

2026年度

# 外国語問題

(英語)

## 注意事項

- 1 問題冊子は、監督者が「解答始め」の指示をするまで開いたり裏返したりしないこと。
- 2 問題冊子は全部で21ページ、解答用紙は1枚である。脱落のあった場合には申し出ること。
- 3 解答用紙の所定欄に、受験番号（左右2箇所）、氏名を必ず記入すること。
- 4 解答は、すべて解答用紙の所定欄に記入すること。
- 5 解答以外のことを書いたときは、該当箇所の解答を無効とすることがある。
- 6 第3問は学部・学域等により異なる。次により解答すること。  
文学部・法学部・経済学部・商学部・獣医学部・医学部医学科・生活科学部  
20ページ  
現代システム科学域・理学部・工学部・農学部・医学部リハビリテーション学科・  
看護学部  
21ページ
- 7 問題冊子の余白は下書きに使用してもよい。
- 8 問題冊子は持ち帰ること。

本試験問題の一部あるいは全部について、いかなる方法においても複写・複製など、著作権法上で規定された権利を侵害する行為を行うことは禁じられています。

# 問題訂正

科目名：前期日程 外国語問題 (英語)

《訂正箇所》 3 ページ 下から 8 行目

誤

・・・ as the familialisation effect.

正

・・・ as the familiarisation effect.

(余 白)

第1問 次の英文を読んで、設問に答えよ。

(40点)

Since ChatGPT appeared almost three years ago, the impact of artificial intelligence (AI) technologies on learning has been widely debated. Are they handy tools for personalised education, or gateways to academic dishonesty?

Most [ あ ], there has been concern that using AI will lead to a widespread “dumbing down”, or decline in the ability to think critically. If students use AI tools too early, the argument goes, they may not develop basic skills for critical thinking and problem-solving.

Is that really the case? According to a recent study by scientists from MIT, it appears (1)so. Using ChatGPT to help write essays, the researchers say, can lead to “cognitive\* debt” and a “likely decrease in learning skills”.

So what did the study find?

[ A ]

Over the course of four months, the MIT team asked 54 adults to write a series of three essays using either AI (ChatGPT), a search engine, or their own brains (“brain-only” group). The team measured cognitive engagement by examining electrical activity in the brain and through linguistic analysis of the essays.

The cognitive engagement of those who used AI was significantly lower than the other two groups. This group also had a harder time recalling quotes from their essays and felt a lower sense of ownership over (2)them.

Interestingly, participants switched roles for a final, fourth essay (the brain-only group used AI and vice versa). The AI-to-brain group performed worse and had

engagement that was only slightly better than the other group's during their first session, far below the engagement of the brain-only group in their third session.

The authors claim this demonstrates how prolonged use of AI led to participants accumulating “cognitive debt”. When they finally had the opportunity to use their brains, they were unable to replicate\* the engagement or perform as well as the other two groups.

[ い ], the authors note that only 18 participants (six per condition) completed the fourth, final session. Therefore, the findings are preliminary and require further testing.

[ B ]

These results do not necessarily mean that <sup>(3)</sup>students who used AI accumulated “cognitive debt”. In our view, the findings are due to the particular design of the study.

The change in neural\* connectivity of the brain-only group over the first three sessions was likely the result of becoming more familiar with the study task, a phenomenon known as the familialisation effect. As study participants repeat the task, they become more familiar and efficient, and their cognitive strategy adapts [ う ].

When the AI group finally got to “use their brains”, they were only doing the task once. As a result, they were unable to match the other group's experience. They achieved only slightly better engagement than the brain-only group during the first session.

To fully justify the researchers' claims, the AI-to-brain participants would also

need to complete three writing sessions without AI.

[ ㄨ ], the fact the brain-to-AI group used ChatGPT more productively and strategically is likely due to the nature of the fourth writing task, which required writing an essay on one of the previous three topics.

As writing without AI required more substantial engagement, they had a far better recall of what they had written in the past. Hence, they primarily used AI to search for new information and refine what they had previously written.

[ C ]

To understand the current situation with AI, we can look back to what happened when calculators first became available.

