

2021（令和3）年度 神奈川県立保健福祉大学  
学校推薦型選抜、特別選抜（社会人、帰国生徒）、編入学

入学者選抜

小論文試験  
問題用紙

- 試験時間は90分です。
- 指示があるまでは中を見てはいけません。
- 解答はすべて解答用紙に記入してください。

問題 次の英文を読み、以下の設問に答えなさい。

Learning is a process, a method, an area of mastery, and with effort, focus, and practice, we can get a lot better at gaining expertise<sup>(註1)</sup>. Below are some of the key steps in the learning method, from setting goals to reviewing key ideas.

**Find value.** It's impossible to learn if we don't want to learn, and to gain expertise, people have to see skills and knowledge as valuable. So look for relevance in your learning and find ways to make expertise meaningful to you. If you're learning math and love gymnastics<sup>(註2)</sup>, for instance, then work ( 1 ) math problems involving rotations. If you're learning knitting, create a sweater for a close friend.

At the same time, uncover meaning in the area of expertise. Learning is often a matter of making knowledge and skills significant in some way. So don't use more passive forms of learning like rereading or highlighting. Instead, ① rely on more active learning strategies like self-quizzing or self-explaining. If you really want to learn a text, act it out. If you hope to really understand a concept, describe it in your own words.

For a different example, consider something known as "repeat backs." The next time a person gives you a set of detailed instructions, take time to repeat back the instructions in your own words. When you ( 2 ) the instructions, you're taking steps to generate knowledge, and you'll be more likely to remember the information.

**Create targets.** In the early part of learning, focus is key. People need to figure out exactly what skills that they want to learn. Think of learning, then, as a type of knowledge management, and to succeed, we need goals, deadlines, and strategies. Indeed, hundreds of studies have shown that people with clear goals outperform<sup>(註3)</sup> people with vague aspirations like "do a good job."

( 3 ), learning goals should not be vague aims. Overly ambitious learning targets can backfire<sup>(註4)</sup> because they seemed too distant. They ignore our emotional side. Instead, people are more likely to succeed if they have easy-to-accomplish benchmarks<sup>(註5)</sup>. So instead of a goal like learning to waltz<sup>(註6)</sup>, people should develop smaller targets, like attending waltz lessons once a week, which are easier to accomplish.

When it comes to targeting your learning, rigor<sup>(註7)</sup> matters a lot, too. So try and make things a little more difficult than you're used to. If you're learning art history, for instance, most people would start by reviewing some of the things that they are already fairly familiar with—Rembrandt\* was a Dutch painter, Van Gogh\* was a Post-Impressionist<sup>(註8)</sup>, etc.

But learning happens when people are pushed just a bit past their comfort zone, when they struggle with ideas just beyond their reach. So the more effective questions for the person learning about art history might be: Who was Alberto Giacometti\*? Why was Louise Nevelson\* such an important artist? Why is Degas\* considered the first modernist painter?

**Develop knowledge and skills.** In this stage of learning, people need to hone<sup>(註9)</sup> their abilities and take steps to improve performance. In short, people need to practice, setting aside time to develop an area of mastery.

Some forms of practice make people more perfect than others, though, and people should be sure to practice retrieving their knowledge. In one well-known study, A. More concretely, you'd learn a lot more if you ask yourself questions after reading this text than simply rereading it.

What's also deeply important is feedback. We need to know what we're doing right—and wrong—and even simply monitoring performance can boost outcomes. In this regard, some people swear by learning diaries. Others believe in videos.

Helpful feedback also provides guidance. Let's say, for example, that you thought that the Spanish word for rooster<sup>(註10)</sup> was *pollo*. A weak form of feedback would have just given you the answer. ("You got that wrong; the correct answer is *gallo*.") Or, it might not provide any feedback at all. ("Please go to the next question.")

② The best feedback mixes an observation with a structured way to produce the proper outcome. In the rooster example, for instance, the most effective feedback would indicate that the answer was wrong—and then would provide some slight hints. ("The correct Spanish word for rooster starts with a *g*.") If someone still doesn't provide the correct answer, then perhaps another tip ("think *ga*") until the correct answer (*gallo*).

**Extend expertise.** At this point in the learning process, we want to go beyond the basics and apply what we know. We want to flesh out our skills and knowledge, and people can gain a lot by expanding on a skill. Want to get better at public speaking, for instance? Do more public speaking of all kinds, from

lectures to media interviews.

People can also learn a lot by explaining ideas to themselves, by asking themselves: Does this make sense? How does this work? In much the same way, people will learn a lot when they explain an idea or skill to others. This helps give a sense of why group work is often so ( 4 ): By providing instruction to their peers, individuals gain more.

Admittedly, all these approaches to learning requires cognitive struggle. They take time, effort, and hard work, and we should be sure to support our emotional side. This means measuring progress and celebrating accomplishments, however small.

出典：Ulrich Boser. *Learn Better: Mastering the Skills for Success in Life, Business, and School, or, How to Become an Expert in Just About Anything*. Rodale Books; 2017. p.219-220.

- (注1) expertise：専門的知識  
(注2) gymnastics：体育・体操  
(注3) outperform：～より良い業績を上げる  
(注4) backfire：期待に反した結果となる  
(注5) benchmarks：基準・水準  
(注6) waltz：ワルツ  
(注7) rigor：厳しさ  
(注8) Post-Impressionist：後期印象派の画家  
(注9) hone：技術を磨く  
(注10) rooster：雄鶏  
\* 芸術家の名前

問1 本文中の( 1 )～( 4 )に入る最も適切なものを選び、記号で答えなさい。

- ( 1 ) ア against                      イ into                      ウ off                      エ on  
( 2 ) ア experience                      イ forward                      ウ summarize                      エ undertake  
( 3 ) ア Additionally                      イ However                      ウ Likewise                      エ Therefore  
( 4 ) ア collective                      イ competent                      ウ complex                      エ effective

問2 下線部①の“rely on”を用いて、次の日本語を英訳しなさい。

「私たちが重要な判断をするときは新しい情報に頼るべきである。」

問3  A  には次の(ア)～(カ)すべての語句が入る。語句の順番を並べ替えて、文脈に即した適切な文を完成させ、記号で答えなさい。

- (ア) a group of subjects                      (イ) a lot                      (ウ) learned                      (エ) more than people  
(オ) who practiced recalling a passage                      (カ) who simply reread the passage

問4 次の(ア)～(オ)について、本文の内容と一致しているものを2つ選び、記号で答えなさい。

- (ア) 受動的な学習方法の例として、教科書を繰り返し読む、蛍光ペンを引くといった方法がある。  
(イ) 細かな指示は時間をかけて正確に繰り返すことが望ましい。  
(ウ) 漠然とした目標よりも、「良い仕事をする」といった目標を設定する方が望ましい。  
(エ) 美術史を学ぶ時に、より効果的な学習方法は、よく知られている美術家について復習することである。  
(オ) 学習意欲を維持するために、進捗状況をはかって成果を称えると良い。

問5 下線部② The best feedbackについて、本文の内容を50文字以上80文字以内でまとめなさい。

問6 過去一年間、自らが行った学習への取り組みを振り返り、本文の内容を踏まえて、今後の学習方法についてあなたの考えを日本語650文字以上800文字以内で述べなさい(字数は厳守すること)。

