

令和5年度入学試験問題

地域経営学部

一般選抜 前期日程

小論文

(注意事項)

1. この問題冊子は試験開始の合図があるまで開いてはならない。
2. 問題は全部で4ページある。落丁・乱丁、印刷不鮮明の箇所などがあつた場合は申し出ること。
3. 別に解答用紙が2枚および下書き用紙が2枚ある。
4. 解答はすべて解答用紙の指定された箇所に横書きで記入すること。
5. 受験番号は解答用紙の指定された箇所に必ず記入すること。
6. 解答時間は90分である。
7. 問題冊子および下書き用紙は持ち帰ること。

問題 1 次の英文の要約を 200 字以内の日本語で書きなさい。

There are many children in Japan with foreign roots who, because they don't speak Japanese well, cannot take regular classes at school.

One in 20 public primary and junior high school students across the country who need Japanese language lessons have been put in classes originally intended for children with disabilities, a national survey recently found for the first time. The figure for primary and junior high students overall is one in 30.

Instruction in these classes is designed for children with disabilities, so there is no reason to put students with foreign backgrounds in them simply because they are not proficient in Japanese. The problem is that the schools are not prepared to teach Japanese.

Some of these students were recommended by the schools themselves to go into special needs classes because they didn't have the capacity to put the children into regular classes. There were also cases of schools and education boards labelling foreign children as developmentally disabled because they were "slow learners," ignoring the impact of the language barrier.

The national and local governments have a duty to advance Japanese language education for foreign residents. This was spelled out in law in June 2019, but there is a great deal of regional disparity when it comes to the law's implementation.

There are some local governments that have Japanese language classes at every public school, and which post Japanese language teachers and volunteer interpreters. But there are places that do not provide enough language support because they do not have enough staff to fill this need.

First, we would like to see the teachers and volunteers that are available used effectively, and methods developed to teach Japanese to as many children as possible. There are already practical examples of language teachers and others going from school to school, or teaching students from multiple schools at the same time online. These are worth considering.

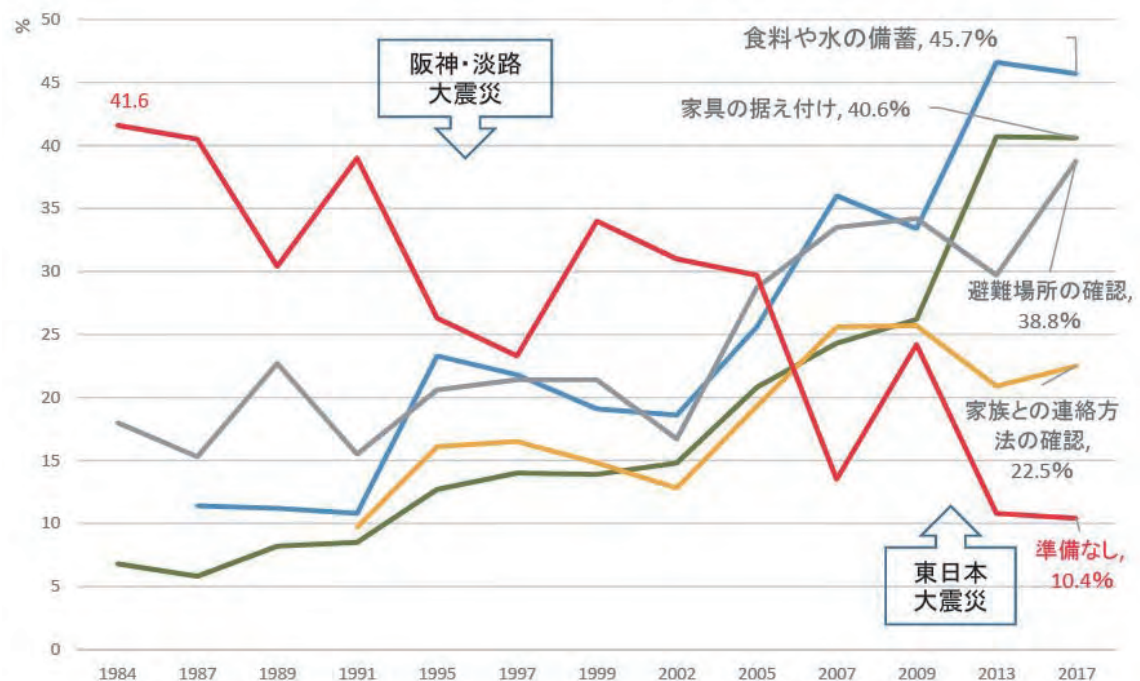
A Japanese language education system must be created ahead of the expected increase in the number of children coming to live in Japan from overseas.