Back in the 1970s, their impact was regulated by making exams much harder. Instead of doing calculations by hand, students were expected to use calculators and spend their cognitive efforts on more [ ㄨ ] tasks.

Effectively, the bar was significantly raised, which made students work equally hard (if not harder) than before calculators were available.

The challenge with AI is that, for the most part, educators have not raised the bar in a way that makes AI a necessary part of the process. Educators still require students to complete the same tasks and expect the same standard of work as they did five years ago.

In such situations, AI can indeed be detrimental\*. Students can for the most part offload\* critical engagement with learning to AI, which results in “metacognitive laziness”.

However, just like calculators, AI can and should help us accomplish tasks that were previously impossible – and still require significant engagement. For example, we might ask teaching students to use AI to produce a detailed lesson plan, which will then be evaluated for quality and pedagogical\* soundness in an oral examination.

In the MIT study, participants who used AI were producing <sup>(4)</sup>the “same old” essays. They adjusted their engagement to deliver the standard of work expected of them.

The same would happen if students were asked to perform complex calculations with or without a calculator. The group doing calculations by hand would sweat, while those with calculators would <sup>(5)</sup>barely blink an eye.

[ D ]

Current and future generations need to be able to think critically and creatively and solve problems. However, AI is changing what these things mean.

Producing essays with pen and paper is no longer a demonstration of critical thinking ability, just as doing long division is no longer a demonstration of numeracy\*.

Knowing when, where and how to use AI is the key to long-term success and skill development. Prioritising\* which tasks can be offloaded to an AI to reduce cognitive debt is just as important as understanding which tasks require genuine creativity and critical thinking.

(出典 : Vitomir Kovanovic and Rebecca Marrone, “MIT researchers say using ChatGPT can rot your brain. The truth is a little more complicated,” *The Conversation*,

<https://theconversation.com/mit-researchers-say-using-chatgpt-can-rot-your-brain-the-truth-is-a-little-more-complicated-259450>より)

[注] cognitive: connected with mental processes of understanding

replicate: to do or make something again in the same way as before

neural: connected with a nerve or the nervous system

detrimental: harmful

offload: unload

pedagogical: relating to educational methods and principles

numeracy: a good basic knowledge of mathematics; the ability to understand and work with numbers

prioritise: to put tasks, problems, etc. in order of importance, so that you can deal with the most important one first

問1 空所 [あ] から [え] に入る最も適切な語を下から選び、番号で答えよ。ただし、頭文字は大文字への変更があり得る。また、同じ番号を繰り返してはならない。

- ① accordingly
- ② cautiously
- ③ importantly
- ④ similarly

問2 下線部 (1) はなにを指すか、日本語で簡潔に説明せよ。

問3 下線部 (2) と同じものを指す語句を本文中から抜き出せ。

問4 下線部 (3) の書き換えとして最も適切なものを下から一つ選び、番号で答えよ。

- ① students who depended on AI did not perform better
- ② students who relied on AI thought more critically than the other groups taking part in the experiment
- ③ students who depended on AI developed their fundamental critical thinking and problem-solving skills
- ④ students who used their brains analyzed their essays linguistically

問5 空所 [お] に入る最も適切な一語を本文中から抜き出せ。

問6 下線部 (4) の表す内容として最も適切なものを下から一つ選び、番号で答えよ。

- ① poorly structured essays that contained many errors
- ② essays that were copied word-for-word from the AI's output
- ③ essays that were identical to the ones written in previous tasks
- ④ the type of essays that used to be written before AI was invented

問7 下線部 (5) の表す内容として最も適切なものを下から一つ選び、番号で答えよ。

- ① work to the point of exhaustion
- ② do something with ease
- ③ struggle to get something done
- ④ show intense excitement

問8 空所 [A] から [D] には、いずれもそれに続く文の小見出しが入る。それぞれの小見出しとして適切なものを下から選び、番号で答えよ。ただし、同じ番号を繰り返してはならない。

- ① Learning how to use AI
- ② Does this really show AI makes us stupider?
- ③ The difference between using AI and the brain alone
- ④ What are the implications of AI in assessment?

