainichi*. (<https://mainichi.jp/english/articles/20240220/p2a/00m/Ona/031000c>)]

語注

- 1 nonregular workers 非正規労働者
- 2 the status of residence 在留資格
- 3 potential 潜在能力
- 4 Nikkei people of Japanese descent 日系移民
- 5 the nonprofit organization Torcida NPO 法人トルシーダ
- 6 trial-and-error 試行錯誤
- 7 sociology of education 教育社会学
- 8 nonregular employment 非正規雇用
- 9 bankruptcy 倒産
- 10 investment bank Lehman Brothers Inc. 投資銀行のリーマン・ブラザーズ
- 11 Mitsui & Co. 三井物産株式会社
- 12 the equal employment opportunity law 男女雇用機会均等法
- 13 compensation 労災補償
- 14 embassy 大使館

問 1 空欄(1)に入る単語一語として、文脈上最も適切なものを文中から選び、答えなさい。

問 2 空欄(2)に入る表現として、文脈上最も適切なものを以下から一つ選び、A～Dの記号で答えなさい。

- A. independently of
- B. in spite of
- C. as a result of
- D. due to a lack of

問 3 空欄(3)に入る表現として、文脈上最も適切なものを以下から一つ選び、A～Dの記号で答えなさい。

- A. ambitiously
- B. realistically
- C. negatively
- D. pessimistically

問 4 下線部 Teaching children with foreign roots Japanese has been a major issue, ⁽⁴⁾ but career education beyond that has not received much attention. の理由は何か。本文の内容に即して最も適切なものを以下から一つ選び、A～Dの記号で答えなさい。

- A. It is believed that once children successfully graduate from school, they will be able to think about their own career independently, so they do not need any support at all.
- B. Statistically speaking, the number of children with foreign roots who are unable to choose a stable career is negligibly small.
- C. As the larger social issue of the COVID-19 pandemic emerged, career-related matters became a secondary concern.
- D. Parents are so focused on keeping their jobs secure that they have little time to support their children's learning and future prospects.

問 5 下線部 of the students who needed Japanese language support and who had ⁽⁵⁾ found employment after graduation, 39.0% were in nonregular employment — about 11 times the overall percentage. の理由は何か。本文の内容に即して具体的に日本語で説明しなさい。

問 6 下線部 nonregular foreign workers are often subjected to unfair treatment, ⁽⁶⁾ including firing. を和訳しなさい。

問 7 下線部 Moves to break this negative cycle and increase future options for children with foreign roots are gradually spreading.⁽⁷⁾ として、本文のこの箇所以降で紹介されている取り組みを一つ選んで要約し、それがどのように“break this negative cycle”し得るものだと考えられるか、50～70 字程度の日本語で説明しなさい。

問 8 “children with foreign roots”のキャリア形成において最も大きな困難は何か、そしてそれを乗り越えるための支援として学校あるいは現場の教員にはどのようなことができるだろうか。あなたの見解を具体的に、理由とともに 100～150 words の英語で論じなさい。