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Program & Abstracts

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December 8 - 9, 2007

関西外国語大学　中宮キャンパス

Kansai Gaidai University at Nakamiya

日本語用論学会

The 10th Annual Meeting of The Pragmatics Society of Japan

PROGRAM & ABSTRACTS

December 8 - 9, 2007

Kansai Gaidai University at Nakamiya

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Workshop Sessions

Dec. 8, Sat.

全体テーマ：

日本語の話し言葉の特徴について考える－異なるアプローチによる談話分析の試み－

個別題目：会話のダイナミズムを捉えるフレーム

高木佐知子
大阪府立大学

本発表では、語用論的意味解釈に社会言語学的要因を反映させる「相互行為の社会言語学」のアプローチを用いた「話し言葉」分析として、「フレーム(frame)」を取り上げる。フレームは、社会文化的知識に基づいた、相互行為解釈の枠組みである。発表では、テレビインタビューのデータを用いて、フレーム認識の共有によるダイナミックな関わり合いを分析する。以下にデータの一部を提示する。

18　A:　金曜日ですから。見たことある人。
19　　　あ、偉い。偉いですね。
20　　　（HとTに）手挙げさせたやついないですね。
21　H:　わたしたちの、その役割なんですが。

ゲストのAは、インタビューの最中に、自分の出演するドラマについて、「見たことある人。あ、偉い。偉いですね。」(L18, 19) と、スタジオのオーディエンスに直接話しかけており、また、「手挙げさせたやついないですね。」(L20) と、インタビュアーのHとTに意見を求めている。ここでのAの言動は、インタビューフレームからの逸脱であり、また、「テレビでの番組紹介のフレーム」という新たなフレーム化であるが、このことは、Hが、「わたしたちの、その役割なんですが。」(L21) と、フレームの変化を指摘していることからも伺える。発表では、このようなフレームの分析が、それ自体の持つ柔軟性（同時進行、逸脱、衝突など）と相まって、会話者による相互理解の過程を浮き彫りにし、メディアにおける「話芸」の実態を把握する有効な手だてになることを提示する。会話者の推論のプロセスを実際の言語・非言語情報のみならず社会文化的背景も考慮しながら行う考察は、語用論的研究の裾野を広げるものであると考える。

全体テーマ：

日本語の話し言葉の特徴について考える－異なるアプローチによる談話分析の試み－

個別題目：談話構造とフィラー

山根智恵
山陽学園大学

本発表では、エスノメソドロジーの影響を受け、日常会話における構造、さらにはそこから浮き彫りになる社会的秩序形成の解明を目的とする「会話分析」のアプローチを用いた「話し言葉」分析として、「フィラー」を取り上げる。

日本語の話し言葉に頻繁に出現する「フィラー」は、以下の例（片仮名書き）からも明らかなように、発話の開始、途中、末尾と様々な位置に現れる。そして発話権の取得(L14)、維持（L01、L09、L11）、譲渡(L02)と深く結びつき、話者交代（turn-taking）に影響を及ぼす。

01　K:　今あなたは、アノー、お母様とお父様と（は
02　　　い）それから、エート、
03　U:　妹。
04　K:　妹さんとね（はい）、とてもお幸せに暮らし
05　　　ていらっしゃるそうですけれども（はい）そ
06　　　こへ行き着くまでにずいぶんなかなか大変
07　　　だったんですって。
08　U:　そうですね。いろいろあるもんですね。
09　　　アノー、マー、うちの母は、‥‥いろいろあ
10　　　りましたね。
11　K:　ねえ。でもお小さい時は、ソノ、お、ソノ、
12　　　お別れになったお父様と（はい）お母様とが
13　　　六本木（ええ）で、
14　U:　アノー、夜の飲食店をやっていました。

つまり「フィラー」は、コンテクストの意味を変える役割は持たないが、談話管理に寄与し、談話構造に関わっているのである。この命題を持たない「フィラー」の機能をより深く研究することで、語用論研究の幅が広がり、また異分野(例：医学、認知症)との交流も期待できる。

全体テーマ：

日本語の話し言葉の特徴について考える－異なるアプローチによる談話分析の試み－

個別題目：連続した発話の中で捉えられる発話行為

吉成祐子
神戸大学大学院生

題目：連続した発話の中で捉えられる発話行為

本発表では、オースティンからサールへと継承され深められた「発話行為理論」より、発話が行為として機能する「発話内行為(illocutionary act)」の分類を用いて「話し言葉」の分析を行う。日本語授業における会話データを用いて、発話がどのような行為として機能するかは連続した隣接ペアによって解釈されることや、１つの発話が１つの発話内行為に対応するだけではないことを指摘する。以下にデータの一部を提示する。

02　R:「今着ている服にポケットは付いていますか」
03　A:　（書きながら）いま、きている・・・
04　　　（顔をあげて教師を見る）
05　T:　えっと、もう一回、聞きますか？
06　A:　お願いします。

テープレコーダー(R)を用いた聴解練習において、学習者(A)は、教師(T)の顔を見上げ、テープの内容(L02)が聞き取れなかったことをジェスチャーで表現しており(L04)、T は、もう一度聞くかどうか、相手の行動をたずねる疑問形式を用いて間接的な『申し出』を行っている(L05)。この発話が字義通りの『質問』でないことは、次の A の発話(L06)が質問に対する『応答』ではなく、依頼の形式で受諾していることから解釈される。さらにこの発話(L05)は、T を見上げる A の表情を含めた相互行為の流れの中で、T が読み取った（もう一度テープが聞きたいという）A の『要請』に対する『応答』という形で生じた発話であるとも考えられる。

本発表は、発話行為の具体的意味内容や機能は、連続した発話の中で捉えることが重要であり、実際の分析には問題も多いとされる発話行為を談話分析に取り入れる試みとしてこの重要性を提示する。

談話標識 *well* の習得に関する一考察
—海外語学研修に参加した日本人学習者の場合—

山本　綾
お茶の水女子大学大学院人間文化研究科 博士後期課程

1. 目的

日本人英語学習者が談話標識*well*を習得する過程の一端を量的・質的分析を通して実証的に明らかにする。

2. 先行研究

*well*は "indicating consultation by the speaker of his or her current thoughts"という機能を持ち、隣接ペア内をはじめ修正、話題の境界など様々な位置で頻繁に現れる (Schourup 1985: 64)。[質問 - 回答]型の隣接ペアでは間接的な回答の冒頭で現れることが典型的であり、直接的回答の冒頭での使用は一般的に不適切とされる。

(1) What time is it?
Well, I just told Bill that it was noon.
Well, the sun just came up.
#*Well*, three o'clock.　　(Lakoff 1973:458 一部修正)

3. 資料

【母語話者資料】*The London-Lund Corpus of Spoken English* 収録のイギリス人 36 人の対面会話。

【日本人学習者資料】英語圏での 6 週間の語学研修に参加した大学生 27 人が、初対面の英語母語話者と 1 対 1 で行った約 18 時間分の対面自由会話。

4. 結果

第一に、学習者の多くは研修の前と後どちらの時点でも *well* を全く使わなかったこと、また使ったとしてもその頻度は母語話者平均に比べかなり少なかったことが明らかになった。第二に、研修出発前の時点で *well* を使っていた学習者については、直接的回答の冒頭すなわち不適切とされる位置での使用が過半数を占めていたことが明らかになった (母語話者の場合、直接的回答は即座に与えるか非語彙的なフィラー "uhm"を使っていた)。第三に、学習者は *well* を「(ウー) ン」や「ナンダッケ」等の語彙を探す際に用いられる日本語表現および沈黙の前後で用いる傾向があることが明らかになった。

(2) 研修前の事例【JS25 の出身地】

Brian:	do you live in a big town? or do you live in countryside?
→ JS25:	*well* ((沈黙)) ン: small town.
Brian:	uh huh
JS25:	yes.

研修から帰国した後の発話資料をみると、研修前に *well* を使用していた学習者については、*well* を直接的回答の冒頭で使うことが減り、かわって修正や話題の境界において用いるようになるという変化が確認された。一方で、研修前に *well* を使っていなかった学習者は研修後も *well* を使わないことがわかった。

5. まとめ

well の習得には次のような段階があると考えられる。

Stage 1　不使用:
会話において *well* を使わない

Stage 2　機能の一般化：
会話相手からの質問に対する回答を構成する際に生じる間を埋める方策として *well* を用いる

Stage 3　語用論的な制約の習得：
先行・後続の発話内容に応じ、*well* の使用が適切か否か判断する

Stage 2 の段階にあった学習者は、研修を通して母語話者との相互行為の機会を豊富に持つことにより Stage 3 へ進むと推察される。

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〈臨場的スタンス〉がとる推移的表現について
―英訳との対比を通して―

尾野治彦　（北海道武蔵女子短期大学）

池上(2005)は、日本語の話し手が〈臨場的スタンス〉で事態把握する傾向が強いと述べているが、本発表では、絵本の日英語を手掛かりに、〈臨場的スタンス〉が日本語表現にどのようにかかわっているかを、〈外置的スタンス〉と考えられる英語と対比しながら見ていくことにする。

まず、〈臨場的スタンス〉の持続は、場面での時の推移を体験することになり、このことが「なる」という表現を生じさせていることを指摘する。ちなみに、「夏になる」といった表現の英訳としては、次のように"in the summer"といった推移を表しえない表現となっていることが多い。

(1)　なつになって、とこちゃんは、おとうさんと
　　おかあさんと　いっしょに　うみへ　いきました。　　（『とこちゃんはどこ』）
　　In the summer, Toko, his mother and his father
　　went to the beach together.

さらに、「やがて」「そのうち」といった表現も場面での時の推移の体感を表し、これらの語の持つ意味合いは、〈外置的スタンス〉の英語では表現しにくいことを指摘したい。

(2)　やがて、あさになりました。　　（『ねずみのおいしゃさま』）
　　Before long, it was morning.

また、「S1 ト、S2」は、現場でのリアルタイムの「認知の継起」を表す構文であるが、英訳においては、S2 で S1 の予想が覆されるときは、S2 の前に but が用いられ、S2 の結果の先取りが示された、次のような例があることを指摘する。

(3)　ぐらが　えりまきを　はずして、かけようとすると―もう　まっしろな　えりまきが
　　かかっています。　　（『ぐりとぐらのおきゃくさま』）
　　Gura takes off his scarf and goes to hang it up. But a long, snow-white scarf is
　　already hanging from the hook!

これは、〈臨場的スタンス〉の平面的な描写スタイルに対し、結果をすでに知りえる立場にある〈外置的スタンス〉であればこそ可能な立体的な描写スタイルであるといえる。

さらには、〈臨場的スタンス〉であれば、出来事が生起した順に述べられ平面的な描写となりがちだが、〈外置的スタンス〉であれば、立体的に述べることが可能となり、事態の入れ替えも可能となる。実際、原文の英語では時間的順序に従っていないのに、日本語訳では、生起した順に従って、並べ替えられている例があることを指摘する。

絵本における「くり返し」の効果：スキーマ理論の視点から

笠貫葉子
（日本大学）

本発表では、三つの英語絵本の分析を通し、絵本における「くり返し」の効果をスキーマ理論の視点から考察する。我々は、様々な経験を通して物事についての「スキーマ(schema)」を形成しているが、そこから逸脱した物事は "schema refreshment"、一致した物事は "schema reinforcement" を我々の中に引き起こし、物語を読む際はこれらが「面白さ」につながる。しかし、まだ多くの経験をしていない幼い子供は十分なスキーマを持たないと考えられるため、幼い子供を読者とする絵本は、物語の中で読者が共通して持てるスキーマを作り出すことがあり、本発表はそこに「くり返し」が効果的に働くと考える。

「くり返し」は、①細部（個々の言語表現や行動）と ②大枠（一連の内容）に見出すことができる。本発表が題材とする三つの絵本では、最初に①と②両方のレベルで「くり返し」を示す。その後、②のレベルでは引き続き「くり返し」を示す中、①のレベルにおいてのみ逸脱を示すことで "schema refreshment" を引き起こし、その後また元通りの一致を示して "schema reinforcement" を引き起こす。その後には、②のレベルにおいても逸脱を示すことにより "schema refreshment" を引き起こして話を展開させるが、絵本によってその手法には違いが見られる。

絵本１）："schema refreshment" を引き起こして話が展開し、
そのまま結末に向かう
絵本２）："schema refreshment" を引き起こした後に
"schema reinforcement" で締めくくる
絵本３）：２）と同様だが、それを絵のみによって示す

いずれにせよ、全て基盤となるスキーマがあってこそ成り立つ手法であり、物語の最初に①②どちらも全く崩さない「くり返し」を設定したのは、その物語におけるスキーマを作るためであると考えられる。

スキーマを形成し、"schema refreshment" や "schema reinforcement" を起こす「くり返し」は、粗筋だけ見れば極めてシンプルな絵本の中に「面白さ」を生み出すための大きな役割を担っていると言える。

AN ANALYSIS OF THE PREVERBAL INSERTION OF FOCUS PARTICLES IN LUGANDA

Jackson Ssekiryango

Makerere University Kampala

ssekirya@arts.mak.ac.ug

This paper provides an analysis of the preverbal position of the focus particles and topicalised objects as a pragmatically driven phenomenon in Luganda. It asserts that in the course of derivation, topicalisation motivates the insertion of a preverbal anaphoric particle and that there is an agreement and interdependence relation between the topic constituent and the inserted particle. It further asserts that the obligatory prosodic prominence of this particle signals its importance in the proposition. This is briefly illustrated below:

Omwana abasajja *gwe* baagala.
The child men that they want

The presence of *gwe* above signals the selection of the object *omwana* as the topic in the proposition and the referent of its pronominal nature is activated. In otherwords, where the object has a topic role, there is a functional motivation for the presence of *gwe* that agrees with *omwana* in noun class. The focus domain in the above example is not the sentence nor the predicate but an argument in the topical position. This is the syntactic constituent denoting the focus of the pragmatically structured proposition. The topicalised argument moves in syntax from a lower inter-clausal position and occupy a higher extra-clausal position.

