

# 2026 年度 編入学試験

## 英語

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I 次の英文を読み問いに答えなさい。(38点)

#### Learning Languages in the Age of AI: A Social and Symbolic Perspective

1 As artificial intelligence continues to transform the way we live and work, a growing number of people are asking a seemingly reasonable question: Is it still necessary to learn foreign languages? With AI-driven translation tools now offering real-time speech recognition, accurate subtitles, and (1) sophisticated written translation, the functional need to study a second or third language appears to be rapidly diminishing. However, contrary to what one might expect, foreign language learning is not disappearing. In fact, it may be acquiring a new kind of value—one less rooted in communicative utility and more deeply connected to social meaning and symbolic capital.

2 Throughout history, certain types of knowledge have served less as (2) instruments of survival and more as markers of status, education, and identity. Classical music, Latin and Greek, philosophy, and high literature have often been regarded as "useless" in economic terms, yet they have long played a central role in forming elite cultural circles. The ability to engage with such "non-essential" domains—those not directly tied to market value—signals a person's access to time, education, and cultural sophistication. In this sense, learning a foreign language—especially one not tied to immediate economic return—often performs a similar social function.

3 In today's AI-saturated environment, where machine translation can handle many basic communicative tasks, choosing to study a foreign language takes on an added layer of social meaning. It becomes not just an intellectual or practical exercise, but a symbolic act. Much like playing a violin in an age of music streaming, language study is no longer necessary to consume or produce content. Yet it (3) persists, especially among the educated and upwardly mobile. Why? Because it signals voluntary effort, self-discipline, and a desire to engage deeply with cultural difference—(4) traits that remain highly valued in many academic and professional environments.

4 Paradoxically, the more efficient AI becomes at performing language tasks, the more socially significant human language learning becomes. In a world where translation can be automated, the act of studying a language becomes a form of symbolic resistance to automation. It expresses not just (5) competence, but a commitment to the human, the aesthetic\*, and the interpretive. Learners are not simply acquiring a tool; they are aligning themselves with a cultural and intellectual tradition that values depth, nuance, and engagement.

5 Moreover, investment in such “unnecessary” skills often signals group identity and class distinction. Mastery of languages like French, Latin, or even Japanese or Arabic—languages not immediately required for survival or commerce—serves as a boundary marker within certain social and professional communities. It distinguishes those who have the resources, time, and motivation to go beyond utilitarian\* learning. In this way, language becomes not just a (6) means of communication, but a form of cultural capital. It shapes who belongs—and who does not—to specific academic, diplomatic, or cosmopolitan circles.

6 This dynamic becomes even more visible when considering how elite institutions treat language learning. Universities, international NGOs, and high-level policy organizations often continue to prioritize multilingualism—not because it is always practically necessary, but because it (7) reflects a broader worldview. Knowing multiple languages suggests intellectual breadth, cultural sensitivity, and a capacity for cross-cultural reasoning—all highly valued traits in leadership and governance roles.

7 In conclusion, the value of learning foreign languages in the age of AI is not disappearing—it is (8) evolving. While the need for functional translation is decreasing thanks to machine learning, the symbolic, cultural, and social value of language learning is increasing. To study a language today is not merely to gain a skill; it is to participate in a shared human tradition, to claim a kind of cultural belonging, and to demonstrate a (9) commitment to values that cannot be automated. Language learning in this sense is not obsolete—it is, in fact, more meaningful than ever.

\*aesthetic      美学の、美意識に関する  
utilitarian      実用的な、実利主義的な

問1 下線部(1)~(9)の語句の文中での意味として最も適切なものを、(A)~(D)の中から一つ選びなさい。

- (1) (A) simple (B) elegant (C) loud (D) careless
- (2) (A) weapons (B) tools (C) melodies (D) decorations
- (3) (A) continues (B) disappears (C) starts (D) changes
- (4) (A) behavior (B) traditions (C) qualities (D) achievements
- (5) (A) effort (B) habit (C) passion (D) skill
- (6) (A) goal (B) style (C) message (D) method
- (7) (A) shows (B) ignores (C) controls (D) thinks
- (8) (A) stopping (B) copying (C) disappearing (D) changing
- (9) (A) hesitation (B) curiosity (C) loyalty (D) suggestion

問2 (1)~(5)の質問の答えとして最も適切なものを、(A)~(D)の中から一つ選びなさい。

(1) According to paragraphs 1 and 2, which statement best summarizes their central claim?

- (A) AI translation has completely removed the need for language learning, so schools should stop teaching foreign languages.
- (B) Although AI reduces the functional need for language learning, studying languages gains social and symbolic value as a marker of status, education, and identity.
- (C) AI tools are mostly inaccurate, so the practical need for language learning is greater than ever.
- (D) The main value of Latin and Greek today is their high market utility for immediate economic returns.

(2) Which statement best captures the combined message of paragraphs 3 and 4?

- (A) As AI advances, language study becomes obsolete and is pursued mainly for entertainment.
- (B) In an AI-filled world, choosing to study a language functions as a symbolic act that signals voluntary effort and, as AI grows more efficient, becomes even more socially significant—expressing a commitment to the human, the aesthetic, and the interpretive.
- (C) The chief purpose of language study is purely utilitarian: to replace AI in professional tasks.
- (D) Only classical languages retain value, while modern languages are unnecessary in the age of automation.

