

令和7年度大学院入試 外国語試験(英語)
地域開発政策専攻 (博士前期課程)
入試区分名(一般選抜)

問題1 以下の文は新聞に掲載された教育についての記事です。この文を読んで設問に答えなさい。(配点 50 点)

(1) Classrooms are filled with children with diverse characteristics. Some excel in academics, while others struggle; some are skilled in sports, while others are not. Despite the variety of students, the typical classroom has only one or two teachers. How can teachers discover and nurture each child's individual strengths? Perhaps the answer lies in the approach taken by special support classes, which cater to special-needs students.

(2) Special support classes are small groups designed to provide learning tailored to the condition and degree of each child's disability. In Yokohama, such classes emphasize "individualized support" and are called "individual support classes."

In December, I visited the individual support class at Totsuka Elementary School in Yokohama. Out of approximately 1,000 students, 94 attended individual support classes. In a second-grade classroom for children with autism and emotional disorders, a morning meeting was being led by one of the students. After they watched a video about an upcoming "toothbrushing inspection," the teacher reminded the students to bring their toothbrushes from home. This sparked questions such as "Do I have to bring my own toothpaste too?" or "My toothbrush is electric; is that okay?" Their questions were entirely logical, making it hard to notice they required special support.

Since each child's disabilities vary, individual support plans are tailored to their needs in these classes. If there is a class of eight students, there are eight different plans. Teachers prepare worksheets and schedules customized for each child. For example, in a class for students with intellectual disabilities spanning grades one through six, some children worked on multiplication worksheets, others on fractions, and some practiced complex kanji. A few even attended science lessons in regular classes.

One notable aspect was that each class ended with (3) "My Time," a period when students could freely engage in activities they liked. Serving as motivation to complete tasks, My Time allowed students to discover their own interests and preferred ways of learning.

Another boy in the third grade loves origami and can fold intricate dinosaur models requiring over 100 steps. Although he struggled with reading, he could spend hours

looking at origami books. He showed remarkable spatial awareness, the ability to create three-dimensional objects, and perhaps, perseverance. Similarly, (4) there were children whose love for gaming led to strengths in computer programming. Principal Tamami Ohtani, 65, said, “We work with parents to find and nurture these strengths.”

Children with disabilities are not the only ones who can benefit from individualized education tailored to children’s traits and personalities. Historically, Japan has had individualized education for a long time. During the Edo period (1603-1867), educational facilities called *terakoya*, where the children of common people could learn to read, write and calculate, allowed them to work on different tasks.

Yukitsugu Kato, a professor emeritus at Sophia University and a pioneer in individualized education, criticized the traditional uniform teaching during a keynote speech at the 2020 conference of the Japan Society of Education for Individual Development. He pointed out that in the uniform teaching, the same learning task is pursued in the same place and at the same time and in the same manner, expecting all the children in the class to reach the same conclusion. However, children have different levels of readiness for learning, they learn at different paces, and the learning materials suited to their needs are different. Interests differ from child to child, and some children may not be interested in common learning tasks. (5) As a result, some children are always left behind, and dropouts are created.

(出典 Hattori, M. (2025, January 18). Special support classes help both students and teachers. *The Japan News*.なお一部を修正してある。)

設問

問1 (1)のパラグラフにはどのような問題が描写されていますか。日本語で述べなさい。

問2 下線部(2)の特徴の日本語で述べなさい。

問3 下線部(3)はどのようなことをする時間ですか。日本語で簡潔に述べなさい。

問4 下線部(4)を日本語に訳しなさい。

問5 下線部(5)のような状態が生じる理由を本文に沿って、日本語で説明しなさい。

問題2 以下の二つのテキストを読んで設問に答えなさい。(配点 50 点)

テキスト1

Does money matter for schools? This controversial topic of debate originates with (1) the influential 1966 Coleman Report that found no connection between how much money is spent per student and test performance. IPR economist Kirabo Jackson leads a study that takes (2) a fresh approach beyond just examining K-12 standardized test results to observing long-term effects, such as how much students earn as adults. Examining changes in K-12 public school spending due to school finance reforms in 28 states, Jackson and his colleagues find strong ties between increased school spending and positive outcomes.

(3) When a district's per-pupil spending increased by 10 percent, those exposed to the increases across all 12 school-age years completed more years of school—and as adults, they earned more and were less likely to be poor. For example, in 2012 schools spent \$12,600 on average per pupil. Jackson's findings suggest that a permanent 10 percent spending increase—or an increase of \$1,260 per student overall—would lead to 7 percent higher wages at age 40 and a 3 percentage-point lower likelihood of adult poverty among those exposed to the spending increases across all 12 years of their public school education.

