

2026年度 早稲田大学大学院教育学研究科
修士課程 一般入学試験問題
〔 外国語 〕 【 英 語 】

解答上の注意

1. 解答の際には、問題番号、設問番号を記入してから解答すること。（例「問題1 問1」）
2. 解答用紙は、「問題番号」別に使用すること（一つの問題で一枚使用）。
3. 解答用紙の所定欄に、受験番号・氏名・研究指導名・指導教員名を必ず記入すること。
4. 問題用紙は「5枚」（本ページ含む）、解答用紙は「2枚」です。必ず枚数を確認すること。

以 上

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【 1 】 The following is an excerpt from a recent Washington Post article. Read it carefully, then answer the questions on the next page.

A federal judge this week ruled that artificial intelligence company Anthropic did not break the law when it used copyrighted books to train its chatbot, Claude, without the consent of the texts' authors or publishers — but ⁽¹⁾he ordered the company to go to trial for allegedly using pirated versions of the books.

⁽²⁾The decision, made Monday by Judge William Alsup of the U.S. District Court for the Northern District of California, represents a win for AI companies, which have battled copyright lawsuits from writers and news organizations for using their work to ⁽³⁾train AI systems.

Alsup said Anthropic's use of the books to train its large language models (LLMs) was like an aspiring writer who reads copyrighted texts “not to race ahead and replicate or supplant” those works, “but to turn a hard corner and create something different.”

His ruling was on a lawsuit filed against Anthropic last year by three authors — Andrea Bartz, Charles Graeber and Kirk Wallace Johnson — who alleged that the company used their work without their consent to train AI systems in what amounted to “largescale theft.”

But Alsup ordered Anthropic ⁽⁴⁾[accusation face for that the to trial] it knowingly obtained copies of more than 7 million books from piracy websites, although the company later paid to purchase copies of some books.

Alsup said he doubted that “any accused infringer could ever meet its burden of explaining why downloading source copies from pirate sites that it could have purchased or otherwise accessed lawfully was itself reasonably necessary to any subsequent fair use.”

“That Anthropic later bought a copy of a book it earlier stole off the internet will not absolve it of liability for ⁽⁵⁾the theft but it may affect the extent of statutory damages,” he added.

<https://www.washingtonpost.com/technology/2025/06/25/ai-copyright-anthropic-books/>

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1. Underline 1 refers to
 - a) Anthropic
 - b) Claude
 - c) Alsup
 - d) None of the above

2. What does underline 2 refer to? Give a brief explanation in Japanese.

3. Which of the following meanings of “train” is closest to underline 3?
 - a) The new employees were first trained in the legal basics.
 - b) His reckless behavior set in motion a train of events that led to the accident.
 - c) The phone ringing interrupted my train of thought.
 - d) He trained his camera on the doorway, waiting for her to arrive.

4. Put the words in 4 in the right order.

5. Briefly explain in English the meaning of underline 5.

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【2】次の文章を読んで、以下の問いに答えなさい。

The teaching of psychological science occurs face-to-face in classrooms and also through writing via op-ed essays, magazine articles, trade books, Web sites, and textbooks. I discuss the teaching of psychological science through such outlets, offer some practical suggestions for writing, and reflect on what I have found motivating, helpful, and satisfying.

Life offers two basic and rather ingenious methods for teaching. With Method 1, our larynx, tongue, palate, and lips together shoot air waves across a room, which other people's outer ears collect and funnel into mechanical motion that triggers fluid waves that ignite electrochemical pulses sent to their brains, which decode meaning. Voila! With mere vibrating air we transfer information from our minds to others' minds, and we call it (a).

Method 2 translates our awareness into fleeting fingers that create electronic binary numbers that get translated into squiggles of dried carbon pressed onto stretched wood pulp. When transmitted by reflected light rays into the retina, the printed squiggles trigger formless nerve impulses that project to several areas of the brain, which integrate the information, compare it to stored information, and decode meaning. Voila! We have again transferred information from our minds to others' minds, and we call it (b) and reading.

The two methods do differ. In classroom-vibrating-air teaching we aim to have a memorable influence on relatively few students. In published squiggles-and-light-rays teaching we hope to have a modest influence on many more. But the differing methods share an overlapping function: transmitting information from one brain across space into others' brains. Both methods are ingenious. Among the planet Earth's 1.25 million animal species, none do this better than us humans. For us, teaching comes naturally.

Writing as Teaching

(ア) Writing is indeed a medium for teaching. Writing for many of us extends our classroom teaching to a larger, unseen student audience. Whether teaching in a classroom or by the written word, we have some similar aims: to discern wisdom, to inform, to expand minds, to provoke thought, to increase compassion, to delight with word play, and to engage hearts. When friends started lamenting that I was writing more and teaching less, I suggested that, actually, I was now more focused on (c). (イ) It was the laboratory that I left behind when turning from doing research to reporting on my colleagues' research.

By writing we serve at least (ウ) two purposes. We serve the public by disclosing our humanly significant findings, and we serve our field and its place within funding organizations by enhancing appreciation and support for psychological science. We owe the public the results of our work, and we want the public to invest in our work. For both these reasons, the Association for Psychological Science (APS) has launched an initiative to increase public literacy in psychological science.

(Myers, D. G. (2007). Teaching psychological science through writing. Teaching of Psychology, 34(2), 77-84.より)

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1. 以下の組み合わせで、(a)と(b)に入れるのに最も適切なものはどれですか？
A. (a) teaching (b) speaking
B. (a) writing (b) listening
C. (a) speaking (b) communication
D. (a) teaching (b) writing
2. (c)に入るもので、最も正しいと思われるものはどれですか？
A. researching
B. publishing
C. teaching
D. learning
3. (ア) Writing is indeed a medium for teaching. の下線部はどういうことですか？本文に即して日本語で説明してください。
4. 筆者が、(イ) It was the laboratory that I left behind when turning from doing research to reporting on my colleagues' research. と思ったのはなぜですか？日本語で説明してください。
5. (ウ) two purposes とは何ですか？日本語で説明してください。



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