In an attempt to find a natural explanation for the pragmatic construal and analysis of the communicative function of focus constructions in a Luganda discourse, this paper argues for the treatment of the inserted particles as focus elements that determine the presupposition and domain of focus in the proposition. It further argues that the presence of both the focus particle and the topicalised argument in the preverbal positions demonstrates the need for concurrent treatment of the pragmatic relations topic and focus in Luganda.

could+完了不定詞構文の多義性：メンタルスペース理論からの分析

片岡宏仁

（関西外国語大学［院］）

【1. 導入】 本報告は，仮定法過去完了の could + 完了不定詞構文を検討する．この構文は例 (1) のように「過去の事実に反する仮想」を表すことでしばしば特徴づけられる．

(1) Of course, if we had wanted to, we could have been great... But we didn't want to.

しかし，事例を検討すると，第一につねに反実仮想が表されるわけではなく，第二に動詞句が明示する事象の時間指示は過去・現在・未来にわたることがわかる．本報告は，このような多様な解釈の可能性についてメンタルスペース構成の観点から分析を提示する．

【2. 事実と仮想】 反実仮想とは P が事実とされているときに not-P を仮想することである．事実と仮想との組み合わせは，これ以外に 2 通りある：事実 P が想定されているときに P を仮想すること，事実が P/not-P のいずれかだとしか想定されていないときに P を仮想すること（否定命題を想定するケースは P に not-Q を代入）．すると，次の 3 通りが考えられる：

A. 事実 P ― 仮想 not-P

B. 事実 P ― 仮想 P

C. 事実 P/not-P ― 仮想 P

これら 3 通りの組み合わせの全てにおいて could+完了不定詞構文は用いられる．反実仮想 A 以外の B, C について，順に実例を確認しよう．

(2) As for how this could have happened, that's easy [...]

(3) The window was open. Somebody could have slipped a dose of the cyanide into the glass.

パターン B には(2) がある．これは，警察学校建設で手抜き工事があったと述べた直後につづく文であり，それがいかにして可能だったのかを問題にしている．(3) は C に該当する．これが発話されたのは，被害者が毒殺されたことは知られているがどのようになされたかが不明の談話文脈においてである．以上から，先行談話で与えられた想定や文法的前提によって事実－仮想のパターンが異なっていることがわかる．

【3. 時間指示】 この構文は，過去にかぎらず現在・未来の出来事に言及しても用いられうる．

(4) 現在：I could have had an older sister to look up to.

(5) 未来：They could have done it tomorrow, but they stopped the water and started construction.（家の外で水道管工事がなされている状況での発話）

【4. 構文の意味とメンタルスペース最適化】 このように多様な解釈にも共通点がある．第一に動詞句は仮想の事象を表す．第二にそれに対応する現実の事象は既定の事実となっている．前者は仮定法過去＋動詞句の意味に，後者は助動詞 have の〈完了〉に対応する．これに加えて次の方略原則を仮定すると，問題の解釈をすべて導くことができる．

方略原則：仮想の事象 E はとくに指定がないかぎり同一関係にある現実の事象 X に近似する．

重要なのは，近似の方向が片側のみの点である．これにより，事実 P に対する仮想が P と not-P どちらも可能となり，また，動詞句が未来を表しても現在の事実との反実仮想となりうる．（※スペース構成の詳細は発表時にスライドで提示）

「方向づけ」を表すダイクシス表現と主体性

澤田　淳

（京都大学大学院／日本学術振興会）

本発表では、認知主体への「求心的」（centripetal）な方向性を示すダイクシス表現について考察を行う。ここでは、主に、「方向づけ」（ないしは、「影響性」）を表す「てくる」構文（坂原 1995, Shibatani 2003, Koga 2006 等）に注目し、その特性を、関連構文（「ていく」構文、「てくれる」構文、「てよこす」構文、「やがる」構文、受動文、等）との比較の中で明らかにする。

次の「てくる」は二つの解釈に曖昧である。

(1) 電話をかけてきた。

一つは、（省略された）主語が電話をかけたあとで話し手の位置する場へと来たという解釈である。この場合の「てくる」は、主語の「継起的移動」を表す。もう一つは、（省略された）主語が話し手に電話をかけてきたという解釈である。この場合の「てくる」は、話し手への「方向づけ」を表し、主語の移動はない。

以下、「方向づけ」の「てくる」の特性について見てみよう。

第 1 に、主語が話し手であってはならない。次の (2a) は、「継起的移動」であれば適格であるが、「方向づけ」の解釈の下では不適格となる。この点で、「方向づけ」の「てくる」は、「てくれる」、「てよこす」と並行する（澤田 2007）。

(2) a. 私は電話をかけてきた。
　　b. *私は電話をかけてくれた。
　　c. *私は電話をかけてよこした。

第 2 に、否定的事象と共起できない。出来事が存在しなければ、「方向づけ」を与えることができないのである。

(3) a. 学生が文句を言ってきた。
　　b. *学生が文句を言わないできた。

第 3 に、行為が話し手（又は、その縄張り内に存在する者）に向けられている必要がある。それ以外の者に向けられた場合、「てくる」は、「継起的移動」と解釈される。

(4) 太郎が{私／私の娘に／得意先}に電話をかけてきた。

第 4 に、「てよこす」と異なり、前接動詞は「物の移動」を表す三項動詞（「投げる」、「電話をかける」等）に限らない。Koga (2006) は、「方向づけ」を表す「てくる」が「行為」を表す二項動詞とも共起可能な事実を指摘している。

(5) ケンが僕を殴ってきた。(Koga 2006)

(5) では、話し手が行為の被動者であるため、「行為」が及ぶ方向と「てくる」が表す方向とが一致している。

「方向づけ」を表す「てくる」は、次のように一項動詞とも共起し得る。

(6)「エンゼルスはスキがあれば走ってくるし、きっちりつないでくる」と井口。

（『讀賣新聞』2005 年 10 月 12 日）

(6) では、主語と話し手とが対抗関係にあることが示されており、話し手に対する方向づけ（影響性）が認められる。

「方向づけ」を表す「てくる」は、さらに、話し手への方向づけ（影響性）が希薄化した次のような拡張表現も見られる。

(7)（アナウンサーの発話）

ここで巨人がバントをしてきました。

(7) では、話し手へと行為が向けられているわけではないが、「てくる」を用いることで、「巨人がバントをしました。」にはない臨場感が生まれる。

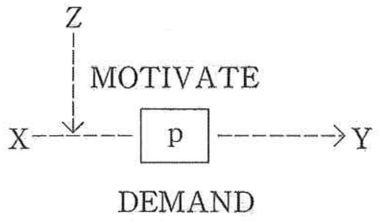
「方向づけ」の「てくる」は、「主体化」(Langacker 2002) の進んだダイクティックな文法形式として位置づけることができる。

モダリティと動機づけ

長友俊一郎
（関西外国語大学短期大学部非常勤）

心理学では「ヒトをある特定の目標／行動に向かわせるものは何であるのか」が基本的な問題の一つとされている。そして、「生活体を行動に駆り立てる外的な力」と定義される「誘因」(incentive)がその一つであると考えられている。モダリティ研究において、この誘因と関連深い概念に「動機づけ」がある。澤田 (1999: 58; 2006: 312)は、次の義務づけのスキームを提出した。

(1)



(1)は、「ある動機づけ(Z)をもとに、義務を課す主体(X)が義務を課される存在(Y)に直接的な力を行使し、事象の実現に向かわせる」というものである。たとえば、(2)では、

(2) "… But you *must* come now, Mr. Stevens, or else you may deeply regret it later."

[BNC]（斜体／下線筆者）

「さもないと、あなたは深く後悔するかもしれない」という、下線部の動機づけをもとに、話し手(X)から聞き手(Y)に「話し手の元に来る」ことが強制されている。

本発表では、モダリティを根本的に理解するためには、動機づけを考慮に入れる必要があることを論じる中で、モダリティを表す言語形式の特徴を動機づけとの関連で明らかにしてみたい。(3)を考えてみよう。

(3) You {*must/can/have got to/had better/*should/*may*} take a hot bath, or you'll catch a cold.

ここでは、動機づけとして「さもないと風邪を引いてしまう」ことが挙げられている。(3)の動機づけは、X or/otherwise Y により、X か Y かの二者択一を迫るために提示されているものであると言えよう。(3)から明らかなように、このタイプの動機づけとモダリティを表す英語（疑似）法助動詞の使用とには深い関係がある。

本発表では、主として次の点に焦点を当てたい。

(4) 動機づけの定義

(5) 動機づけの分類

(6) 動機づけの強さとモダリティ

(7) 動機づけの好ましさとモダリティ

関連性理論の演繹装置は『動的な語用論』を支えられるか

北大大学院文学研究科
小野芳彦

- 関連性理論（Wilson & Sperber 1993）（以下 RT）では、
(a) 発話によって伝わる情報　は、(b)意図明示的、(d)言語的、(f)言語的にコード化、に順に下位区分され、(h)概念的／(i)手続的の段階にある概念あるいは談話標識に到達する。
- 概念は語彙的項目・論理的項目・百科事典的項目からなる。
- 論理的項目が演繹推論を記述する。
- 表意はコード化された概念から表出命題と高次表意を再現して得られる。
- 演繹規則は、分析的規則と、総合的規則があり、前者が分析的含意を、後者が文脈含意を発生させる。
- 推論は関連性の高い文脈含意を生み出すように進行する（動的コントロール）。

問題設定：RT が設定する演繹装置を更新関数として働かせられるか

A. 分析的規則
分析的規則は、推論の適用において語用論的でない（＝文脈依存でない）ので、更新関数とはならない。しかし、否定文における存在的前提は語用論的。

私はこの夏、市民プールに行かなかった。そもそもこの地に市民プールはない。

概念「市民プール」に（間接的にであっても）分析的規則が対応するのか、概念《行く》に結びついて、「《行く》目的地は存在する」という想定スキーマを引き出すのか。

*関連性の有無が想定の引き出しに影響するので、「**現フランス王は禿だ**」が直感的な矛盾とはならない理由を説明できる。*

∴　語用論的前提は分析的含意ではなく想定スキーマを呼び出す可能性を高める効果をもつ更新関数とみなせる。

B. 総合的規則
条件文の場合：誘導推論をどのように定義するか

1. 単語《ならば》を条件法と双条件法の多義とする。
○　一義化は語用論的である
×　双条件法解釈が論理的に誤まっていると自覚できることを説明できない

2. 概念《ナラバ（条件法）》から分析的規則により《双条件法》を派生させる。
(《ナラバ（条件法）》削除規則だが、《双条件法》導入規則でもあることにならないか)
⇒想定スキーマで解決

3. 推論段階で、(双)ナラバ削除規則を適用する。
入力：１　～P、２　P　(双)ナラバ　Q
出力：～Q
（これは～導入と見なさなくてよい）
⇒「伝達段階では概念《双条件法》は出現しない」として妥当か？