注

K-12 幼稚園から高校卒業までの公的無償義務教育
district 学区

(出典 The benefits of increased school spending. (2017, March). Northwestern Institute for Policy Research. From <https://www.ipr.northwestern.edu/documents/policy-briefs/school-spending-policy-research-brief-Jackson.pdf> なお一部を修正してある。)

テキスト2

If, ten years ago, you had asked me what was wrong with our public education system, I would have answered, “lack of money.” But as I’ve learned more about the problem, I’ve discovered that there are other factors that are more important—including one I couldn’t help noticing even as a kid.

Moving from one school to another enabled me to experience a lot of different teachers. Some are amazing, each in his or her unique style, and I remember them to this day. There was the sly Mr. Quass, who made science experiments feel like the

solutions to intriguing mysteries: Mr. Kettlehut, in his itchy formal jackets, treating the study of grammar like a challenging and enjoyable game. It was the good teachers, more than the facilities or a great gym or classroom size, that stood out at every school I went to.

I spent a brief period of my life in Japan teaching English classes to businessmen and -women at large corporations. I was very young at the time, and yet I received incredible respect from my students, not because I was such a spectacular teacher, but because *sensei* (teacher) is a title that carries enormous importance in Japanese society.

In some parts of the world, teaching is cool. Sadly, this is generally not true here in the United States. Our brightest students from our top universities don't generally choose teaching; instead, they flock to jobs on Wall Street or at management consulting firms.

It's time for a major cultural shift if we hope to really improve the American educational system. We need to dramatically increase the profession's cool factor. Teaching should be considered one of the most important jobs you can have—which of course it is.

(出典 Chilcott, L. (2010). The road to super Tuesday. In K. Weber (Ed), *Waiting for "Superman": How We Can Save America's Failing Public Schools* (pp. 49-64). PublicAffairs, New York. なお一部を修正してある。)

設問

問 1 下線部(1)の内容を日本語で述べなさい。

問 2 下線部(2)の特徴を日本語で述べなさい。

問 3 下線部(3)を日本語に訳しなさい。

問 4 筆者が日本で驚いたことは何ですか。日本語で述べなさい。

問 5 テキスト2の筆者は問題を解決するためにどうすれば良いと主張していますか。日本語で述べなさい。

問題1(出題意図)

平易な英語で書かれた新聞の社説を読み、筆者の主張を読み取る力を判断することを意図した問題である。読解に必要な語彙力、文法力、論理的関係の理解力が求められる。

問題1(模範解答)

問1 教室には多様な特徴を持った生徒がいるにもかかわらず、先生が1人か2人しかおらず、子供たちの一人一人の強みを育むことができてないという問題。

問2 子供1人1人の障害の状態や程度に合わせた学習を提供するために作られた小グループでの学習ができる教育

問3 自分が好きな活動をする時間

問4 生徒が自分のやりたいことをする時間ゲームが好きだったので、コンピュータのプログラミングが得意になった子供たちがいた。

問4 同じ時間に同じ方法で同じ内容を学ぶ伝統的な一斉教育では、全ての子供たちが同じように学ぶことが前提となっている。しかし、実際の子供たちは、学習能力や進度、学び方、興味が異なる。そのため、伝統的な一斉教育の授業内容に興味を持てなくなって、勉強についていけなくなったり、退学したりしてしまう。

問題 2(出題意図)

見解と文体が異なる二つのテキストを読み、それぞれの主張を読み取る力を判断することを意図した問題である。読解に必要な語彙力、学術的なテキストに特徴的な複雑な構文を読み取る文法力が求められる。

問題 2(模範解答)

問1 生徒一人当たりにかかるお金とテストの成績には関係がないという報告

問2 幼稚園から高校までの標準テストの成績を分析するのではなく、大人になったときのどのくらいの収入があるかといった長期的な影響を観察するという新しい特徴がある。

問3 学区の子供 1 人あたりの予算が 10 パーセント増えると、K-12 年間その増額を受けた子供たちはより長く在学する。そして、大人になった時、より多くの収入をえて、貧困になりにくくなる。

問4 日本で教師は「先生」と呼ばれ尊敬されている。

問5 アメリカの教育を良くするために、教師という職業がとても重要な職業であることを認識するべきである。