

2026年度 国際経営学科

英 語

〔自己推薦AO(A)〕 14-J1

注 意

1. 監督者の合図があるまで問題冊子は開かないでください。
2. 解答はすべて解答用紙のきめられた箇所に記入してください。

Read the passage and answer the questions that follow.

As higher education continues to evolve globally, universities in Slovakia are increasingly turning to blended learning — a combination of online and in-person instruction — as a flexible and effective model for post-pandemic education. While online learning proved essential during the COVID-19 crisis, many educators and students found that it could not fully replace classroom-based instruction. Today, Slovak institutions are seeking ways to retain the benefits of digital learning while addressing its limitations through thoughtful integration with face-to-face teaching.

Barbora Tancerová of Comenius University in Slovakia notes that online education is not equally suitable for all learners, particularly younger ones. (③), the university has begun implementing Blended Intensive Programmes, especially in collaboration with overseas partners such as those in the ENLIGHT* alliance. These programs combine digital learning components with short-term physical mobility and are viewed as a promising model for future instruction, bringing together the best of both formats.

Slovakia does not have centralized national guidelines on how universities should deliver online education. As a result, each institution has the autonomy to determine the best methods for incorporating digital tools into their programs. While this independence encourages innovation and responsiveness to local needs, it also places greater responsibility on each university to ensure quality, consistency, and student engagement in their blended learning practices. In fact, Katarína Kohútiková from the Ministry of Education states that decisions about the use of technology should be made by evaluating the appropriateness of digital resources.

Educators emphasize both the advantages and limitations of online learning. According to Anna Križanová, vice-rector of the University of Žilina (UNIZA), digital platforms allow students to study at their own pace, revisit course content multiple times, and engage with dynamic, often AI-enhanced materials. These tools can improve accessibility and offer flexible learning paths. However, it is important to note that

online instruction lacks emotional ⑥interaction, collaborative group work, and hands-on experience — elements that are essential for a complete education and are more easily fostered in physical classrooms.

Challenges still remain, particularly in keeping students engaged during online learning. According to Lucia Hrebeňárová of UNIZA, when students turn off their cameras or microphones, it becomes difficult to maintain meaningful engagement and interaction. She adds that although interactive tools with game-like features can help re-engage learners, the teaching process becomes more challenging without institutional support, as these tools require specific technical skills from instructors.

Blended learning ⑨ (work / students / tools / best / to / for / with / familiar / tends / digital / motivated). Emília Jányová Lopusníková of the Association of Lecturers and Career Advisors emphasizes that learning outcomes depend not only on technological resources but also on thoughtful course design and consideration of individual learning styles. For some students, real-time feedback and peer support remain essential.

Some Slovak universities are actively experimenting with hybrid formats. For instance, programming courses at UNIZA combine pre-recorded lectures with live, in-person sessions featuring interactive quizzes. This approach has received positive feedback from students for its combination of flexibility, structured engagement, and opportunities for clarification. Looking ahead, Slovakia is preparing to introduce short, skill-focused online courses offering micro-certificates. These courses are designed to meet evolving labor market demands and offer learners the chance to develop specific competencies.

[注] ENLIGHT 欧州の10の主要な研究大学による大学間連携組織

Adapted from Liptáková, J. (2025, February 14). Blended learning takes off in Slovakia, giving students more choice. *The Slovak Spectator*. <https://spectator.sme.sk/politics-and-society/c/online-learning-does-not-suit-all-students>

For Q1~Q8, write the letter (a, b, c, or d) of the best answer on the answer sheet.

Q 1. What is the main topic of the passage?

- a. A blended reform in how universities manage online learning after COVID-19
- b. A flexible teaching model adopted in one European nation
- c. Benefits and drawbacks of learning tools in European universities
- d. Reasons why digital classes are becoming common in Slovakia

Q 2. What is the concept of blended learning?

- a. A balance between group work and independent study
- b. A learning method using textbooks and in-class discussion
- c. A strong focus on digital tasks for post-pandemic education
- d. An integration of online and classroom learning

Q 3. Choose the best phrase to fill the gap at (③).

- a. in general
- b. in other words
- c. in response
- d. in the meantime

Q 4. According to the passage, which of the following is true?

- a. Developing guidelines for online education is a key part of European policy.
- b. Short-term physical mobility is excluded from Blended Intensive Programmes.
- c. The ENLIGHT alliance discourages cooperation with foreign institutions.
- d. Universities in Slovakia can decide their digital learning approaches on their own.

Q 5 . Which of the following is NOT mentioned as an advantage of online learning?

- a . Allowing students to choose how fast to study
- b . Helping students to improve their technological skills
- c . Offering students chances to review learning materials again
- d . Providing students access to interactive digital content

Q 6 . The word ⑥interaction has the same meaning as _____.

- a . communication
- b . instruction
- c . imagination
- d . translation

Q 7 . Lucia Hrebeňárová mentions that _____.

- a . guidance from institutions on using advanced classroom tools is important
- b . interactive tools should be actively incorporated into higher education
- c . online courses can improve student teamwork and motivation
- d . students always prefer turning off their cameras in online classes

Q 8 . Which of the following is inferred about the future of higher education in Slovakia?

- a . In-person classes will be removed from most academic programs.
- b . Micro-certificates meeting labor market demands will become widespread.
- c . Short, practical online programs will be made available.
- d . Slovak universities will rely solely on pre-recorded lectures.

For Q9, write the answer on the answer sheet.

Q 9 . Put the words, ⑨ (work / students / tools / best / to / for / with / familiar / tends / digital / motivated), in the correct order.

For Q10, write your answer on the answer sheet.

Q10. Write an essay of at least 150 words explaining how technology can help students learn better at university. Give reasons and examples to support your answer.