

言語学

- (1) 日本語の「雪が降っている」などにおける「～ている」にはいくつかの異なる解釈が可能である。「～ている」という表現の意味を、英語話者に対して説明するとする。意味ごとに例文を挙げ、対応する英語の文を添えた上で、それぞれどのような意味かを日本語で説明しなさい。
- (2) 以下の英文を読み、設問 (a) と (b) に答えなさい。

An early example (...) is a survey on language standardization in Tsuruoka, a town in northern Japan. At intervals of about twenty years, the National Language Research Institute of Japan collected data in 1950, 1971, and 1991. The objective of this survey was to determine how the Japanese standard language, based on the speech of educated Tokyo residents, spread to rural areas outside the metropolitan centre. The linguistic items investigated included phonetics, syntax and lexicon. We will here review some phonetic changes only. (...) In the Tsuruoka study, language standardization was measured on the basis of variant speech sounds. For example, if the word *eki* 'station' was articulated in standard pronunciation with [e-] at the onset, one point was counted, but if it was pronounced in dialectal form with initial [i] or [ɪ] no point was counted. Thus, a higher score indicates a (A) degree of standardization. Scores on some 35 features were taken for all subjects individually, 497 in the 1950 survey, 402 in 1971. Mean scores were then calculated for both samples and compared.

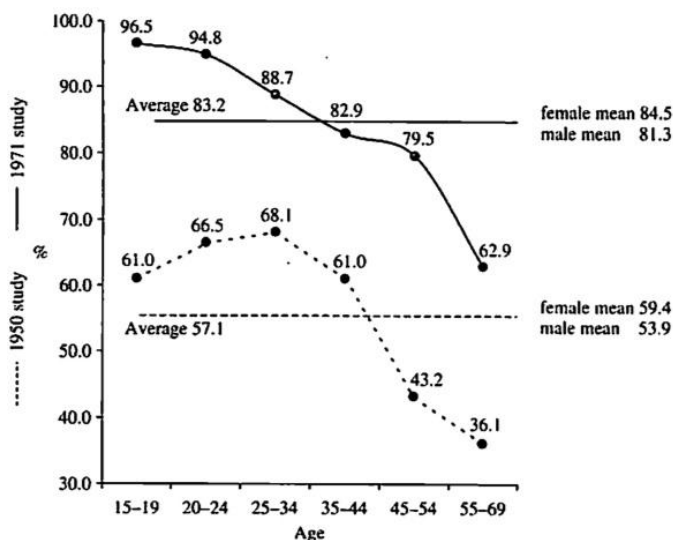


Figure 5.2 The Tsuruoka study of language standardization in Japan: percentage of standard speech responses with respect to phonetic quality for different age groups (adapted from Nomoto 1975)

Figure 5.2 shows (1) higher scores in (B) than in (C), a clear indication that standardization (D) in the two-decade interval; and (2) age grading in both samples: (E) speakers achieve higher scores than (F) speakers. Again, this can be interpreted as progressive standardization. However, the curves of the two surveys display one noticeable difference. In 1950, the 25-34 age group had the highest standardization score, while in 1971 the score continues to go up in the younger age groups.

(Florian Coulmas. 2005. *Sociolinguistics*. Cambridge/New York: Cambridge University Press から)

(a) 空欄 (A) から (F) に挿入されるべき適切な語句や数字を答えなさい。

(b) 1950 年の調査と 1971 年の調査で年齢グループが示すスコアの傾向が異なる理由を推論し、簡潔に書きなさい。

(3) 以下の英文を読み、設問に答えなさい。

Rosch's early studies were on color. She learned of the Berlin-Kay color research midway through her own research and found that their results meshed with her own work on Dani, a New Guinea language that has only two basic color categories: *mili* (dark-cool, including black, green, and blue) and *mola* (light-warm, including white, red, yellow). Berlin and Kay had shown that focal colors had a special status within color categories —that of the best example of the category. Rosch found that Dani speakers, when asked for the best examples of their two color categories, chose focal colors, for example, white, red, or yellow for *mola* with different speakers making different choices.

In a remarkable set of experiments, Rosch set out to show that primary color categories were psychologically real for speakers of Dani, even though they were not named. She set out to challenge one of Whorf's hypotheses, namely, that language determines one's conceptual system. If Whorf were right on this matter, the Dani's two *words* for colors would determine two and only two *conceptual categories* of colors. Rosch reasoned that if it was language alone that determined color categorization, then the Dani should have equal difficulty learning new words for colors, no matter whether the color ranges had a primary color at the center or a nonprimary color. She then went about studying how Dani speakers would learn new, made-up color terms. One group was taught arbitrary names for eight focal colors, and another group, arbitrary names for eight nonfocal colors (Rosch 1973). The names for focal colors were learned more easily. Dani speakers were also found (like English speakers) to be able to remember focal colors better than nonfocal colors (Heider 1972). In an experiment in which speakers judged color similarity, the Dani were shown to represent colors in memory the same way English speakers do (Heider and Olivier 1972).

(George Lakoff. 1987. *Women, fire, and dangerous things*. Chicago: University of Chicago Press から)

設問：Rosch の実験の結果から，色を表す単語が2つしかない Dani 語の母語話者と，より多くの色を表す単語をもつ英語の母語話者の色の知覚に関して，どのようなことが分かるかを説明しなさい。