(3) Which statement best summarizes paragraph 5?

- (A) Language learning mainly improves people's chances of survival in emergencies.
- (B) Mastery of certain languages functions as cultural capital, signaling group identity and class distinction, and marking who belongs in specific elite circles.
- (C) AI has made all languages equal in value across every community.
- (D) The primary reason to study languages is immediate economic gain in commerce.

(4) Which statement best captures the combined message of paragraphs 6 and 7?

- (A) Institutions value multilingualism only for operational efficiency, and AI makes language study obsolete.
- (B) Because multilingualism signals a broad worldview and leadership traits, elite institutions still prize it; and as AI automates translation, the value of language learning evolves toward symbolic, cultural, and social commitments that cannot be automated.
- (C) Elite institutions discourage multilingualism due to cost, and AI fully replaces human language learning.
- (D) The text argues that AI translators should be banned to protect language programs.

(5) Which statement best describes the essay's overall stance on AI and foreign language learning?

- (A) AI has made language learning obsolete, so schools should phase it out.
- (B) The essay acknowledges AI's utility but argues that language learning retains—and increasingly takes on—social, cultural, and symbolic significance as part of a human tradition.
- (C) AI is harmful and should be banned from educational contexts.
- (D) The chief goal of language classes should be to outcompete AI translators in speed and accuracy.

II 1～12 の英文の空所に入る最も適切なものを、(A)～(D)の中から一つ選びなさい。( 24 点)

- 1 If I \_\_\_\_\_ earlier, I wouldn't be rushing now.  
(A) left (B) have left (C) had left (D) would leave
- 2 No sooner \_\_\_\_\_ the ceremony than the storm broke.  
(A) the guests had left (B) have the guests left (C) had the guests left  
(D) the guests left
- 3 She insisted that the report \_\_\_\_\_ by tomorrow morning.  
(A) be submitted (B) is submitted (C) submitted  
(D) to be submitted
- 4 I had my laptop \_\_\_\_\_ while I grabbed a coffee.  
(A) to repair (B) repairing (C) repaired (D) be repaired
- 5 He is thought \_\_\_\_\_ in Canada but raised in the UK.  
(A) to be born (B) to have been born (C) having been born  
(D) to being born
- 6 By the time we got to the theater, the film \_\_\_\_\_ for fifteen minutes.  
(A) was running (B) had run (C) had been running  
(D) has been running
- 7 She would rather you \_\_\_\_\_ anything about the plan yet.  
(A) don't say (B) didn't say (C) wouldn't say  
(D) hadn't said
- 8 Hardly \_\_\_\_\_ when the fire alarm went off.  
(A) had we sit down (B) we had sat down (C) had we sat down  
(D) were we sat down
- 9 The project succeeded \_\_\_\_\_ a lack of funding.  
(A) although (B) even (C) despite (D) in spite that
- 10 There were far \_\_\_\_\_ applicants than the company anticipated.  
(A) less (B) few (C) lower (D) fewer
- 11 It was not \_\_\_\_\_ he apologized that she agreed to return.  
(A) while (B) when (C) until (D) since
- 12 It's high time we \_\_\_\_\_ a different approach to grading.  
(A) adopt (B) adopted (C) have adopted  
(D) had adopted

Ⅲ 1～4 の日本文と同じ意味になるように、(A)～(G)の語句を並べ替えて英文を完成させ、

(1)～(12)の空所に入るものを記号で答えなさい。(12点)

1 行動経済学によれば、人は同等の利得の獲得よりも損失の回避を重視し、これは一般に損失回避と呼ばれる。

According ( ) behavioral economics, (1) tend to ( ) avoiding losses (2) acquiring equivalent ( ), which is generally called a bias (3) as ( ) aversion.

(A) value (B) to (C) people (D) over (E) gains (F) loss (G) known

2 CRISPR-Cas9 は標的 DNA を切断して正確な遺伝子編集を可能にし、この発見によりドゥドナとシャルパンティエは 2020 年にノーベル化学賞を受けた。

CRISPR-Cas9 ( ) a technique that (4) precise gene editing by ( ) target DNA; Doudna and Charpentier (5) awarded the ( ) in Chemistry ( ) their (6) in 2020.

(A) Nobel Prize (B) allows (C) cutting (D) discovery (E) for (F) is (G) were

3 印象派は、外光の下での制作や筆触分割により、瞬間の光と色の印象を捉えようとした。

Impressionist (7) aimed to ( ) the fleeting ( ) of ( ) and color, (8) working in the ( ) air and (9) broken brushwork.

(A) capture (B) effects (C) light (D) often (E) open (F) painters (G) using

4 集団内で良い働きに報いず、悪い行いを罰しないと、ルールは弱まり、信頼は薄れ、集団は次第に崩れていき、時間とともにえこひいきや怠け、腐敗があらゆる所に広がっていく。

When a ( ) does not (10) good work or punish bad ( ), rules weaken, trust ( ), and the group slowly falls (11), breeding favoritism, ( ), and corruption everywhere over (12).

(A) Apart (B) behavior (C) fades (D) group (E) laziness (F) reward (G) time

Ⅳ これまでの自分の活動を振り返り、編入後の大学生活および大学卒業後の希望や計画について、英語で 100 語程度の作文をしなさい。(26点)