平成31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　○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。
An enduring question concerns whether universal constraints underlie inventories of color terms. If so, do explanations lie in physiology or the nature of cognition? Bloomfield (1933: 140) advanced (1) the relativist idea that languages can ‘mark off’ different portions of the wavelength continuum quite arbitrarily. For him, color naming should be entirely culture-specific. A related question concerns to what extent color vocabulary may affect individuals’ cognitive perceptions of color.

Scientific cross-cultural studies of color terms began with the optician Magnus (1880), who drew evolutionary conclusions about vocabulary development. The anthropologist Rivers (1901) drew evolutionary conclusions about social and mental development. Employing Lenneberg and Roberts’s (1956) procedures for researching Zuni (New Mexico) color terms, Berlin and Kay (1969) (henceforth BK) addressed the universals question. They distinguished between basic color terms (BCTs) versus color terms generally, and argued against an extreme relativist position, instead positing universal constraints on the evolution of basic terms.

BK defined a BCT as a word that refers to color first and foremost; is not a composite of other color terms; is not a sub-case hyponym of a more general term; is not contextually restricted; and is salient, as judged by being readily used and widely known throughout a language community. By these criteria, we identify Yagua as having four basic color roots (though of differing parts of speech): *pupó* ‘white,’ *dukuuy* ‘be dark, black,’ *rãuńáy* ‘red-colored,’ *súńy* ‘green-blue.’ A concept partially corresponding to ‘yellow’ can be expressed, but this involves modifying *súńy* ‘green-blue’ with a suffix that probably derives from -díy ‘near’ (*súńydílipó* ‘pale, yellowish,’ *súńydíway* ‘be yellowish, pale, anemic’). Secondary criteria, appealed to in problematic cases, include whether the term (a) has the same grammatical properties as other BCTs; (b) is not derived from the name of an object; and (c) is not recently borrowed. Secondary criteria can be synchronically irrelevant for determining basic status, even if historically true. English *orange* was borrowed from French and still is the name of a fruit tree, but *orange* is considered a BCT in modern English because it meets the primary criteria.

BK tested the hypothesis that there are constraints on development of BCTs using an array of about 330 Munsell color chips and 20 languages, relying on bilingual
speakers living in California. The BCTs of each language were identified and elicited from the speakers. They were then asked to use the color chips to identify the best example (focal hue) of each term identified as a BCT in their respective languages. In a separate step speakers plotted the range of each BCT on an array of the color chips. The 20-language sample was supplemented by data on 78 more languages extracted from dictionaries and field-workers' notes.

BK concluded that though BCTs could show marked differences in range, there was a high degree of stability for focal hues across languages: only about 30 of the chips were nominated as focal hues. These concentrated around the focal hues of English black, white, red, green, yellow, blue, gray, brown, orange, purple, pink. Some languages had a term that covered blue + green (cf. Yagua sín-,), but BK's results showed that the focal hue of this term tended to be either 'blue' or 'green,' but not half-way in between. They concluded that languages could be placed along a continuum of seven stages of BCT development, and that (2) an implicational hierarchy governed the order in which new BCTs could be added, ending with a maximum of 11 BCTs. These claims opposed the view that languages could vary without limit.


1. 下線部 (1) を本文全体に即して解説しなさい。
2. BK の手法および結論の要点を本文に即して解説しなさい。
3. 下線部 (2) を参考にしつつ、言語の普遍性において an implicational hierarchy に該当すると考えられる任意の事例について説明しなさい。

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