仮の結論
分析的含意は伝達の段階で発動し、表意である想定を確定する。分析的規則の適用を含意に限ることで、文脈含意のみを推論の対象とすることが出来る。更新関数の実体は初発の想定（＝表意）で、更新（＝計算）は RT の演繹推論であるとして、『動的な語用論』の形式化は可能ではないか。

記憶モデルと動的文脈の枠組み

加藤　重広
北海道大学・大学院文学研究科・准教授

本発表では，心理学の知見を参考に，記憶モデルを言語学的に再構成し，処理記憶・談話記憶・長期記憶の３種類に分ける。認知心理学などで言う感覚記憶(sensory memory)は，入力刺激の瞬間的な保持のための記憶であり，その場での認識処理のために保持される短期記憶(short-term memory; STM)と，永続的に保持される長期記憶(long-term memory; LTM)とをこれに加えて，おおむね３種類の記憶種別を想定することがある。このうち，短期記憶は，能動的なプロセスと見て，作動記憶・作業記憶(working memory)と呼ぶこともあるが，入力データを数秒程度保持するシステムと見なすことが少なくない一方で，保持時間をもっと長く想定するケースも見られる。

処理記憶は，文処理がなされるまでの一時的な記憶で，線条的に構成される文構造を非線条的に産出・理解するために用いられる。処理記憶は，瞬時の処理が終了すればそれ以上入力データを保持する必要がないという点では感覚記憶に似ているが，場合によっては数秒程度データの保持が行われる点ではSTMに近い。談話記憶は，談話のセッションの開始から終了までのあいだ保持される一時的な記憶だが，意味処理された記憶が集積し，言語的に構成される形式文脈が収蔵される場ともなり，比較的長く保持される。発話状況など，談話のセッションが生起する環境に並行的に存在する潜在的情報群である状況文脈も談話記憶に収蔵される。談話記憶は，短ければ数分程度だが，長ければ数時間以上保持されることを考慮すると，心理学で言うSTMと似てはいるものの，異なる点もある。長期記憶は，定義上は半永久的に保持される記憶の全体で，言語構造に関わる文法知識（＝言語知識）とそれ以外の非言語知識（＝世界知識）を収蔵していると見る。

言語的な陳述文の集積として表示可能な形式文脈は，発話者と解釈者のあいだで完全の共有されていることが前提だが，発話者と解釈者を取り巻く物理的状況から抽出される状況文脈は，潜在的に共有されるに過ぎない。世界知識（＝知識文脈）は，非常に膨大な知識のデータベースで，共有度はレベルごとに段階的に異なる。むろん，個人的な世界知識は，共有度も低い。これらの基盤的な文脈を基に推論することで派生的に得られる文脈を本発表では高次的文脈と呼ぶ。これまでの文脈の定義は，おおむね発話解釈から帰納的に定義されるものだったが，本発表では演繹的なアプローチによる文脈の枠組みを記憶モデルと関連づけて整理する。

以上を踏まえて，線条性を重視した動的な語用論研究の方向性を提案する。

知識体系における制約を用いた談話分析の手法

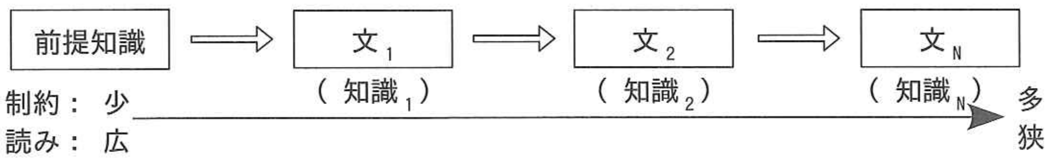
山口慶太
北海道大学大学院

本発表は知識が談話分析において有効な手法であることを示し、知識体系における制約の存在を検討することによって動的な談話解釈モデルを提示する。

談話分析における問題として名詞句の特定・不特定分析が挙げられる。日本語には英語における冠詞のようなマーカーがないために、統語面のみに頼った名詞句の特定・不特定判断は困難であると言える。しかし談話「子供が生まれた。子供は女だ。」における「子供」は、不特定の子供ではなく、特定の子供であることが容易に理解される。これは知識を用いれば、子供には女もいれば男もいるという常識的知識の存在により、全ての子供が女であると考えるのは非常識的であるので不特定の解釈が妨げられ、特定の解釈のみが可能であると説明できる。

談話分析に知識を利用できる一方で、従来常識的知識と非常識的知識の判断基準は明確にされてこなかった。例えばオントロジー研究における代表的な知識記述理論である KL-ONE(R. Brachman and J. Schmolze 1985)や F-Logic(M. Kifer, G. Lausen, and J. Wu 1995)は、知識体系に存在する知識の常識的関係を捉える一方で、どのような知識が非常識的であるかの基準を示していない。この状況においては何が常識であり何が非常識であるのかの恣意的な運用を認めてしまう可能性や意図しない知識間の矛盾が生じるおそれがあり、知識を用いた説明には曖昧性が残ると言える。そこで本発表では知識の非常識さを見分ける基準を提示することでそうした曖昧性を取り除いておく。まず恒偽の関係である「X について、X でないことを知っている」知識は明らかに非常識的である。また知識体系に存在する制約である「継承関係の一方向制約」（上位語と下位語の関係は逆転しない）、「属性内容の既定未定制約」（属性が既定である語がその属性が未定である語の上位語であることはない）に従わない場合を非常識的であるとする。これらの制約はある常識的知識の存在と両立しないような非常識的知識がどのようなものであるのかを明示化する。即ち常識的知識の存在が同時に対応する非常識的知識を決定するため、両者は表裏一体の関係にあると言える。

談話を文の連続であると考えた場合、その各文が何らかの知識を表しているとすれば談話解釈とは談話に展開されている一連の常識的知識を把握することである。こうした知識を中心とした談話解釈像は、文解釈によって得られた知識が更なる文解釈の前提知識となることで、新たな知識を生み出すと共に非常識的知識を明示化していく過程として表される。



個々の文解釈の進展に伴って知識が増加し、非常識的知識を明示化する制約もまた増加する。そこで非常識的知識に基づいた文解釈を排除することによって談話における読みは次第に狭めていくはずである。これにより可能な読みの幅が動的に制限されていくという知識に基づいた談話解釈のモデルを示すことが出来る。

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日本語「ノダ」の機能
ー先行研究の問題点からー

中野　友理
北海道大学大学院文学研究科博士課程

1．はじめに

本発表は、日本語の文末形式「ノダ」における先行研究を概観し、今後「ノダ」の機能を再考する上で検討すべき課題と、現在までの発表者の見解を論じるものである。「ノダ」の機能を論じる際、複数の研究に共通して見られる概念が「関係づけ」と「既定性」である。まず、これら二つの概念を簡単に紹介し、それぞれの概念に「ノダ」の機能を見出した場合の問題点を提示する。そして、問題点の解決に向けて、今後の「ノダ」研究の課題と分析の方向性について論じる。

2．先行研究

「ノダ」の機能としてしばしば挙げられる「関係づけ」とは、「ノダ」文の表す命題が先行文脈と何らかの関係を持って提示されることをいう。久野（1973）に始まる「説明」説、庵他（2000）における「関連づけ」説など、その他多くの研究に共通する概念である。

また、「ノダ」の機能を論じる際に「既成命題」（三上1953）にはじまり、多くの研究で「既成」あるいは「既定」という語も用いられる。本発表ではこれらをまとめて「既定性」と呼び、「ノダ」について論じる際の重要な概念として扱う。「関係づけ」と「既定性」は、決して対照的なものではなく相互に密接な関係を持っているが、どちらを「ノダ」の本質的特徴とするか、二つの考えをどのように位置づけるべきかという点で各研究によって相違が見られる。

3．先行研究の問題点

「ノダ」の機能を「関係づけ」とした場合、「ノダ」文と関係づけられる先行文脈とは具体的にどれのことをいうのか、明確に特定できない場合がある。また、「ノダ」文以外のどんな発話でも、通常は直前の文脈と何らかの関係をもっているはずである。「ノダ」が表示する特別な「関係」とは、どのようなものなのか、先行文脈との関係を明示する話者の意図とは結局何であるのかということが、未だ明確ではないように思われる。

一方、「ノダ」の機能が「既定性」によるものとした場合の問題点は、その用語の曖昧さである。先行研究で特に定義されていない「既定」という語が、単に「既に成り立つ」という意味だけで用いられているのならば、「ノダ」のない断定文とどう異なるのか。また、「既定性」がしばしば「ノダ」の統語的特徴を根拠にしているという点にも疑問が残るところである。

4．問題点の解決を目指して

先行研究の問題点として、「ノダ」文と関係づけるべき先行文脈を特定できない場合を述べた。その解決策として、今後、従属節に「ノダ」が用いられた場合の主節との結びつきを分析することを提案する。「ノダ」を含む従属節とは、例えば条件節「ナラ」に対する「ノナラ」、理由節「カラ」に対する「ノダカラ」などがある。既に主節と関係づけられていることが明白な「ノダ」を含む節が、「ノダ」がない場合と比べてどのように主節との関係を変容させるのか、これまでよりもさらに詳しく分析する価値があるであろう。

また、「既定性」の明確化のためには、分析対象を「ノダ」断定文に絞り、「ノダ」の用いられていない断定文との違いを語用論的に分析することで、情報が「既に成り立つ」ということの意味を明らかにしたい。「ノダ」文と「ノダ」のない断定文の違いは、話者が文の情報を「断定」する上での理由・根拠であるというのが発表者の見解である。「既定性」を明確にすることは、「ノダ」の機能のみならず、日本語における情報提示方法の一特徴を明らかにすることにもつながると考えている。

Poster Sessions

Dec. 8, Sat.

知覚の複合動詞の分布に現れる知覚動詞の身体性

高嶋 由布子　京都大学大学院 人間・環境学研究科 < takashima@hi.h.kyoto-u.ac.jp >

本発表は、認知言語学の観点から、視覚・聴覚・嗅覚の知覚の他動詞「見る・聞く・嗅ぐ」を前項にもつ複合動詞のコーパス上の分布について分析を行う。三つの感覚モダリティで後項の動詞の傾向を比較し、後項の要素の選択にも、知覚動詞の感覚モダリティ毎の身体性が反映していることを示す。ここで現われる身体性は、機能上の役割（聞くことは、対人コミュニケーションに使われる）とイメージ図式の違い(目は能動的に刺激を捉えるが、耳は受容する一方であり、鼻は両方である)である。これによって、知覚動詞の意味には各々の感覚モダリティの身体的特性が内包されており、複合動詞の産出にこの特性が制約を与えることを結論付ける。

1. 対象と目的

本発表では、前項が知覚の他動詞｛見る、聞く、嗅ぐ｝の連用形、後項が動詞である複合動詞を扱う。

(1) a.　｛見，聞き，嗅ぎ｝つける

　a'.　｛見，聞き，嗅ぎ｝まわる

　b.　｛見，*聞き，*嗅ぎ｝渡す

たとえば、(1a,a')は、同じ後項が、すべての感覚モダリティで使える。(1a)では同じような〈発見〉の意味があるが、(1a')で解釈される意味はそれぞれに異なる。(1b)のように、ある感覚モダリティでしか使われない後項も数多く存在する。

ここでは、このような分布の傾向から、前項である知覚動詞の異同を捉え、考察を加える。

2.事例の収集

実際に使われているか、という観点から、新潮文庫の100冊コーパスから用例を集め、集計した。表記に関わらず、[｛見(み，診，看，観，視)，聞き(聴き，きき，訊き)，嗅ぎ(かぎ)｝＋動詞]の複合動詞を収集し、後項の有無と用例数を集計した。

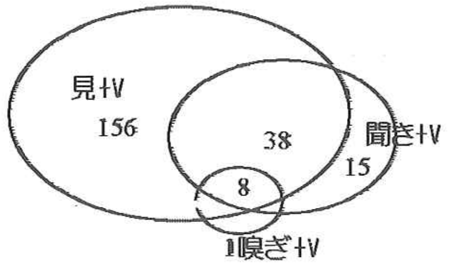

図1 後項の種類数の分布

図1のように、すべての感覚モダリティで使われていたものは8種｛わける,つける,とる,だす,まわる,なれる,しる,あきる｝であった。また、聴覚と嗅覚のみ、視覚と嗅覚のみ、という組み合わせはなかった視覚のみで使われている後項が156種と非常に多い。

