

早稲田大学 教育学部  
2025 年度 入試問題の訂正内容

＜教育学部 複合文化学科転科転専修試験＞

【小論文】

●問題用紙 No. 1 設問 3 注釈

(誤) ※※ empathy → (正) ※※※ empathy

以上

2025年度

教育学部 転科・転専修試験 問題用紙

受験番号					
氏名					

「小論文」  
複合文化学科

1. 複合文化学科に転科を希望する理由を簡潔に記して下さい。
2. 複合文化学科に転科した場合、
  - (a)特に学びたい領域は何か、
  - (b)その領域に関して現在までに学んできたことを具体的に、
  - (c)その領域を学ぶことによって到達したい目標、
 を(a),(b),(c)の記号と共に区別して記してください。
3. 次の英文の文章 I, II のうちから一つを選び、全体を読んで問いに答えなさい (I, II のどちらかひとつを選ぶこと)。

I.

We have long argued for the importance of foreign language learning. We still maintain that when you learn a foreign language you gradually learn to think differently, to conceptualize things that your native language isn't capable of, and to stretch your mind around new ways of seeing the world, other people, and yourself. The great Japanese writer, Haruki Murakami, has said that "learning another language is like becoming another person." Those who speak another language can attest to the ways in which knowing a language and interacting with native speakers of that language opens up new worlds. [...] Paul\*, in his first epistle to the Corinthians\*\* (9:19-23), speaks of a pluricultural identity—of an ability to interact appropriately with peoples of various backgrounds [...].

Developing a pluricultural identity, however, is not possible without advanced level language proficiency. Learning another language is, of course, not a guarantee that students will develop cultural understanding—and with it, empathy\*\*\*. In fact, foreign language educators are increasingly concerned with methods and curricula for incorporating culture-learning into language classes. But learning a language is an important step in becoming a global citizen and an empathetic, compassionate person capable of navigating an increasingly contentious and multi-ethnic world.

Given the enormous potential of foreign language study to facilitate the development of empathy and compassion, it is alarming the many universities are dropping their foreign language requirements.

Our increasingly ethnically diverse society requires citizens who understand the languages, traditions, and histories of other cultures. Delving into other languages and learning to read complex literary texts rank among the most powerful means available for developing empathy and compassion and meeting the goals of a liberal education.

\*Paul = 聖パウロ

\*\* Corinthians = コリントの信徒への手紙 (旧約聖書)

\*\* empathy = エンパシー、感情移入

※WEB掲載に際し、以下のとおり出典を追記しております。

Bown, Jennifer. "Empathy and Foreign Language Learning."  
Brigham Young University Humanities Center, October 20, 2019.  
<https://humanitiescenter.byu.edu/empathy-and-foreign-language-learning/>.

問い) 全体を読み、内容を簡単に数行でまとめた上で自分のこれまでの学習状況と関連付けながら考えることを12~15行で述べなさい。

受験番号					
氏名					

「小論文」  
複合文化学科

## II.

Young people's mental health may depend on *how* they use social media, rather than how much time they spend using it, according to a new study by University of B.C. researchers.

The research, led by psychology professor Dr. Amori Mikami [...] examined the effects of quitting social media versus using it more intentionally.

The results showed that users who thoughtfully managed their online interactions, as well as those who abstained from social media entirely, saw mental health benefits — particularly in reducing symptoms of anxiety, depression and loneliness.

With social media use nearly universal among young adults, especially those ages 17-29, concerns over its impact on mental health have grown. [...]

For Dr. Mikami, this balanced approach may be a realistic alternative to complete abstinence, which may not be feasible for many young adults.

"Social media is here to stay," she said. "And for many people, quitting isn't a realistic option. But with the right guidance, young adults can curate a more positive experience, using social media to support their mental health instead of detracting from it."

Dr. Mikami believes the findings can offer valuable insights for mental health programs and schools. She envisions future workshops and educational sessions where young adults learn to use social media as a tool to strengthen their relationships rather than as a source of comparison and stress. This approach, she suggests, could break the cycle of quitting social media only to return later, sometimes with worse effects. The research emphasizes that young people's well-being is closely tied to how they engage. By offering alternative ways to interact online, Dr. Mikami's team has shown that positive mental health outcomes are possible without sacrificing the social connectivity that platforms provide.

※ページ下部に出典を追記しております。

問い) 文章全体を読み、内容を簡単に数行でまとめた上で、自分の状況および(書かれた若者の状況以外にもふくめた)一般的な状況と関連付けながら考えることを12～15行で述べなさい。

受験番号					
氏名					

「小論文」  
複合文化学科

採点欄

1.

2.

ここから記入すること↓

---

---

ここから下には記入しないこと



ここから記入すること↓

---

ここから下には記入しないこと

---

受験番号					
氏名					

「小論文」  
複合文化学科

採点欄

1.

2.



ここから記入すること↓

Blank lined area for writing.

ここから下には記入しないこと

受験番号					
氏名					

「小論文」  
複合文化学科

採点欄

3. ☐ (枠内に選択したIかIIを記すこと)

ここから記入すること↓

ここから下には記入しないこと