問9 本文の内容と一致する英文を下から二つ選び、番号で答えよ。

- ① Writing essays by hand remains a reliable measure of critical thinking, but educators should also focus on integrating AI into problem-solving and creative tasks.
- ② The study conducted by MIT researchers does not seem to prove that dependence on AI leads to weaker critical thinking.
- ③ Success will depend on avoiding AI, not on mastering its use – understanding which activities are enhanced by AI and which require distinctly human cognition.
- ④ The writers believe that AI technology, unlike calculators, cannot be integrated into education in a beneficial way and will inevitably cause students' skills to decline.
- ⑤ The article suggests that the most critical skill in the age of AI is to understand when to delegate tasks to AI and when to apply one's own creative and critical thought.
- ⑥ MIT scientists are planning to conduct further research to design more effective AI to help students write academic papers.

第2問 次の英文を読んで、設問に答えよ。

(40点)

Imagine that you invite a friend, a non-native speaker of your own language, round for dinner. While cooking, you get distracted\* and the food ends up burnt to a crisp. Once the smoke detector stops shrieking, your friend might crack a joke to (1)puncture the tension, something along the lines of “Wow! I didn’t know you were such a good cook!”

Among native speakers, the irony of the comment would be obvious, as is the intended response – ideally you say “Yes, I’m the best!”, then everybody laughs and you order takeaway\*. However, with a non-native speaker the irony of such a comment might get lost. Your friend’s lighthearted\* joke might come off as mean, and it could cause awkwardness or even offence.

(2)This scenario illustrates a deep cognitive\* and social truth: foreign accents can have a big impact on the way we interpret meaning. In our increasingly globalised world, foreign accents are an inevitable part of communication, but studies suggest they can create barriers, not just in comprehension but also in perception of the speaker and social interaction.

Speech habits develop in early childhood, so when the sounds of a foreign language (intonation, melody, rhythm, and tone) differ even slightly from the speaker’s native language, they can be difficult to accurately reproduce. (3)This is especially true if a language is learned late in life. In general, the later someone learns a language, the stronger their accent tends to be.

Even among native speakers, a person’s voice can reveal a lot about where they are from, as well as their social class and ethnic background. Listeners subconsciously pick up on specific speech patterns to infer traits such as

gender, age, or social status, and process these cues within just a few hundred milliseconds of hearing a voice. Such quick judgements about a speaker's identity can directly influence how their language is understood.

Although a foreign accent does not usually impair\* communication, it requires more cognitive effort to process than a native accent. Our brains find it easier to process a familiar accent, and as a result we tend to feel [ A ] positive about ourselves when listening to native speech. Also, listeners tend to assume foreign-accented speakers have lower linguistic competence, even when their grammar and vocabulary are impeccable\*.

One of our recent studies explored how comments from foreign speakers affect the perception of irony, leading to potential misinterpretations and social consequences. In our experiment, native Spanish speakers were presented with written dialogues featuring either a native or foreign-accented protagonist\*. The accents were either from Madrid or from Romania.

Participants had to rate the irony and friendliness of comments in certain situations, such as our earlier example of “You are such an excellent cook!” after someone burns a meal. They also rated the appropriateness of responses to the comment: “Yes, I am an excellent cook” or “Not at all, I am a terrible cook”.

The results confirmed that irony is perceived as weaker when spoken by a foreign individual. In other words, foreign speakers' comments are taken more [ あ ]. In addition, the study showed that the responses to these comments were rated as less appropriate, suggesting a disruption\* in social interaction.

One possible reason for this disconnect could be that processing foreign accents demands [ B ] mental effort than processing a familiar native one, which

reduces our ability to detect subtle cues like irony. However, in this study, the speakers' comments were intentionally written to get rid of this issue – the irony of each response was not particularly subtle.

Another explanation for the reduced level of irony may be the listeners' expectation about the speaker's linguistic abilities. Indeed, if we assume a speaker has limited linguistic skills, we may not expect them to use complex, subtle language like irony, and we may treat their comments more literally.

Yet another possibility (not exclusive from the previous one) is that people unconsciously categorise foreign-accented speakers as out-group social members, leading to biases. <sup>(4)</sup>This social categorisation triggers stereotypes associated with the nationality of the speaker, which can colour, either positively or negatively, the perception a listener has of the speaker.

