

2026年度 入学試験問題

教育学研究科

学校教育専攻（修士課程）

「英語」

（2期）

受験番号	氏 名

文教大学大学院

次の英文は、「高等教育における異文化コミュニケーション」について述べられた英文からの抜粋です。これを読んで、文中の下線部(1)～(5)を日本語に訳しなさい。

From the perspective of intercultural communication, it is important to recognize that there are many different educational cultures around the world and that these cultures reflect the social relationships, political circumstances, and philosophies in each country. ⁽¹⁾Moreover, in this age when universities are rapidly internationalizing, it is necessary to be mindful that teachers and students carry with them a range of different expectations about classroom learning. This might include ideas about how much distance should exist between teachers and students, how students should contribute to classes, how students should demonstrate their abilities, how much politeness is required in communication, and much more. ⁽²⁾These culturally shaped expectations tend to be based on educational experiences in one's home country, and many individuals are not necessarily aware of their own expectation. When a new educational environment does not always match these expectations, it becomes necessary to adjust one's ways of thinking about education. However, this is easier said than done.

Teachers at universities in Western nations are sometimes frustrated when students who have been educated abroad are reluctant to express their opinions or ask questions during lectures. On the other hand, some students from overseas may be confused as to why teachers are asking them questions instead of just explaining. Another issue is group work. Many teachers take it for granted that group work is most effective for learning, but students don't always agree with this. This existence of stereotypes, gaps in English proficiency, and cultural differences can lead to unproductive group work. ⁽³⁾Aside from the prevalence of group work, students are also sometimes surprised when exams are not multiple-choice but actually essay exams. They can become anxious about how to show their knowledge and get a good score. Teachers and students may also have different ideas about the importance of critical thinking. ⁽⁴⁾Teachers often tell students to "critically evaluate" or "critically discuss" something which they have read or heard, but teachers often don't explain what this means. When students don't demonstrate enough "critical thinking" in their essays or presentations, teachers then become frustrated and may stereotype overseas students as "uncritical". Teachers do not always realize that approaches to critical thinking depend on culture. Students also can be unaware of this. This is one of the most serious problems in intercultural communication within universities.

To make internationalization of higher education successful, all teachers and students need to become aware of the expectations they have about

effective teaching and learning. They then need the ability to communicate their assumptions to each other and encourage mutual understanding. ⁽⁵⁾The best methods of teaching, learning, and testing are not fixed, but open to negotiation based on a process of intercultural dialogue.

出典

Troy McConachy, Satoru Furuya, Chikako Sakurai (2017) Intercultural Communication for English Language Learners in Japan. 南雲堂