3.分析と考察

嗅覚だけに使われていた「あてる」は視覚と異なる嗅覚での〈発見〉の身体性を示している。

(2) a.　｛*見，*聞き，嗅ぎ｝あてる

　b.　｛見，*聞き，*嗅ぎ｝あたる

聴覚だけで使われている以下の複合動詞は、(3)情報の移動の着点に知覚者がいること、(4)流動体のメタファーがそれぞれ関係しており、他のモダリティと異なる身体図式を持っていることを示す。

(3)　聞き入れる、聞き集める

(4)　聞き流す、聞き漏らす

聴覚と視覚が同じ後項でも異なる意味を持っているように感じられるのは、(5)のように、それらの多義性からである。「見る」も「聞く」も外界の情報を得ているが、前者は外界の状況への対処〈面倒をみる〉の、後者は他者からの訴えへの対処〈命令を聞く〉の棄却である。

(5)　見捨てる，聞き捨てる

視覚だけで使われる複合動詞の特徴は、(6)視線(7)目の動き、(8)アスペクトに関係した概念的〈評価〉の意味、(9)〈面倒をみる〉の意味である。

(6)　見向く，見渡す，見つめる，見透かす

(7)　見開く

(8)　見据える，見通す，見極める，見限る

(9)　見放す

以上のように、前項の多義と、その身体性によって使える後項は制約を受け、最も操作性が高く、概念操作へ意味拡張する視覚の生産性が高いことが確認された。また、各々の身体性の違いや、情報に対する処置の仕方による意味拡張も、複合動詞の意味のなかで役割を果たしており、それぞれの感覚モダリティでしか使えない後項があることがわかった。

メンタル・スペース理論による記述的同定文と措定文

中川奈津子 (n_akagawanatuko@yahoo.co.jp)
京都大学大学院　人間・環境学研究科

本発表[1]では、コピュラ文のうち、記述的同定文 (DIS) と措定文 (PS) の違いと共通点について吟味し、両タイプの補語がメンタル・スペース理論 (MST: Fauconnier 1994) の役割に相当するものである点では共通しているが、DIS の補語は存在を含意する役割であり、PS の補語は存在を含意しない役割である点が異なることを主張する。また先行研究において主語に *it* をとる DIS と分類されていたものは指定文であることを指摘し、DIS の主語は *s/he, that* をとると一般化できると主張する。

DIS は指示対象の確立した主語について記述を述べることで指示対象の同定を行う働きを持つ (cf. (1a))。PS は主語について補語で性質・役割・所属などを叙述する (cf. (1b))。[2,3]

(1)　a.　Mike? Who is Mike? – *He is my neighbor*.
　　 b.　What is John? – *John is a teacher*.

(1)の 2 つの文は MST ではどちらも主語名詞句に役割を付与する文であるとされている (cf. 坂原 1990)。しかし(1)に見られるように、DIS は *who* で、PS は *what* で質問されるという違いがある。一方、DIS と PS は共通点が多いのも事実である。例えば(2a-b)の両方で補語が *that* で照応される。これは名詞句が指示対象 (値) を持たず役割読みであるためである。この共通性からは両タイプのコピュラ文の補語を役割とする MST の一般化は正しいように思われる。

(2)　a.　*He is Mary's fiancé*$_i$. I'm glad I'm not that$_i$.
　　 b.　*Carter is a politician*$_i$. I'm glad I'm not that$_i$.

両者の違いは、DIS の補語が Functionals (Fraurud 1996) として働いているのに対して、PS の補語は Instances (ibid.) として働いている点であると考えられる (cf. 東郷 2005)。Fraurud (1996) によれば、Functionals ではトークン知識ではなくタイプ知識が重要な役割を果たし、別の存在物との関係を同定する。Functionals は、特定の個体を同定できなくても定冠詞で導入され得る。この性質は特定の個体を指示しないが限定詞 (e.g. *my, Mary's*) が使われている DIS の補語の性質と共通する。DIS の補語は現実世界の存在物 ((1a)の私、(2a)の Mary) との関係を明示し、主語の指示対象と結び付ける働きをするので存在が含意される。一方 Instances でもタイプ知識が重要な役割を果たすが、別の存在物との関係は同定されず、PS では主語の指示対象が属しているカテゴリを伝える。これを MST の枠組みで捉えなおすには、タイプ知識に相当する役割という概念を、Functionals 相当のものと Instances 相当のものに区別する必要がある。ここではその区別は役割が導入されるスペースの違いによると考える。Functionals 相当の役割は、別の存在物との関係が同定されるため、現実スペースに導入され、その存在が含意される。Instances 相当の役割は、より抽象的なスペースに導入されるとする。存在を含意する役割は、指示的でも内包的でもないが、その例は多く見られる。例えば総称文(3a)やイディオム(3b)に現れる名詞句、慣習的に使われる *the* と共起する名詞句(3c)が存在を含意する役割の候補である。(3a)では *driver* と *Mercedes* の間の運転する/されるという関係が、(3b)では *she* と *his face* の邪魔をする/されるという関係が、(3c)では *I* と *park* の例えば日向ぼっこをする/されるという関係が同定される。この種の名詞句は、特定の個体を指示することではなく、他の存在物との関係を同定する[4]ことが重要なので、指示詞や個体を特徴付ける形容詞と共起すると特定の個体を指示する読みに変わるか、奇妙な文となる。

(3)　a.　Driving *the Mercedes* is fun.[5]
　　 a'.　Driving *this Mercedes* is fun.
　　 b.　She is in *his* {*ϕ*/*??handsome*} *face* whatever he does.
　　 c.　I'll go to *the park* this Sunday, but I don't know which park to go to.
　　 c'.　I'll go to *that park*.

これと同じ原因で DIS(4)は奇妙な文となると思われる。

(4)　a.　??He is *this neighbor*. (cf. (1a))
　　 b.　??He is *this fiancé*. (cf. (2a))

また Declerck (1988) では DIS の主語に *s/he, that/it* をとるとしているが、*it* をとるものは指定文の特徴を持つ。例えば、(5)では補語は指示対象の同定に貢献する (DIS) のではなく命題関数 (主語) の変項 x を埋める値が補語であると主張する (指定文)。よって DIS の主語は *s/he, that* をとると一般化できる。

(5)　A:　Who's that man over there? I can't see well.
　　 B:　*It's your neighbor*$_i$! You always rag on him$_i$.

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[1]本発表は、以下の方々に負うところが大きい: 淺尾仁彦氏、Aaron Faiola 氏、東郷雄二先生、土屋智行氏、うらがみ研究会の方々。

[2] コピュラ文については Declerck (1988), 西山 (2003), 東郷 (2005) 参照。

[3] (1), (2)では a が DIS、b が PS である。

[4] あるフレームにおいて占める役割を同定する、と言い換えても良い。

[5] 東郷雄二先生の例文に基づく。

一人称主体の思考表現の分析
―事態把握の観点から―

林 佩 怡　sayelsa@yahoo.co.jp
東北大学大学院国際文化研究科

現代日本語では、人間の思考・感情・知覚・感覚などを表す動詞は特殊な性格を持ち、その基本形もテイル形も話し手の現在の内的事象を表すことができる。では、一人称の発話として、下の両形式における意味的違いは何であろうか。

(1)　(私は) 彼が正しいと思います。

(2)　(私は) 彼が正しいと思っています。

従来の研究では両形式の違いをアスペクトの観点から捉えることが多いが、十分な説明とは言い難く検討する余地があると思われる。そのため、本稿は、思考を表す動詞「思う」の「ト思う」形式による一人称主体の使用に焦点を当て、その基本形とテイル形における意味的差異を探ることを目的とし、柳沢 (1992, 1994) による「テイルの報告性」という主張を採用し、認知言語学の事態把握 (池上 2003, 2004 ; 中村 2004) という観点から「ト思う」と「ト思っている」の違いを解釈する。

本研究での考察結果は以下のようにまとめられる。まず、日本語は主観性の強い言語であり主観的把握をする傾向にある(池上 2003) ため、話し手が自分自身の思考を述べる場合、本来では「話者が言語表現として明示化されない」(上原 2001) 主観性の強い一人称限定の「ト思う」が主として選択される。しかし、話し手が自分の思考認識を敢えて他人のもののように客観視して捉える場合、話し手である認知主体が「自己の他者化」(池上 2003) という客観的な認知態度をとっているため、「自分以外に属する行為を報告する」という報告性の基本に抵触する状況においても、テイルの使用が可能になる。そのため、主に三人称の思考を表すとされる「ト思っている」を使用して表現するのである。この論点を (3) のような実例によって検証したいと考える。

(3)　(略) …自分で頼んで食べるという満足感…そして、値段は、「時価」…食べ終わったときに、いくらになるのか計算しながら…頭の中で、金額にあわせて、「おいしい」「おいしい」といわせる自分がいた。高いから「おいしい」と思っている。しかし、ホントにおいしい寿司は、サバだった。

(http://www.geocities.jp/xinrenshanghai/food18.html)

また、本研究では、テイル形式が示す客観性自体もこのような認知の捉え方から生じたものだと主張する。

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「さ入れ言葉」の使用の動機付けとその機能

高木 勇
京都大学大学院（人間・環境学研究科）
rebornn2005@yahoo.co.jp

1. はじめに

日本語の「乱れ」の１つとされる「さ入れ言葉」は，他の多くの言語変化と同様に，「類推」の概念を用い，「経済性」の観点から論じることができる。しかし，この「さ入れ」現象に関しては，本稿で挙げる語用論的観点からの分析が，より有効・妥当であると考えられる。

2. 分析①：「経済性」の観点から

(1) a.　*食べ**せ**ていただきます。
　　b.　食べ**させ**ていただきます。
(2) a.　歌わ**せ**ていただきます。
　　b. (?)歌わ**させ**ていただきます。（さ入れ）

【表１：使役表現の使い分け】

	させる	せる
一段活用動詞	○	×
五段活用動詞	×	○

一段活用動詞の場合からの「類推」により，もともと「×」のギャップの部分を埋め，「させる」で統一する。
＝「動詞活用の整備」（井上 1998: 15）

(3)
・「**単純化**」（井上 1998: 22）
・「**経済性最小化の原則**」（Haiman 1985）

3. 分析②：「ポライトネス」の観点から

3.1.「再強化」：より多くのサ行音 → より丁寧

・「せる」だけでは使役の意味が強く出ない［ように思える］ため…」（北原 2005: 65）
・「使役を表す語が多い → より使役性が強い
　→ より自分を低める → より丁寧」（cf. **3.2.**）
・使役性を強め，自分自身への負担を大きくし，対人関係を図るという点から，「さ入れ」現象は「**寛容の公理**」（Leech 1983）の実現例とも言える。

3.2. 二重敬語との関係

(4) a.　**お**話し**になる**。　　＜Ａ型＞
　　b.　話さ**れる**。　　　＜Ｂ型＞
　　c. (?)**お**話し**になられる**。＜Ａ型＋Ｂ型＞

・「１つの型だけでは，十分に丁寧に感じられない」，「**ある機能を持つ語が増えれば増えるほどその機能（効果）も増す**」という解釈

3.3.「させていただく」のチャンク化と“新しい”意味の創発

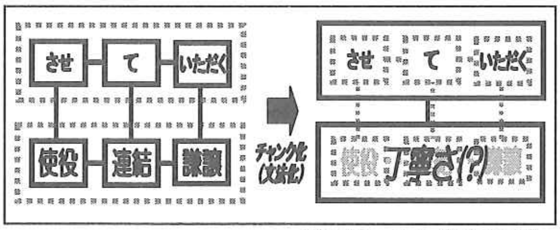
【表２：後続環境別の「さ入れ言葉」の割合】

type	さ入れ言葉	正用法	さ入れ率
ー ていただく	307	1944	13.64
ー て	3	573	0.52
ー てもらう	2	61	3.17
ー る	2	1128	0.18
ー た	1	172	0.58
ー ない	1	257	0.39
ー たい	1	63	1.56

※ 佐野（2005: 25）より抜粋

・「さ入れ言葉」は，明らかに「**謙譲(丁寧さ)**」を意図した**限定的な用法**と言える。
　　　（cf.　??太郎に歌わ**させ**た。）
・**高頻度**の使用により，*させていただく* が**チャンク化**され，“新しい”意味が**創発**する（個々の構成素の意味の**希薄化**）。　⇒ *させていただく* の「丁寧」を表す助動詞化（≒ *ます*）

【図１：「させていただく」のチャンク化のイメージ】



※ 参考：山梨（2000: 246）

∴　(2)　b.　(?) 歌わ**させていただきます**。
　　　　　≒ 歌い**ます**。

4. まとめ

実際の使用場面では，類推が働いたり、話者が経済性を考慮したりするというより，実際の会話の相手との関係から，「丁寧さ」を第一の目的としているように思われ，これが「さ入れ」のより強力な動機付けになっていると推測される。実際の使用状況（表２）もこのことを裏付けている。使用頻度が極めて高い *させていただく* は，チャンク化され，新たな意味を創発し，１つの助動詞としてのステイタスを獲得しつつあると思われる。

The impact of explicit instruction on second language learners' interlanguage pragmatic development

Hsiu-Ting Hung
National Kaohsiung First University of Science and Technology
hhung@ccms.nkfust.edu.tw

The present study examined the impact of pragmatic instruction on interlanguage pragmatic development of college-level English learners in the foreign language classroom. In the classroom teaching of pragmatics, much ILP research has focused on the impact of explicit versus implicit instruction on particular areas of pragmatics (e.g., Takahashi, 2001; Koike & Pearson, 2005; Soler, 2005). Such studies often rely on cognitive learning theories in second language acquisition literature and adopt quantitative research methods to investigate learners' interlanguage pragmatic development (Ohta, 2005). Based on an alternative paradigm of language learning rooted in the sociohistorical school of psychology, this paper aims to bring fresh insights into the understanding of ILP research through a qualitative inquiry. Specifically, Ohta's (2001) adapted definition of Vygotsky's zone of proximal development (ZPD) provided an analytical framework through which to consider the learning process as experienced by adult second language learners.

