平成30年度

大学院文学研究科博士課程前期2年の課程入学試験

（春期・一般選抜）問題

専門科目I 言語学 専攻分野

試験開始の合図があるまで、この問題冊子を開いてはいけない。
Phenomena specific to the comprehension of spoken language

One challenge that is specific to listening comes from the evanescent nature of speech. People cannot relisten to what they have just heard in the way that readers can move their eyes back in the text. However, the fact that humans are adapted through evolution to process auditory, not written, language suggests that this may not be such a problem. Auditory sensory memory can hold information for up to several seconds (Cowan, 1984), and so language that is heard may persist, permitting effective revision. In addition, auditory structure may facilitate short-term memory for spoken language. Imposing a rhythm on the items in a to-be-remembered list can help people remember them (Ryan, 1969), and prosody may aid memory for sentences as well (Speer, Crowder, & Thomas, 1993). Prosody may also guide the parsing and interpretation of utterances (see Carlson, 2009; Frazier, Carlson, & Clifton, 2006). For example, prosody can help resolve lexical and syntactic ambiguities, it can signal the importance, novelty, and contrastive value of phrases, and it can relate newly heard information to the prior discourse. Readers who translate visually presented sentences into a phonological form include prosody, and this implicit prosody affects how written sentences are interpreted (Bader, 1998; J. D. Foder, 1998).

Consider how prosody can permit listeners to avoid the kinds of garden paths that have been observed in reading (Fraizier & Rayner, 1982). Several researchers (see Warren, 1999) have demonstrated that prosody can disambiguate utterances. In particular, an intonational phrase boundary (marked by pausing, lengthening, and tonal movement) can signal the listener that a syntactic phrase is ending (see Selkirk, 1984, for discussion of the relation between prosodic and syntactic boundaries). Convincing evidence for this conclusion comes from a study by Kjelgaard and Speer (1999) that examined temporary ambiguities like “When Madonna sings the song it’s a hit” versus “When Madonna sings the song is a hit.” Readers, following the late-closure principle, initially take the phrase the song as the direct object of sings. This results in a garden path when the sentence continues with is a hit, forcing readers to reanalyze the song as the subject of is a hit. Kjelgaard and Speer found that such difficulties were eliminated when the sentences were pronounced with an appropriate prosody (an intonational phrase boundary after sings). The
relevant prosodic property does not seem to be just the occurrence of a local cue, such as an intonational phrase break (Schafer, 1997). Rather, the effectiveness of a prosodic boundary seems to depend on its place in the global prosodic representation of a sentence (Carlson, Clifton, & Frazier, 2001; Frazier et al., 2006).

Phenomena specific to the comprehension of written language

Written language carries some information that is not available in the auditory signal. For example, word boundaries are explicitly indicated in some but not all writing systems, and the spaces between words can facilitate reading. Removing them when they are normally present slows reading (Rayner & Pollatsek, 1996), and providing them in a writing system that does not have them can speed reading (Winskel, Radach, & Luksaneeyanawin, 2009). Further, readers seldom have to suffer the kinds of degradation in signal quality that listeners commonly experience in noisy environments. However, writing lacks the full range of grammatically relevant prosodic information that is available in speech. (iv) Punctuation restores some of this information (see Hill & Murray, 1998). For instance, readers can use the comma in “Since Jay always jogs, a mile seems like a very short distance to him” to avoid misinterpretation. Readers also seem to be sensitive to line breaks, paragraph marking, and the like. Their comprehension improves, for example, when line breaks in a text correspond to major constituent boundaries (Graf & Torrey, 1966).


問 (1) 下線部 (i) を日本語に訳しなさい。

問 (2) 下線部 (ii) garden paths とはどのようなものか、本文に即して説明しなさい。

問 (3) 下線部 (iii) the late closure principle とはどのようなものか、本文に即して説明しなさい。

問 (4) 下線部 (iv) Punctuation restores some of this information について、本文で挙げられている他に具体的な例を挙げながら説明しなさい。
II 次の10語の中から5語を選び、簡潔に説明しなさい。
1. voicing, 2. mora, 3. critical period, 4. agreement, 5. particle, 6. topicalization,
7. orthography, 8. positive politeness, 9. felicity condition, 10. function word

【問題Iと問題IIに対する解答は以下にまとめて記すこと】