

受験番号： _____ 氏名： _____

I. 次の文章を **400 字程度**の日本語に要約しなさい。

Many people around the globe learn new languages at various points in life beyond early childhood and in varied contexts that are located outside the family unit. The new languages can enter people's lives due to events that are variably self-elected, compulsory, or forced upon, personal or professional, and fulfilling or traumatic. In many cases, the development of each new language occurs through variable mixtures of instruction and naturalistic immersion. The outcomes are not guaranteed and may include language learning but also unlearning, non-learning, and even relearning at any point of the adult life. The language learning biography of famous Russian-French painter Marc Chagall, chronicled by Lvovich (2015), offers a good illustration. Born in present-day Belarus in 1887, Chagall grew up with Yiddish at home and started to learn to read in Hebrew when he reached school age (he never learned to speak it). He added spoken and written Russian at the age of 13 when he began to be schooled in that language. French came into his life when he moved to France after age 24 to pursue his passion for art. Between 1914 and 1921, Chagall spent eight years back in Russia, which soon became the Soviet Union, before moving back to France in 1922. In 1941, when he was 54, he fled from Europe and its raging World War II and sought asylum in the United States. Harriss (2003) writes that Chagall "never got used to the pace of New York life, never learned English." At age 60, Chagall returned to his beloved France and led a rich and long life, interspersed with a great deal of international travel, using French as well as Russian and perhaps some Yiddish, until his death in 1985 at 98 years of age.

Chagall's example is not singular. In 2017, there were 258 million international migrants worldwide (United Nations, 2017). This figure amounts to 3.4% of the total world population and ranks fifth after the four most populous nations in the world (China, India, the United States, and Indonesia). It is impossible to estimate how many international migrants experience learning new languages as a result of their mobility, but the experiences and needs associated with functioning in new languages are likely to be vast for many of them. Another substantial population with language learning needs and experiences consists of international students, that is, young adults seeking a university degree outside their country of origin. Equally important are the additional language learning experiences and needs of children and adolescents enrolled in compulsory education around the world, given that many if not most education systems include additional language learning (most often, English) in their compulsory curriculum. In the EU, for example, almost all children begin learning a foreign language in primary school and almost all continue in secondary education. Then there are the millions of children in the world who do not speak the school language but who are placed in the sink-or-swim situation of having to learn it without the help of specific second-language instruction.

【解答欄】

II. 大学院での研究計画を、**400words** 程度の英語で書きなさい。