The study was situated in the English department of a university in Taiwan. This qualitative inquiry explored the experiences of 32 Taiwanese EFL (English as a foreign language) learners as they participated in a series of language tasks designed in the framework of ZPD to improve their pragmalinguistic expression of oral presentation in classroom settings. The instructional intervention presented in the study consisted of the following components: (1) explicit teaching via lectures and modeling, (2) collaborative practice activities, (3) baseline performance, (4) immediate feedback, (5) follow-up performance, (6) individual reflective journal, and (7) expanded feedback. Given that the instructional objectives of the observed classroom focused on idiomatic expressions of L2 oral presentations, these components were repeated every four weeks as new elements of discourse markers were introduced. In light of Schmidt's (1990) noticing hypothesis, this instructional model adopted an awareness-raising approach to L2 pragmatic instruction, highlighting the need to focus on learners' experience in the learning process.

As a classroom-based qualitative study, the collected data included: the participants' videotaped presentation performances, reflective journals, introspective interview comments, and the researchers' observational field notes as well as classroom materials. To understand the impact of the instructional model on the learners' pragmatic development, the data was analyzed in a grounded approach. The participants' use of discourse markers revealed as in their videotaped baseline performance and follow-up performance was compared and contrasted to determine their level of pragmalinguistic development. Analysis of the participants' reflective journals and interview comments provided a window into the learning process experienced by the participants with respect to the instructional support in their interlanguage pragmatic development. The researcher's field notes and classroom materials served to triangulate the primary data as mentioned above and offer a holistic picture of what happened in the classroom.

Results of the research indicated that learners' use of the targeted discourse markers improved through the instructional intervention. The instructional model incorporating a variety of consciousness-raising tasks was observed to enhance the learners' pragmatic awareness which critically contributed to their language learning and development. These findings bear pedagogical implications for ILP researchers and instructors to develop effective instruction in L2 pragmatics. It is advocated in this paper that the potential effectiveness of instructional models manifesting the notion of the ZPD opens opportunities for future ILP research and instruction.

Advanced learners' linguistic forms used in reference introduction:
The case of a single picture description

Yoko Yamada (Kansai Gaidai University)
yyamada@kansaigaidai.ac.jp

Recently the field of Second Language Acquisition has shown an increasing interest in advanced stages of acquisition. Studies covering this interest have argued that advanced learners may differ from native speakers in the use of specific linguistic forms in discourse. Carroll et al.'s (2000) cross-linguistic study, for example, indicates that native speakers of English and the Romance languages prefer one type of perspective in information organization and those of German prefer another. Their study reveals that the preferred perspective is reflected in the linguistic forms used in picture descriptions in these languages and that in their descriptions in German, advanced English and Spanish learners of German still have difficulty using linguistic forms reflecting the perspective preferred by native speakers of German.

The aim of the present study is to join the flow of research into advanced stages of acquisition, and explore linguistic forms used by advanced Japanese EFL learners when introducing objects (e.g. persons, animals and other physical objects) in a picture description. The research questions dealt with in this study are: (1) Do native speakers of English and advanced Japanese EFL learners differ in their preferences for the use of English forms in reference introduction?, (2) If so, what causes the differences?, and (3) How is advanced learners' language use interpreted in the course of L2 acquisition? As data, the present study uses part of the NICT JLE Corpus (i.e. a girl's room description task) and analyzes descriptions by native speakers of English, advanced Japanese EFL learners and intermediate-mid-plus Japanese EFL learners. Learners' English proficiencies are determined according to the Standard Speaking Test.

The results demonstrate: (1') Advanced learners use linguistic forms putting new information towards the end of the clause in reference introduction, just as native speakers do. However, the two groups differ strikingly in that while native speakers use forms specifying the relative location of the objects described (e.g. *There is a typewriter next to the computer*; *In front of that window is a desk*), advanced learners use such forms less frequently and tend to use forms simply asserting the existence of objects (e.g. *There is a typewriter*). (2') Advanced learners' less use of forms specifying the relative location of objects described is not explained in terms of Carroll et al. (2000), since like native speakers of English, those of Japanese pay attention to the relative location of objects described in reference introduction and their attention is reflected in the linguistic forms used in descriptions in Japanese. Advanced learners' less use of forms specifying locations suggests that they have difficulty using various linguistic forms in reference introduction in English. Their difficulty may be explained, for example, in terms of structural complexity of linguistic forms (e.g. *In front of that window is a desk*) and/or high stress involved in on-line oral tasks. (3') Advanced learners are at the stage of acquiring the use of other forms (e.g. *In front of that window is a desk*) than *there*-constructions which have been acquired at intermediate-mid-plus stage.

Lecture Sessions 1

Dec. 8, Sat.

アドホック概念形成の観点から見た接尾辞–ish と–like

井門　亮
群馬大学

本発表の目的は、接尾辞–ish と–like について、関連性理論におけるアドホック概念形成の観点から、これらの接尾辞付加が、基体の記号化する語彙概念の解釈にどのような影響を与えるのか検討することにある。本論ではまず–ish や–like が付くことで、聞き手は基体の名詞や形容詞等によって記号化された概念を手掛かりに、形容詞としての意味を推論すると考え、–ish と–like が「記号化された基体の概念をアドホック概念として解釈せよ」といった語彙レベルでの解釈に関する手続き的意味を伝えると仮定し、接尾辞が手続き的意味を有する可能性を探る。

分析対象の–ish は名詞や形容詞等に、–like は名詞に付いて形容詞を作る、非常に生産性の高い接尾辞とされている。名詞に–ish が付いた (1) では、girl が記号化する概念が緩められて定義的特性が無くなり男性に対して用いられ、形容詞として解釈される。同様に (2) では–like が付き、Brad Pitt の症状とインフルエンザの間に類似性を見出しそれに似た症状と解釈される。

(1) John is *girlish.*

(2) Actor Brad Pitt has been hospitalized with a *flu-like* illness.

年、時間、金額等の数値や、形容詞、色彩語に–ish が付く場合は、記号化された概念が緩められて、それに近い数値や、状態、色を表し「ほぼ～、～に近い」と解釈される。

(3) I was a lab technician at my old school. It was *1970-ish* and I was paid 12 guineas a term.

(4) Turkey was always the model Muslim nation…with a *free-ish* press…

(5) It just looks a bit *white-ish*, the smoke, so it looks like they've got it under control.

では、これまで見てきた例と (6, 7) を比較してみよう。これらの場合も、(1, 2) と同様に名詞に付く例であるが、基体で記号化された概念の解釈のプロセスは対照的に、それが生じた文脈において、特にその概念の中でも典型的であると認識されるものへ狭められて解釈される。

(6) Mary is so *girlish.*

(7) Hey, I'm a man. I have *man-like* qualities.

以上の分析から、一見–ish と–like は、仮定した手続き的意味を記号化しているように思われる。しかし、接尾辞–like は語源的に直喩の like と関連があり、直喩にはアドホック概念が関わらないとする主張もあることから、この仮定の妥当性に疑問が残る。また、民族・地名に付く–ish や、一般的な名詞や形容詞に付き、接尾辞も含めた単語全体が既に語彙として定着しているような場合には、その手続き的意味としての機能が薄れてしまっているように感じられる。従って、接尾辞の付いた単語の意味が、接尾辞付加によって促された推論によるものか、または記号化されたものかという点に検討の余地がある。

これらの問題に対しては通時的な観点からも分析が必要なように思われるが、(8-10) のように固有名詞に–ish が付く場合や、(3) のような数値に付く場合では、語彙概念として定着しているとするよりは、接尾辞付加によって基体がアドホック概念として解釈されると考えられる。

(8) When investors find a suspiciously *Enron-ish* company, they just sell it.

(9) Eddie: Eugh... I am a little *Germaine Greer-ish* aren't I, sweetie?

(10) Of the newcomers, for my money, Damon Galgut is the one to watch. It's a rather *Graham Greene-ish* kind of story.

文の接続と並置に対する解釈と処理労力の関係

梶浦恭平
明海大学大学院応用言語学研究科　博士後期課程

文 S1 と S2 をそのまま並置(juxtaposition)する場合と、接続詞"and"を用いて接続(conjunction)する場合で解釈が異なる場合がある。(1a)では S2 が S1 に対する説明を与えているという解釈が自然だが、(1b)にはその解釈はない。

(1) a. John broke his leg. He slipped on a banana skin.

　　b. John broke his leg and he slipped on a banana skin.

Carston(1993, 2002)はこの現象を、関連性理論の枠組みで、概略以下のように説明している。われわれの解釈システムは、一般的にある事実 P を入力されると、それに対する説明を関連性のあるものとして捉える。(1)の例で、聞き手は＜ジョンは足を骨折した＞という事実を聞くと、潜在的に＜なぜ彼は骨折したのだろう？＞という疑問を抱き、話し手は聞き手が抱くその疑問への答えとして、＜バナナの皮で滑った＞という事実を提示する。＜P＞という入力に対して、＜P because～＞というスキーマは自動的に呼び出されるので、わざわざ"That is because…"や"The reason is that…"などと明示的にS2が説明であるということを述べるのは、処理労力の観点から聞き手に余計な負担をかけることになる。

ここで、(1)の例を日本語にした場合を考えてみると、S2 を S1 の説明として読む解釈はかなり難しくなる。

(2) ジョンは足を骨折した。

　　a.彼はバナナの皮で滑った。

　　b.そして彼はバナナの皮で滑った。

　　c.彼はバナナの皮で滑った（んだ／から)。

日本語では、S2 を S1 に対する説明と捉えるためには、「～のだ」、「～から」といった表現を加えるのが自然である。日本語では(2a)のような場合、認知システムとしてのスキーマやスクリプトを参照したときに、S2 は S1 に対する説明として理解するのがむしろ自然なのに、そのような解釈はしにくい。

本発表では、英語と日本語に見られるこのような違いに基づいて、発話解釈に要する「処理労力(processing effort)」と「認知効果(cognitive effect)」の関係をどのように位置づければよいのかという視点から、日本語で文末表現が発話解釈において果たしている役割について考察する。

研究発表

関連性理論の認知原理に基づく意味表現の計算モデル

関矢 浩史　陳 彦辰　高木 友博　松井 智子[†]
明治大学理工学部　京都大学霊長類研究所[†]

発表概要

本発表では，我々がこれまでに提案してきた文脈依存型の計算機上で実現可能な概念表現モデルについて，本モデルが関連性理論の認知原理に基づく解釈プロセスの一部の実現となっている事と，大規模なコーパスを用いて行った実験結果について示す．

言葉とその意味は1対1対応しておらず，その意味は文脈によって変化してしまう．これは，計算言語学において Word Sense Disambiguation と呼ばれ非常に長い間取り組まれてきた問題である．このような意味を取り扱うために，我々は対象語の直前直後の数単語を局所的な文脈情報として用い，それらと対象語の組み合わせによって文脈を反映した意味表現を行うモデルの提案を行ってきた．また，同モデルを情報検索システムに適用し，概念情報検索を行うことで検索精度の向上を実現した．

