平成29年度

大学院文学研究科博士課程後期3年の課程入学試験

（春期・一般選抜）問題

専門科目　　言語学

試験開始の合囲があるまで、この問題冊子を開いてはいけない。
Traditionally, a phoneme is regarded as the smallest unit of sound in a language capable of causing a difference of meaning. As a distinctive sound unit at the level of language description (not a realized sound in speech), the phoneme has had a long life. However, although it is generally accepted as the smallest sound unit distinguishing meaning, there has never been agreement on exactly what theoretical implications this function of the phoneme brings with it. Over the decades, the phoneme has suffered a strongly fluctuating status as a theoretical unit of language description within the linguistic community. Noam Chomsky and Morris Halle (1965), among others, argued against the existence of a phonemic level of representation. However, although many linguists declared the phoneme dead as a theoretical concept after the advent of generative phonology at the end of the 1960s and the subsequent general acceptance of feature matrices for speech-sound representation, it has strongly resisted burial (1).

Its theoretical demise has meant that the many scholarly discussions and even disputes over its exact nature and theoretical status now have only historical importance. Eli Fisher-Jørgensen (1975) presented many of the theoretical differences separating the linguistic schools in her historical survey of phonological schools, and Stephen Anderson (1985) wove the fine threads of the often subtly different aspects of linguists’ understanding of the phoneme into his accounts of developing phonological theory in the 20th century.

Present-day use of the term still rests on the basic function of the phoneme as a ‘distinctive unit constituting the sequential sound structure of words’ and thus differentiating them from one another. However, some groups use this term much more loosely than the strict observance of this function might be expected to allow, simply to mean a speech sound without any particular theoretical status. This usage is particularly common among those working in speech technology. Nonetheless, the phoneme’s distinctive function remains the basis of its widespread but by no means uniform use within the extended scientific speech and language community. (2)

‘Minimal pairs,’ in which a single sound difference in the same context (in paradigmatic opposition) is responsible for the different meanings of two words – for example, Spanish ‘pero’ /ˈpeɾo/ (Engl. but) vs. ‘perro’ /peɾo/ (Engl. dog) – demonstrate most
simply and directly the phonemic status of two sounds. Phonemic symbols are traditionally placed between slashes (e.g., /l/ vs. /r/), a convention that seems to be attributable to George Trager and Bernard Bloch. Different sounds that are phonetically similar and do not occur in the same context (i.e., are in ‘complementary distribution’) are considered to be variants (‘allophones’) of the same phoneme (e.g., the unaspirated and aspirated allophones of the English /p/ phoneme in ‘spade’ [spɛd] and ‘paid’ [paɪd]). As shown in these examples, allophonic transcription is usually placed in square brackets.


1. 下線部 (1) を本文全体に即して解説しなさい。
2. 下線部 (2) を本文全体に即して解説しなさい。
3. complementary distribution について略述した上で、音韻論以外でその概念が適用できる事例を任意の言語から挙げて説明しなさい。

II. 自分の研究テーマについて、注目している言語現象を略述した上で、研究目的・方法について論じ、結果の見通しについてできるだけ具体的に述べなさい。また、それを一般言語学ないし関連学問分野の学問体系および研究動向の中に位置づけなさい。

以下、解答欄
受験番号
受験番号