It is worth [ 10 ]. Some are afforded more prestige or a higher status, leading to a more positive view of the speaker. However, foreign-accented speakers are usually perceived more negatively than native speakers, and their speech is processed in less detail.

The fact that we do not process foreign-accented speech like native-accented speech has consequences in various contexts. At work, for instance, employees with foreign accents are often seen as [ C ] competent than their native-speaking counterparts, which can limit their career opportunities.

In educational and academic contexts, professors with foreign accents receive lower teaching evaluations, even when their content is clear. Students are also more likely to misinterpret complex or abstract ideas when spoken by a non-native instructor. This bias works both ways, as educators may hold prejudices

against students who speak with non-standard accents.

In legal contexts, foreign-accented individuals face disadvantages as well. They are more likely to be perceived as guilty and receive harsher punishments for comparable offenses. Additionally, their credibility\* as eyewitnesses\* is often questioned, making them seem [ D ] trustworthy.

Accents can also present a challenge in marketing. For example, when customers have to make more effort to understand a salesperson with a foreign accent, they retain less information about the brand and its message compared to when the speaker has a native accent.

Research has shown that exposure to foreign accents improves comprehension and helps reduce biases. With simple exposure, the brain can “tune in” to different accents, gradually reducing the extra cognitive effort initially required. Watching films and listening to podcasts, as well as engaging with foreign speakers, are effective ways to improve understanding and make processing easier.

Moreover, policies that promote <sup>(5)</sup>linguistic inclusivity can help combat discrimination and create more equitable opportunities. The media should also portray foreign-accented speakers in a non-stereotypical way, encouraging acceptance and understanding.

Education plays a crucial role in reshaping these perceptions. The fundamental goal is to recognise that foreign accents are a part of a speaker’s identity, not a flaw, and are a natural consequence of our globalised world, where speaking only one language is increasingly not the norm.

However, change does not have to come from institutions. As members of society

we can make it happen in our daily lives by following one very simple rule: focus on what someone is actually saying, [ う ].

(出典 : Alice Foucart, Luca Bazzi and Susanne Brouwer, “How foreign accents subconsciously shape the way we interact,” *The Conversation*, <https://theconversation.com/how-foreign-accent-subconsciously-shape-the-way-we-interact-252689>, 省略あり)

- [注] distract: to take somebody’s attention away from what they are trying to do  
takeaway: takeout  
lighthearted: intended to be fun rather than too serious  
cognitive: connected with mental processes of understanding  
impair: to damage something  
impeccable: without mistakes or faults  
protagonist: one of the main people in a real event  
disruption: the act of stopping something from continuing the same as usual  
credibility: the quality that somebody/something has that makes people believe or trust them/it  
eyewitness: a person who has seen a crime, accident, etc. and can describe it afterwards

問1 下線部 (1) の語の意味として最も適切なものを下から一つ選び、番号で答えよ。

- ① to make something more powerful or effective
- ② to facilitate a way into or through something
- ③ to reduce or put an end to a feeling
- ④ to make somebody uncomfortable or unable to relax

問2 下線部 (2) が表す内容として最も適切なものを下から一つ選び、番号で答えよ。

- ① misunderstanding caused by the speaker's accent affecting tone
- ② a mistake due to incorrect pronunciation
- ③ clear communication with proper intonation and meaning
- ④ a difference in cultural use of irony and humor

問3 下線部 (3) はなにを指すか、日本語で簡潔に説明せよ。

問4 空所 [A] から [D] に入る最も適切な語を下から一つ選び、番号で答えよ。ただし、同じものを複数回使用してもよい。

- ① more                      ② less

問5 空所 [あ] に入る最も適切な語を下から一つ選び、番号で答えよ。

- ① metaphorically                      ② literally
- ③ ironically                              ④ rhetorically

問6 下線部 (4) を日本語に訳せ。

問7 次の語を並べ替え，空所 [い] に入る英文を完成し，その英文の2番目と5番目に来る語句を番号で答えよ。

- ① accents      ② all      ③ are      ④ equal  
⑤ not      ⑥ noting      ⑦ that

問8 下線部 (5) が表す内容として最も適切なものを下から一つ選び，番号で答えよ。

- ① avoiding the use of slang or informal language in all settings  
② correcting non-native speakers' mistakes to ensure they speak like native speakers  
③ using only one standardized form of language to avoid confusion in communication  
④ accepting and respecting different accents, dialects, and ways of speaking as part of linguistic diversity