関連性の原理では，「認知効果」と「処理労力」の2つの要素によって発話についての関連性が定義されているが，本モデルでは発話全体の解釈ではなく，それぞれの発話内の代表語を取り出して処理を行うことでその近似を行っている．これは，発話全体の正確な解釈を行うことは現在の計算機処理技術では不可能であり，かわりにこのような代表語や特徴語を抽出し代用することが実際の応用システムでは一般的であるためである．

まず，認知効果については，その構成要素のうち想定に関する部分を考慮している．具体的には，大規模なコーパスから対象語に対応するすべての局所的な文脈情報を抽出し，対象語の意味の可能性とし，これが認知効果の要素である想定を表していると仮定している．そして，対象語以前に与えられた言葉と各想定との関連度を計算し，各想定に付与される確信度の修正（強めと弱め，および特殊な場合として削除を含む）を行うことで，認知効果の一部を実現している．

また，関連性を構成するもう一つの要素「処理労力」については，対象語と各想定との関連度を計算することで，コーパス内で対象語がよく使われる意味ほどアクセスが容易（処理労力が少ない）であるとし，頻繁に使われる想定のみを考慮している．

実験では，同一の対象語に対して，事前に与えられる語を複数用意し，それらによって想定される文脈が異なること．また，それぞれ文脈に対応して生成される言葉の集合が，想定された文脈に沿ったものであり，人間が見ても妥当な推論結果が得られていることが確認された．

ただし，現在のモデルでは，表意の一部（一義化とアドホック概念形成の一部）しか取り扱えていないため，今後は残りの問題についても順に取り組んでいきたいと考えている．

未知の情報を受けるあいづち
－丁寧体使用場面における話者の言語選択に関する一考察－

氏名：伊藤奈津美
所属：名古屋外国語大学大学院

研究の主目的は、現代日本語の丁寧体使用場面において、言語選択にかかわる一般性を得ることである。特に、新しく散見されるようになった言語形式と既存の言語形式の間に見られる話者の言語使用意識の相違に焦点を当てる。本研究はその一環として、未知の情報を受けるあいづちを調査した。従来、未知の情報を受けるあいづちとしては「そうですか」等が一般的だった。しかし、最近この場面で「そうなんですね」や「そうですね」というあいづちが見受けられる。そこで、今回は「そうですか」「そうなんですか」の「～か系」と「そうですね」「そうなんですね」の「～ね系」、さらに、これらに代えて非丁寧体使用場面で主に用いられる「そうなんだ」の5形式を選択肢にして、使用意識の違いや使用頻度についてアンケート調査を行った。

2007年1月、アンケート調査票を一斉配布し、N大学3、4年生の女性63名、男性10名から有効回答を得た。今回は、調査協力者の性別別の対象者数に大きな開きがあったため、女性の回答のみを分析対象とした。アンケートでは、服飾関係の店員としての接客場面、先生との会話場面を設定した。接客場面では、好ましい相手とそうではない相手と話すこととし、先生との会話場面は、改まり場面と非改まり場面とした。そして、上記場面設定のもと会話文を提示し、5形式のあいづちから最もその場にふさわしいあいづちを一つ選択してもらった。さらに、選択理由を12項目の多肢選択式、複数選択可で回答してもらった。また、選ばなかった4形式のあいづちについての意識を上記の選択肢または記述式で回答してもらった。

上記の調査により、使用頻度については、以下の3点が明らかになった。①「そうですか」は予想以上に選ばれず、「そうなんですか」のほうが多く選択された。②「そうなんですね」を選択した人が、特に服飾関係のアルバイト歴がある人で多い。③先生に対するあいづちは場面が変わると「そうなんですね」が増える。

また、使用意識については、以下の3点が明らかになった。①「そうなんですね」について「好意を示す、フレンドリーである」と考えている。②「そうなんですか」と「そうなんですね」は共に「やわらかい表現である」と考えられているが、「そうなんですか」のほうが「そうなんですね」より「なれなれしくない」と捉えられている。③「そうですか」は「冷たい、距離が遠い」と感じられ、「そうなんですか」や「そうなんですね」に比べ、「友好的ではない」と捉えられているようである。

上記の調査結果は限定された調査協力者から得られた結果であり、まだ断定できる段階ではない。しかし、今回の調査で、従来、未知の情報を受けるあいづちとして一般的ではなかった「そうなんですね」を使用する日本語母語話者が「そうですか」を使用する日本語母語話者より多いことは興味深い。さらに、各あいづちに心理的意味を付与することにより、使い分けをしていることが伺える。例えば、本調査では「そうなんですね」は、「相手に好意を示す」、あるいは「自分のほうから相手に近づいていく」ような心理的意味付けが見受けられる。「あいづち」研究では、理解や同意といった機能で「あいづち」を分類する研究が盛んであるが、話者が相手に対して抱く心象により、「あいづち」を選択するということもまた考慮していく必要があるのではないだろうか。もちろん、まだ「そうなんですね」に抵抗感を持つ調査協力者もおり、今後この表現が大きく広がっていくかどうかは不透明である。よって、継続調査、大規模調査は今後の課題である。

街頭選挙演説に反映された発話の「宛て名性」
―多様な聴衆との相互作用―

池田佳子
名古屋大学

本研究は、現代日本社会の政治・選挙活動のコミュニケーションの一つである街頭選挙演説を調査対象とし、話者が直面する多様な聴衆がその言語使用に与える影響を考察したものである。話の必須条件として「聞き手の存在」がある。バフチン(1986)は早くから「宛て名性(addressivity)」という概念でそれを提唱している。例えば、独白形態（モノローグ）の発話でも聞き手の存在への意識はその言語使用に反映されるはずである。発話の場によって聞き手の特徴は変化し、話者の言語使用に影響を及ぼす。本研究の目的は、どのような聞き手が、話者のどのような言語使用を形作るのかを具体的な事例から考究することである。本研究では、その中でも同日に同一のある都議会選挙候補者が二カ所で行った街頭演説を事例として調査し、参与観察によって捉えた演説場所の「聴衆」の特徴と、候補者の演説談話との関係に着目して考察を進めた。今回の発表では、選挙区内のある古い商店街の一角（以下「場面①」）と、大手スーパーとＪＲの駅の間にある交差点付近（以下「場面②」）の二カ所で行われた演説の比較を報告する。この二つの発話の場が提供する「聞き手」は非常に異なる性質を持っていた。場面①で候補者にとって演説の最も重要な聴衆は、商店街に来た客ではなく、実は商店街の個々の店を営み、その店の二階や裏に居住する地元の経営者達であった。一方、場面②の聴衆はスーパーと駅を行き来するせわしい買い物客達で、信号待ちのわずか数分でメンバー入れ替わる。このような異なる聴衆タイプを前に、候補者の演説がなされた。

この発話の場が提供する聴衆の相違は、候補者の演説談話の複数の局面に反映して顕れた。 本研究ではこれらを「宛名性」の具現化であると捉えている。具体的には、①話者の演説の**伝達速度**、②各演説で話し手が選択した**話題とその展開**、そして③話者の使用した**定式化表現**(formulation)の違いを観察した。候補者は、同じ日に行われた街頭演説でも、異なる性質の聴衆との相互作用によって、その発話を変化させていた。聴衆の嗜好と特性を敏感に察知し、話の展開を即座に変えていく、政治家の話術、論力を垣間見ることができた。本研究で観察できた現象は、Brenneis & Duranti (1986)やDuranti(2003)が言う聞き手と話し手の「co-authorship（共著関係)」を示唆するものでもある。選挙演説のように、話者個人が行ういわゆる「独話」においてこのような宛名性、そして共著関係が見られたことは、旧来の「対話」の対極にあると考えられてきた「独話」の理解の見直しが必要であることを裏付けている。

ポライトネスの観点からみた日本語の「話者表現」

徳永美暁
昭和女子大学

日本語には、同じ事柄を表現するのに、動作主を明示しない「ナル的」表現と動作主を明示する「スル的」表現があることはよく知られている（池上、1981, 1982, 1991 他；Jacobsen, 1991）。本発表では、話者が授・受者として直接関与する事柄を語用的に適切に表現することにセンシティブであるという事実から、日本語のポライトネスには話者を軸とした意味と構造上のシステムがあることを検証し提示する。

例(1)a は、ナルを伴い、「部屋の掃除」が誰かの意志でなされたのかが明確ではない。それに対し、(1)b は、スルを伴い、その行為の行為者が存在し、それはその行為者の意志で実行されたということを表している。

(1)a.　（あなたの）部屋がきれいになりましたよ。

b.　（あなたの）部屋を（私が）きれいにしましたよ。

動詞ナルとスルの使い分けは、日本語の敬語構造における尊敬語と謙譲語にも表れており、また、慣用句である「(X に私が) お世話にナル」「(私が X を) お世話スル」に見られるように、ナルは他者が話者の、スルは話者が他者の世話をするということにも表れている。これらの例は、日本語の尊敬語のナルは他者を動作主として明示しないことで尊敬を表し、謙譲語のスルは動作主の意志性を明示し話者の行為であることを明らかにすることで相手への配慮を示していると考えることもできる。これらの例は、話者が直接関与する事柄を表す時に、話者が授受の対象と自分とどのような関係にあるかによってナルとスルの使い分けをするということを示している。特にポライトネスの観点から見ると、話者が気を遣わなければならない相手に何か恩恵を与えた場合には、授与者を明示しないナル的表現や自分の意志と願望で行ったということを「―させていただいた」のように使役形にし、更に受動詞を補助動詞として付加することで話者の感謝さえ表明することが必要となる。

本発表では、話者が関与する事柄を表す場合の表現を「話者表現」と名付け、その表現に使用される言語的な特徴をポライトネスの観点から分析し考察する。

誘導尋問に用いられた
コミュニケーション・ストラテジー

小 林 純 子
関西外国語大学

本発表では、日本人学生を対象に行ったアンケート調査に基づいて、日本人学生が誘導尋問に用いたコミュニケーション・ストラテジーを分析したい。上記の目的で、日本人大学生１０５名に、「あなたが誘導尋問に用いた言葉を具体的に書いてください。成功した場合は、何を引き出せたのか、成功しなかった場合は、何を引き出せなかったのか、どのように誘導尋問すればよかったかを明確に書いてください。」と依頼した。そして、その誘導尋問について、数人のアメリカ人に論評を求めた結果、日米人間の相違点と類似点が明らかになった。

誘導尋問とは、辞書によると、「自己に益する事実を口述させるため、相手に戦術的な質問を行うこと」と定義されている。しかし、調査の結果、日本人大学生の大部分が用いた誘導尋問は、辞書にあった「自己に益する事実を口述させるため」ではなく、「相手に不快な思いをさせないよう、或いはお互いに気まずい思いをしなくて済むように、相手に戦術的な質問を行うこと」という定義に近く、ポライトネスと密接な関係があることが明らかになった。

日本人学生が用いた代表的な例は、大きく５つに分類され、５つの型の内、３つは日米人間の相違点、２つは類似点を示すものである。日本人学生は多くの場面で効率よりもポライトネスを優先させるストラテジーを用いている。それが可能なのは、日本人の聞き手の頭の中で、半活性的な状態にある情報で新たに活性化されるものの範囲が広く、豊かな想像力をもっているからであることを、具体例を挙げ詳細に解説したい。今後の英語教育で、学生に自国の言語・文化に誇りをもてるような解説をすることの必要性にも言及したい。

日本人と中国人の「依頼」発話行為におけるストラテジー

王英輝
東京大学大学院

本研究の目的は以下の二つである：1．日本人と中国人は「依頼」発話行為を遂行する場合、異なる相手と場面に応じてどのようなストラテジーを用いるか、その特徴と違いを考察し、明らかにする。 2．日中両言語による依頼発話行為において、親疎関係、年齢、地位という三つの要因が言語表現に与える影響の度合いを明確にする。

2004年8月～10月に中国と日本で中国語母語話者56人と日本人母語話者49人に協力してもらい、アンケート調査とインタビュー調査を行った。分析については、まず発話者が相手との関係を維持するために用いるストラテジーに注目し、収集した回答と発話資料を新たに分類した。「依頼発話行為」を「呼称」、「依頼主要部」、「依頼補助部」に分け、そしてさらに「依頼主要部」と「依頼補助部」に現われた発話を語用論的レベルのストラテジーとしてのカテゴリーを十四項目（「呼称」も含む）に設定した。

分析の結果として、日本人の依頼発話行為におけるストラテジーの使用においては、場面による影響が少ない、用いられたストラテジーのパターンは定着しており、「依頼主要部」では＜間接的な依頼＞、全体的にはネガティブポライトネスの使用を好む傾向があるという特徴が見られる。中国人は依頼発話行為において用いるストラテジーのパターンがより自由で、場面による影響が大きい。また、＜ほぼ直接的な依頼＞と＜間接的な依頼＞、ネガティブポライトネスとポジティブポライトネスそれぞれ両方使用する傾向があるという特徴が見られる。