What is needed is an environment that equips these children with a certain level of Japanese that will allow them to join regular classes. It is important for the education system to create training programs that produce skilled teachers who understand the diverse backgrounds of the students.

While almost all junior high graduates go on to high school or vocational schools, the figure for students who need Japanese lessons is under 90%. It is very important that every child in Japan be afforded the chance to learn, without discrimination. And their futures must not be limited simply because their schools were unprepared to accept them.

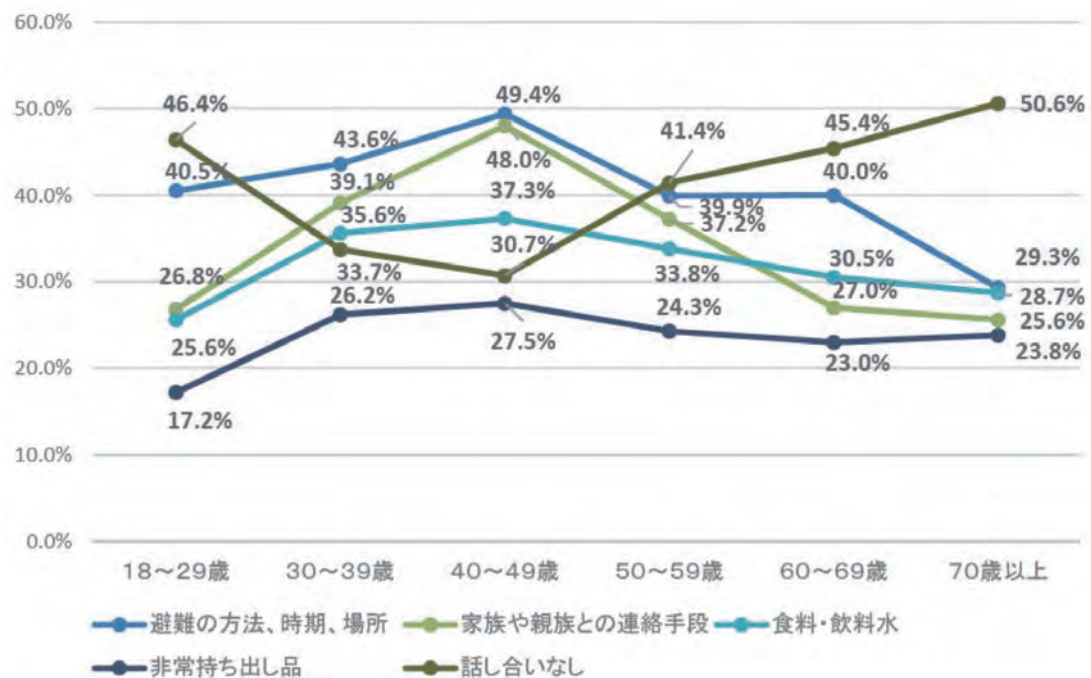
(出典 : EDITORIAL / Japan's education system is failing kids with foreign roots, The Mainichi, April 19, 2022, 原文のまま)

問題2 次の二つの図は、令和4年版『防災白書』からの引用である。これらの図に基づいて、以下の設問に答えなさい。



(出典：内閣府政府広報室「防災に関する世論調査」より内閣府作成)

図1 自助の取組の進展



(出典：内閣府政府広報室「防災に関する世論調査（平成29年11月調査・有効回答1,839人）」より内閣府作成)

図2 災害について家族や身近な人と話し合った内容（上位5項目）（年齢別）

設 問

問 1 図 1 の説明を 200 字以内で書きなさい。

問 2 図 1 と図 2 を踏まえて、災害について家族や身近な人と話し合う場合、年齢層の違いに着目し、どのような内容が必要か、あなたの考えを 200 字以内で書きなさい。