問9 空所 [う] に入る最も適切なものを下から一つ選び，番号で答えよ。

- ① rather than on who is saying it  
② regardless of social demands  
③ even without institutional support  
④ instead of the way they sound

問10 本文の内容と一致する英文を下から二つ選び，番号で答えよ。

- ① Listeners always pay greater attention to the details of foreign-accented speech than to native-accented speech.
- ② All foreign-accented professors are considered more competent than their native-speaking colleagues.
- ③ Foreign language speakers are usually judged in terms of how they talk and what they say.
- ④ Appropriate education would help foreign-accented speakers to be treated more equally.
- ⑤ Foreign-accented speakers are always striving to be judged more positively.
- ⑥ Speakers with foreign accents often face educational, academic and legal disadvantages in their everyday life.
- ⑦ Exposure to a variety of accents makes it impossible to reduce cognitive effort.

(余 白)

第3問は学部・学域等により異なる。

次により解答すること。

学部・学域等	該当ページ
<ul style="list-style-type: none"><li>• 文学部</li><li>• 法学部</li><li>• 経済学部</li><li>• 商学部</li><li>• 獣医学部</li><li>• 医学部<u>医学科</u></li><li>• 生活科学部</li></ul>	20ページ
<ul style="list-style-type: none"><li>• 現代システム科学域</li><li>• 理学部</li><li>• 工学部</li><li>• 農学部</li><li>• 医学部<u>リハビリテーション学科</u></li><li>• 看護学部</li></ul>	21ページ

〈対象学部・学域等〉

文学部・法学部・経済学部・商学部・獣医学部・医学部医学科・生活科学部

第3問 以下の下線部の内容を英語で表現せよ。(20点)

日本語、英語、スワヒリ語、日本手話といった個別言語は、それぞれ、「個別性」を持ち、一定の範囲でばらつきはあります。違いはありますけれども、しかし、基本的には同じ性質を持ったシステムだという点が重要で、だからこそ、母語について意識化させたところを外国語の教育に生かすことができるということになるわけです。

この考えにしたがえば、外国語学習の初期段階においては学習が意識的に行われることとなりますけれども、その状態から、最近では「自動化」と言われている状態に変化させていく。つまり、最初は意識的に文を組み立てていた、あるいは文を運用していた状態から、母語の場合と同じように無意識的に行うことができる状態まで持っていく。

そのときには一定の訓練が必要ですから、そのために、英語の授業は英語で行う、というのは十分に納得がいくことです。けれども、特に学習初期段階も含めて、英語の授業の全てを英語でやらなくてはいけないというのは本末転倒も甚だしく、注意しなくてはなりません。

きょうお話ししたようなことは文法学習と受け止められる向きが多いかと思えます。文法嫌いから英語嫌いが生まれると危惧するかたも多いでしょう。しかし、文法嫌いが生まれる理由は、なぜ文法について学ばなくてはいけないかについて納得がいく答えが示されないまま文法教育が行われるところにあると考えます。特に母語については、文法など学ばなくても使えるわけですから、なぜ文法を学ばなくてはいけないかということを子どもたちにきちんと納得させないと、文法嫌いが生まれるのも無理がないと思えます。

(大津由紀雄「母語と外国語を結びつけるために必要な意識化」鳥飼玖美子・大津由紀雄・江利川春雄・斎藤兆史『英語だけの外国語教育は失敗する』ひつじ書房、2017年。一部表記の変更あり)

〈対象学部・学域等〉

現代システム科学域・理学部・工学部・農学部・医学部 リハビリテーション学科・看護学部

第3問 以下の下線部の内容を英語で表現せよ。 (20点)

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(大津由紀雄「母語と外国語を結びつけるために必要な意識化」鳥飼玖美子・大津由紀雄・江利川春雄・斎藤兆史『英語だけの外国語教育は失敗する』ひつじ書房、2017年。一部表記の変更あり)