親疎関係、年齢、地位という三つの要因が日本人と中国人の依頼発話行為において、言語表現に与える影響の度合いについては、中国人の場合は三つの要因のうちでもっとも影響が大きいのは親疎関係である。次は地位であり、年齢はもっとも影響が少ないという結果が見られた。日本人の場合は語用論的レベルのストラテジーからでは、その三つの要因が言語表現に与える影響の度合いがあまり見分けられなかった。そのため、窪田（1992）に従って、日本語が基本的に「語＋話体」という構造をもっていると考え、語用論的レベルのストラテジーの下位分類として文法的・語彙的レベルのストラテジーで日本人の「依頼主要部」に現れた発話をさらに分析した。分析の結果として、日本人の場合は、親疎関係が普通である場合には、年齢と地位という要因がほぼ同じくらいの度合いで言語表現の丁寧さに影響を与えているが、地位という要因は影響がやや大きいことが分かった。親疎関係が＜親＞である場合には、年齢という要因のほうが言語表現の丁寧さにより影響をあたえる。年齢・地位が上の人には丁寧な言い方をするというのが日本人の依頼発話行為における言語表現の特徴である。

また、本研究は、言語体系が異なるため、異なる相手に対して、中国人は主に語用論的レベルのストラテジーを用いて相手への配慮を示すが、精密な敬語体系を持つ日本語を使用し発話する日本人は基本的には文法的・語彙的レベルのストラテジーを用いて相手への配慮を示す、ということも実証できた。文化・言語が異なるため、丁寧さを表すために使用するストラテジーのレベルも違うので、言語形式が同じように見えても、その発話が持つ機能はかなり異なるといえる。文法形式を文字通りに直訳するだけだと、意図していた丁寧さが必ずしも伝わるとは限らない。教育の段階でもっとこのようなことを意識し、学習者に教えれば、発話の丁寧さに関するミスを避けることができると考えられる。

（参考文献略）

英語の直示表現における発話行為的機能について

原田依子
慶應義塾大学大学院

事態を過去時制で表わすことで聞き手に丁寧な依頼を示すことがある。

1　a.　Could you open the window?

　　b.　Can you open the window?

事態が過去時制で表わされることにより、事態が発話時である現在には成立していないもの（もしくは成立する可能性が低いもの）として表わすことで、聞き手への事態成立への働きかけを弱め、結果、より丁寧な依頼として解釈される。

なぜ時間的位置関係を示す時制表現が発話態度（丁寧さ）を示しうるのだろうか。

○本発表の目的

過去時制により表わされる発話としての「丁寧さ」は、時制表現のもつ指標性(Indexicality)が性質の異なる文脈で使用されることにより派生するものと考え、以下の問題を説明する。

①現在からの距離がなぜ「丁寧さ」に結びつくのか

・丁寧さを表わす表現は主に語用論で扱われてきたが、丁寧さを表わす指標は時制表現を通して会話の参与者に伝えられる。

・時制は事態を時間軸上に位置づける文法カテゴリーであり、従来言語化された事態の発話時との位置的・距離的関係を表わす。

⇒言語表現における指標性が相互行為という文脈において使用されることにより、「現在と事態の時間的位置関係」から「参与者を含む会話の場と話し手の位置関係」へと意味的に転化されるプロセスについて考察を行なう。

②事態を反事実、または実現可能性が低いものとして示すのであれば、なぜ未来の事態としては表示されないのか

・事態が過去時制で表わされた場合は反事実（現在は成立していないこと）を表わすのに対して、未来形の will を用いて表わされた場合、未実現の事態を表わす。

⇒反事実であるということと未実現であることの概念的違いを記述し、発話行為（命令、依頼、仮定など）が事態の実現可能性の高低と相関していることを示す。

以上の考察を通し、言語の指示表現が文脈の相違に関わらず相対的に機能することを示す。

「模擬評議に見られる制度的談話—発話の力の定量分析モデルによる分析」

堀田秀吾（立命館大学）、橋内武（桃山学院大学）、藤田政博（政策研究大学院大学）

本研究は、裁判員と裁判官による評議を定量的に評価・分析を行うための言語分析モデルを提案することを目的とする。

現在、日本では大規模な司法改革が進行中であり、そのハイライトが、一般市民が裁判員として裁判に参加する裁判員制度の導入である。その新制度の中でも、特に、裁判員と裁判官が直接議論を行い、有罪・無罪の判断、および刑の重さを決定する「評議」というプロセスにおけるコミュニケーション・デザインへの関心が高まっている。法律の実務家、法学者だけでなく、心理学者、社会学者、そして言語学者等が、それぞれの専門的立場から評議のコミュニケーション・デザインについて議論を行っている。裁判員制度の導入に向けた準備・試行的取り組みとして、全国の裁判所・検察庁・弁護士会が合同で、５００回以上にわたって模擬裁判を行ってきているが、そこでの評議における裁判官と裁判員との間のインターアクションを客観的、全体的、体系的な方法で分析、比較、評価を行う分析法は、これまで、アカデミックな立場からも実務の立場からも提案されて来なかった。

本発表では、そのような分析法の例として、特に、司法制度改革審議会意見書の中で理想の評議の形態として謳われている「裁判官と裁判員の対等な議論」が、法曹三者による模擬評議で実現されているかどうかを言語学的立場から評価することに焦点を当てた会話分析モデルを提案する。この分析モデルは、以下の４段階で構成される。

1) これまで提案されてきた種々の遂行的発話と叙述的発話（cf. Austin 1962、Searle 1979）を、評議のダイナミクスおよび参加者の役割関係を詳細に捉え得るようにさらに精密化した２７の類型に分類する。(例えば、 命令・指示/論点の設定・まとめ/提案 / 指摘/ 議事進行/ Yes-No 型質問,事実説明 / 法律説明 / 主張 / 同調など)

2) (1)の各類型の「発話の力」の程度を決定するために、Brown and Levinson (1987)のFace や Talmy(1988)の Force Dynamics と言った概念を援用して設定した６つの基準からなるマトリックス表を作成する。(例えば、立場の差異を前提の有無 / 主導的否定的顔への影響の有無 / 情報・知識格差の存否など)

3) 各類型をマトリックス表において ＋（プラス）の値が多いものから順に配列する。

4) この類型を基に、いくつかの実際の模擬評議のデータに関して、発言者毎の各発話類型の出現回数を集計し、形態素解析による各参与者の「発言割合」や「発話量割合」と比較しながら、各参与者の発話の特徴と合議体における役割、および参加形態を計量的に表示する。

この分析法よって、それらの模擬評議において「裁判官と裁判員の対等な議論」が実現されているかどうかを判断・評価する。

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中国語社会語用論の通時的研究
――「年齢質問」発話行為の事例分析――

神奈川大学　彭国躍

1．研究目的

本研究は、中国語における同一の発話行為変項の通時的変化を考察するものである。具体的には歴史上に現れた「年齢を尋ねる」という質問発話行為レベルの言語変項（linguistic variable）とその各種の表現異形（variant）がどのように時代と共に変化していくのかを観察し、異形種類の増減、消長と発話参与者の社会的属性との関わりについて研究する。

2．研究方法

まず東周の春秋時代（紀元前770年～前903年）から現代（20世紀90年代）までの約2800年の間に、各時代の中国語標準変種「雅言、通語、文言、白話、普通話」で書かれた約200種類のテキストの会話文から「年齢質問」発話行為が現れたテキスト80点を選出し、これらのテキストの全数調査を通して会話文に現れた当該発話行為の異形を集計する。

次に、各異形の表現特徴の分析、表現タイプの分類（12種類）を行った上で、質問に対する回答などのコンテクスト情報から、相手の性別、年齢などの社会的属性がはっきり分かる用例を抽出し、各異形の表現形態と社会的属性との相関関係、通時的変化について分析する。

3．分析結果

「年齢質問」発話行為の時代的推移を通して次のような言語変化の諸側面が明らかになった。

（1）発話行為の基本形が緩やかに変化する側面が明らかになった。基本形「幾何」と「幾歳」の交替は４世紀～１９世紀の間に約千五百年かかって実現したことが判明した。そして「多大（年紀）」が「幾歳」と700年間並存してきたが、今後基本形として定着していく動きが観察される。

（2）発話行為の社会的異形が時代の変化に敏感に反応し激しく移り変わっていた側面が明らかになった。「貴庚」「尊庚」「動問」「敬問」「高寿」「不敢」「青春」など性差、年齢差などを表す敬語表現、間接発話表現を構成する諸要素は14～17世紀の明清時代における急速な市民社会の形成と人間関係の変化に応じて消長していた。

（3）現代中国語として20世紀後半では３つの形態に収斂され、「多大（年紀）」は基本形、「幾歳」は若年層対象の異形、「高寿」は高齢者対象の異形として役割分担をしていることが明らかになった。

（4）年齢質問発話行為の諸要素の変化

①疑問詞の移り変わり：幾何 → 幾、多少、多大

②語順の移り変わり：名詞＋疑問詞（年＋幾何、年＋幾）→ 疑問詞＋名詞（幾＋歳、多大＋年紀）

③音節の増加：単音節＋単音節（年＋幾、幾＋歳）→ 2音節＋2音節（青春＋多少、多大＋年紀）

Two types of 'at all' in Japanese: absolute and relative

Osamu Sawada
(University of Chicago)
sawadao@uchicago.edu

This paper investigates the scalar and polar properties of the Japanese 'at all' items, *zenzen* and *mattaku* and argue that there are two types of 'at all' in Japanese: an absolute type and a relative type.

Reference grammars often mention that *zenzen* and *mattaku* both serve to strengthen the force of an expressed negation:

(1) Watashi-wa {*zenzen/mattaku*} okane-ga nai.
I -TOP at all money-NOM NEG.EXIST
'I don't have money at all.'

However, *mattaku* and *zenzen* are not uniform in terms of the degree of approximation to 'at issue' meaning. In sentence (1), *zenzen* is natural in a situation where the speaker actually has a little money, whereas *mattaku* is unacceptable in the situation. There are several diagnostics that can be used to distinguish between the two adverbs: *implicit comparison* (Sapir 1944; Kennedy 2007), *partial negation*, and *completeness*.

I argue that *zenzen* and *mattaku* are different in terms of the properties of polarity and scale: '*zenzen* not P' conveys 'a little P' but '*mattaku* not P' conveys 'not P' (cf. *almost*; Sadock 1981). I then propose that *mattaku* belongs to an absolute type, while *zenzen* belongs to a relative type. *Zenzen* is a relative operator because '*zenzen* not P' is true iff there is a contextually expected degree with respect to P which is far removed from the actual degree with respect to P on the scale of alternatives.

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OR at the Semantic-Pragmatic Interface

Xinren Chen (Nanjing University, China)

Abstract: There exist three different accounts of English 'or'. While subscribing to the overwhelmingly favored inclusive view, this article attempts an operational and explanatory account of how this inclusive account holds as against the 'exclusive' and 'ambiguous' views. We shall argue that 'or', owing to its inclusiveness, is essentially underspecified in that its semantic property leaves it unclear whether just one or more of the items it conjoins is intended given the truth of the entire statement. Therefore, such semantic underspecification requires pragmatic strengthening in communication. It is found that in the overwhelming majority of contexts, the distributive, exclusive reading prevails as intended by the speakers. Operationally, the identification of a contradiction or incompatibility between or among alternatives in accordance with the contextual information involved indexes the solely exclusive interpretation of 'or'. The enhancement of the contradiction, to the point of grammaticalization, gives rise to the impositive interpretation of 'or' as found in utterances of warning and threat. In utterances of advice, recommendations, requirements, promises, etc., the exclusive interpretation is generally intended despite the truth-functional possibility of the collective, inclusive reading. In requestive utterances, the collective, inclusive reading is often implicitly intended despite that an exclusive reading is conventionally legitimate. In both cases, the respect for the face wants and interest needs of the hearer underlies the speaker's effort of minimizing the hearer's effort or cost by resort to the <and, or> scale. In view of this, we claim that the sole recourse to the informativeness requirement of the Cooperative Principle as documented in existing studies is not an adequate explanation. Rather, what is at work is the interplay between the Cooperative Principle and the Politeness Principle (the Tact Maxim in particular). Finally, we demonstrate that the pragmatically constrained use of 'or' for approximation in utterances of estimation also proves explicable within the inclusive account.

