

令和6年度 東京学芸大学大学院教育学研究科 入学試験

試験区分	一般選抜	○
	現職教員選抜	×
	社会人選抜	×
	外国人留学生等選抜	×
	教育支援人材特別選抜	×

科目	英語
対象	教育支援協働実践開発専攻

受験番号					

以下の英文を読み、問1～問5に答えよ。

Students who are highly engaged in a wide range of reading activities are more likely than other students to be effective learners and to perform well at school. Research also [(a)]. Proficiency in reading is crucial for individuals to make sense of the world they live in and to continue learning throughout their lives.

On average across OECD countries, in 2009, 37% of students reported that they do not read for enjoyment; in Austria and the partner country Liechtenstein, more than half of the 15-year-olds surveyed reported as such. In contrast, more than 90% of students in the partner countries Albania, Kazakhstan and Thailand and the partner economy Shanghai-China said that they read for enjoyment. Girls read more for enjoyment than boys in all countries and economies, except Korea. On average across OECD countries, there is a 20 [(b)]-point gender gap in reading for enjoyment. In Canada, the Czech Republic, Estonia, Finland, Germany, Italy, the Netherlands, Poland, Portugal, Slovenia, and the partner countries Latvia, Lithuania and Uruguay, the gender gap in reading for enjoyment is 25 [(b)] points or larger. In Korea, boys and girls are equally likely to read for enjoyment; and gender differences in reading for enjoyment are also relatively small in Japan, in the partner countries Albania, Azerbaijan, Indonesia, Jordan, Kazakhstan, Kyrgyzstan, Peru and Thailand, and in the partner economies Hong Kong-China and Shanghai-China.

On average across OECD countries, 72% of socio-economically advantaged students – students in the top quarter of the PISA index of economic, social and cultural status in the country of assessment – reported that they read daily for enjoyment while only 56% of disadvantaged students reported doing the same. In general, the difference in whether socio-economically advantaged and disadvantaged students read for enjoyment is greater among OECD countries than among partner countries and economies. In ten OECD countries – Australia, Austria, Belgium, Estonia, France, Germany, Ireland, Korea, Luxembourg and Switzerland – the difference in the share of socio-economically advantaged and disadvantaged students who read for enjoyment is more than 20 [(b)] points.

Reading for enjoyment is associated with reading proficiency: PISA finds that a crucial difference between students who perform well in the PISA reading assessment and those who perform poorly lies in whether they read daily for enjoyment, rather than in how much time they spend reading. On average, students who read daily for enjoyment score the equivalent of one-and-a-half years of schooling better than those who do not.

Fifteen-year-old students in 2009 tended to be less enthusiastic about reading than students in 2000. Enjoyment of reading tends to have deteriorated, especially among boys. On average across OECD countries, the [(b)] of students who reported reading daily for enjoyment decreased by five [(b)] points during the period. In 2000, 69% of students reported reading for enjoyment daily, but in 2009, only 64% of students did so. As many as 22 countries saw a decrease in the [(b)] of students who read for enjoyment between 2000 and 2009.

But in 10 countries, reading patterns have remained the same over the period; and in Canada, Greece, Japan, the partner countries Bulgaria and Thailand, and the partner economy Hong Kong-China, more students read daily for enjoyment in 2009 than their counterparts did in 2000.

Some of the countries where the share of students who read for enjoyment decreased between 2000 and 2009 are those with comparatively high proportions of students who read for pleasure. In Finland, Mexico, Portugal and the partner country Latvia, the [(b)] of students who read for enjoyment decreased by more than 10 [(b)] points from the relatively high levels of more than 75% in 2000. Japan is the only country where fewer than two-thirds of students read for enjoyment daily in 2009 and where this proportion represented a large increase over levels observed in 2000. Japan was the country with the smallest share of students who read for enjoyment in 2000, so even with an increase of 11 [(b)] points, the share of students who read for pleasure in 2009 is smaller than that in most other countries.

Girls greatly outnumber boys among students who read for enjoyment, and the gap between boys and girls widened between 2000 and 2009 by three [(b)] points across the OECD area. In 2000, 60% of boys and 77% of girls read for enjoyment; by 2009, these percentages had dropped to 54% and 74%, respectively.

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Interestingly, the widening of the gender gap was due to the fact that while, on average, a smaller [(b)] of boys and girls read for enjoyment in 2009 than in 2000, the decline is greater among boys than it is among girls. While in most countries the proportion of boys who read for enjoyment decreased between 2000 and 2009, the trend among girls is less consistent.

The bottom line: Fewer students today are reading for pleasure, even though daily reading for pleasure is associated with better performance in school and with adult reading proficiency. The challenge for parents and educators is to instill a sense of pleasure in reading by providing reading materials that students find interesting and relevant.

【出典】 OECD (2011), "Do Students Today Read for Pleasure?", *PISA in Focus*, No. 8, OECD Publishing, Paris, <https://doi.org/10.1787/5k9h362lhw32-en>.

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問1 下線部を日本語に直せ。

【解答欄】

<解答例>

PISA 調査によって、PISA 調査の読解力で良い成績をあげている生徒と成績の悪い生徒との決定的な違いは、生徒の読書に費やす時間よりも、楽しみで本を読んでいるかどうかにあるということがわかっている。

問2 空所 (a) に入る文を、下のア～エを正しい順序で並べて完成させ、その順序をカタカナで答えよ。

- ア. a strong link between
- イ. documents
- ウ. among adults
- エ. reading practices, motivation and proficiency

【正解】(イ) → (ア) → (エ) → (ウ)

問3 次の文の空欄 (1) (2) (3) (4) に入る単語の組み合わせとして最も適切なものを次のア～エから選び、そのカタカナを解答欄に記入せよ。
なお、大文字は小文字に改変してある。

(1) and (2) read more for enjoyment than (3) and (4), and there is evidence that the gap in reading patterns widened between 2000 and 2009.

- ア. (1) boys (2) socio-economically advantaged students (3) girls (4) socio-economically disadvantaged students
- イ. (1) boys (2) socio-economically disadvantaged students (3) girls (4) socio-economically advantaged students
- ウ. (1) girls (2) socio-economically advantaged students (3) boys (4) socio-economically disadvantaged students
- エ. (1) girls (2) socio-economically disadvantaged students (3) boys (4) socio-economically advantaged students

【正解】(ウ)

問4 空所 (b) に入る最も適切な単語を次のア～オから選び、そのカタカナを解答欄に記入せよ。

- ア. perception
- イ. percentage
- ウ. million
- エ. parameter
- オ. mega

【正解】(イ)

問5 本文の内容と合致するときはTを、合致しないときはFを、数字の対応するカッコ内に記入せよ。

- ①OECD加盟国における平均では、2009年は、約4割の生徒が楽しみで本を読んでいないと答えた。
- ②日本は、2009年では日々楽しみで本を読む生徒が3分の2以下であるが、2000年に測定された割合よりも大きな増加を示している唯一の国である。
- ③日本は、2009年における楽しみで本を読む生徒の割合でも、ほとんどの国より小さい。
- ④親や教育者の課題は、生徒が興味や関心を見いだせる読書教材を提供することで、読書が楽しいという感覚を植え付けることにある。

【正解】① (T) ② (T) ③ (T) ④ (T)