[The abstract has not been submitted by the author.]

On Some Distinctive Characteristics of English Conversation between Non-Native Speakers of English: A Special Attention to a Function of Non-Shared Laughter

Lalida Wiboonwachariyakun
(Shiga University/ Chiang Mai Rajabhat University e-mail address: lalida_1979@yahoo.com)

Following a major research tradition of conversational analysis (Sacks et al. 1974), this presentation attempts to identify crucial characteristics of the English conversation participated in only by non-native speakers of English. Through analyzing non-native conversations recorded for the study, we pay attention to the fact that in the non-native conversation, *non-shared laughter* plays an important role in maintaining good conversation and relationship among the participants, although the notion of non-shared laughter has been given a negative implication in the literature dealing with the conversation between native speakers or between native and non-native speakers (Jefferson et al. 1987; Murata and Hori 2007). Thus, supposing that a conversational strategy can be employed in a different way in a different social context, my analysis shows that the function of laughter is also no exception; the part of the conversational behavior that may function negatively in the progress of conversation held by native speakers can be employed in a hardly negative manner in the conversations consisting only of non-native speakers.

In the presentation, I will claim that non-shared laughter can be utilized in order to maintain identity, referring to some insightful ideas such as identity-maintenance and saving face (Chen and Starosta 2005; Brown and Levinson 1978). In the non-native speakers' conversation that is supposed to be more likely to get embarrassed because of comfortlessness in language than when they speak their own languages, the communicative factor of maintaining identity must be more fore-grounded to keep a conversation well. With this reason, non-shared laughter including a behavior of "laughing at oneself" is frequently used, because the function of laughter is inherently works to lessen the tension and nervousness in conversation.

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■ Title: Code-alternation in Online Discussion Forums in Taiwan: A Functional Approach

▪ Name: Szu-Yu Ruby Chen
■ Affiliation: Lancaster University, UK
■ Email: s.chen2@lancaster.ac.uk

■ Summary

The aim of my study is to contribute new insights in functional approaches of code-alternation on postings in college affiliated bulletin board system, so called BBS in Taiwan. In one bilingual or multilingual community wherever two languages are in contact, the attitudes of favor or disfavor towards the languages involved can be discovered. In Taiwan, although English is not spoken as a native language, with its global importance, English has gradually gained its significance in people's lives. With the necessity for all the students to take English courses and achieve a certain level of proficiency, code-alternation between English and Mandarin Chinese in daily lives becomes frequent. Under such circumstances, will globalization of English influence Taiwanese society, especially its impact on the way college students' use of languages in educational settings? The overarching research question I plan to address in this paper is: *'What underlying pragmatic functions does code-switching serve on postings of BBS in Taiwan?'*

This study takes a qualitative and ethnographic approach. Data collected include online BBS postings within one year drawn from two different departments in NSYSU. A variety of data with different subjects on postings are collected in this study. As regards my analysis, I would like to apply a heuristic approach in terms of Gumperz's (1982) theory in conversational code-switching with Appel and Muysken's (1987) theoretical frameworks and concurrently, make allowances for the changes of medium from spoken conversation to written texts. Through observing the phenomenon of code-alternation in students' daily written communicative media, BBS, the features and motivation in various language uses amongst adolescents could be defined.

English in Hong Kong Cantopop: Language Choice, Code-Switching and Genre

Brian, Hok-Shing, Chan

Department of English, Faculty of Social Sciences and Humanities, University of Macau

bhschan@umac.mo

Abstract

Code-switching research has focused on spontaneous conversation, and code-switching has often been seen as a consequence of bilinguals extending the "macro" status and functions of the two languages in society, attitudes towards these languages and their cultural connotations (e.g. the "we-code" vs "they-code" distinction in Gumperz 1982). In contrast with these works, this paper examines data of planned discourse, in particular, Cantopop in Hong Kong. It is concluded that code-switching or English in Cantopop, contrary to the conversational data, can only be properly construed in the light of the properties of genre, namely, pop song is poetic text, media text and a product of pop culture. In particular, code-switching serves various functions related to the genre: it fits into the rhyming scheme and parallelism patterns, marks text structure (i.e. various parts of a pop song text, and information structure such as background and foreground information), indexes prior texts (i.e. intertextuality) and conveys alternative identities. Similar patterns have been observed in English-Japanese code-switching in recent Japanese Pop and Korean Pop as well.

Cross-cultural contrasts in indirect complaint: French and Japanese students in the English language classroom

Dr Constance Ellwood
University of Western Sydney
c.ellwood@uws.edu.au

Research into complaint in general remains relatively limited when compared to other speech acts (Kraft & Geluykens, 2002; Reiter, 2005). Studies of indirect complaint, with which this paper is concerned, are even more limited, even though they have "a fairly widespread ethnolinguistic reality" and are "ubiquitous in ordinary conversation" (Boxer & Pickering, 1995:45-6).

This paper examines how a group of French and Japanese students expressed dissatisfaction with aspects of their language class. I draw on data collected in a classroom ethnography which took place in an English language program with international exchange, or study abroad, students in an Australian university. The data analysed here are drawn from classroom observations, interviews with students and teachers, and classroom audio-recordings of both whole class and small group activities. I look at the indirect complaint expressed through code switches in the naturally occurring classroom peer group talk. I draw on observation and interview data to explicate these indirect complaints. Specifically, I consider two sets of classroom peergroup data. The first consists of expressions of dissatisfaction contained in code-switched utterances. I discuss how this speech act, performed by the French students, expressed different types of indirect complaint. Secondly, I look at two extended segments of talk and contrast differing responses, by Japanese and French students, to a classroom task with which they were struggling. Supporting my discussion with students' interview comments, I contrast differing performances of indirect complaint. I am particularly concerned to look at the extent to which indirect complaint is expressed, at all, and in what ways.

This paper contributes to the under-researched area of indirect complaint and seeks to extend current understandings by, firstly, contributing to the discussion with an analysis of naturally occurring data, and secondly, by seeking to take account of the many variables which contribute to acts which may be viewed as indirect complaint. Indirect complaint is clearly a complex speech act. My attempts to find a path through this complexity are tentative and I rely substantially on observation and interview data to explicate the indirect complaints in my relatively small corpus of natural data. I discuss the relevance of issues of distance between the complainable and the complainee (Trosborg, 1995: 312), solidarity functions (Boxer, 1993: 118-119), speakers' attitudes towards responsibility (Murphy & Neu, 1996) and the fact that all the examples of indirect complaint drawn from my classroom data involved code-switching. In other words, it seems that the strong institutional prescriptions against expressions of direct complaint from students make code-switching a viable option for the expression of dissatisfaction as well as an effective resource for that expression.

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Some features of the Japanese copula construction

- In light of the grammaticalization of NODA-

Yasuko Kanda (Osaka Gakuin University) y-kanda@ogu.ac.jp

The main points of this paper are as follows. (1) The unique character of the emergence and development of NODA from the view point of the historical pragmatics. (2) The prototypical and derived, peripheral functions of NODA, and reasons for the development of the multi-functions. (3)Functions of the Japanese copula.

Data taken from the literary works in the 10^{th} century reveal the genesis of NODA is the nominalized predicate clause plus a copula sentence (hereafter NPCC). The NPCC in this type appeared after a certain utterance or situation, and conveyed the speaker's or narrator's explanation or interpretation about it, which is consistent with the fundamental function of today's NODA. Over time, the particle NO was attached to the nominalized predicate in order to specify the noun-like quality of the clause, and in present day Japanese, it has settled in the fused form of the nominalized clause marked by NO plus DA(copula). In this sense, NODA can be said to be 'a fragment of the nominal clause plus copula', with neither of the constituents a lexeme, and a unique case of the grammaticalization (Brinton and Traugott 2005).

Then what are the reasons for this construction having developed its multi-functions? (1)We can mention the 'topic-comment' structure as a pragmatic motivation. The NPCC forming the juxtapositive structure along with the preceding discourse topic is positioned as the comment component in a 'topic-comment' structure. Therefore the NODA's fundamental function of 'comment or interpretation' is explained by this fact. (2)Adding to this, we can mention the nominal feature of NPCC in the juxtapositive structure. It also gives the reading of a copula sentence 'A wa B da' (A is B.). i.e. the interpretation, which strengthens the function of 'comment or interpretation'. Then, this fundamental function, i.e. the textual function (Hopper & Traugott 1993) of NPCC expanded its functions through 'pragmatic strengthening' such as external factors like the interpersonal relationship in relation to the addressee, and later, it added more discursive functions through context-induced reinterpretation.

Finally, I mention some problems that arose during investigation. (1) Why is a 'noun-predicate sentence' inclined to receive the interpretation of a comment? (2)What are functions of Japanese copula? Because some examples in the conversation part in the old materials show that the nominalized predicate clauses without copula also show the same function as ones with copula.

The Analysis of Pragmatic Aspects accompanied by Emotion Expressions of 'hazukashii' and 'terekusai'

Rie Hasada (PhD) Kanagawa University
ft101648@kanagawa-u.ac.jp

This presentation intends to explicate the Japanese socio-cultural norms or their thinking patterns attached to some typical patterns of behavior and interaction which are associated with emotion expressions usually lexicalized as 'hazukashii' or 'terekusai' in Japanese. We will especially examine the nonverbal behaviors which will occur when they feel 'terekusai', and explicate the Japanese way of thinking as well as cultural norms which make them act in that way.

Towards the beginning of this presentation, I will briefly show the semantic explication of these two synonymic words. The method for this semantic analysis is the "Natural Semantic Metalanguage" (NSM). Using this methodology, I intend to clarify how the meanings of these two synonymic terms are similar and different in clear forms without any technological terms or symbols.

The Japanese people process a strong consciousness of how other people perceive them. Both 'hazukashii' and 'terekusai' include the common semantic connotation: "other people may think something about me" "I don't want this".

The main goal of this presentation is to examine the pragmatic aspects of the emotions 'hazukashii' and 'terekusai'. That is, to state the meaning of the cultural norms/rules/thinking patterns connected with the concept of 'hazukashii' and 'terekusai' in the form of the "Cultural Scripts", using the maximally simple, universally based "Natural Semantic Metalanguage (NSM)". The "cultural script" stated with this NSM method allows us to translate various aspects of cultural ethos encoded in behavior and thinking patterns into semantic formulas, which can be accurately understood by people from another culture.

Japanese people are rather concerned with what other people will think about them rather than just the individual's concern or conscience. Therefore, they often try or need to suppress their feelings. For example, Japanese are particularly inexpert in expressing their affectionate feelings to others instantly, directly, and explicitly. Moreover, they sometimes suppress not only negative emotions but also positive emotions in order to keep harmony in interpersonal relationship. Although there are words which express these feelings in Japanese, their apparent usage are often subdued. Rather, some people make use of a hesitant attitude, such as to laugh or grin, or scratch part of their head when they feel 'terekusai', for instance. Some even think that 'silence' can be the ultimate expression of deep intense feelings.

The cultural scripts concerning emotions vary in different cultures. Therefore, grasping certain cultural norms is necessary for smooth cross-cultural communication. Unless non-Japanese people know the interpretation commonly attached to these gestures, they can be misunderstood, since in countries where other languages are spoken, the same gestures do not necessary have the same meanings. The cultural rules/norms stated from a universal perspective with this method provide information on how Japanese people may feel (or appear to feel) in particular circumstances, as well as on how they are expected to respond in circumstances where a rule of conduct operates.

Socialization into politeness: a view from a Japanese daycare center

Matthew Burdelski — *Saitama University* — mburdel@ucla.edu
Koji Mitsuhashi — *Tokyo Metropolitan University* — koji_mitsuhashi@s3.dion.ne.jp

Abstract

As children and other novices grow up, they learn to interact with others in socio-pragmatically appropriate ways. In particular, they acquire a wide range of social practices and cultural understandings surrounding how to be *polite* towards others. Theories of politeness have been proposed over the last several decades (e.g. Brown and Levinson 1987), stimulating a vast amount of research across a range of fields including linguistics, psychology, anthropology and sociology, and domains of inquiry such as gender, first and second language acquisition and cross-linguistic comparison. Politeness has also received attention in studies of adult-child interaction, shedding light on ways family members socialize children into politeness. In particular, politeness routines have been identified as central to social interaction (e.g. Coulmas 1981) and a crucial aspect of children's socialization (e.g. Gleason 1980). Yet, we still lack a broad understanding of socialization into politeness across a range of communities and social groups.

This presentation discusses socialization into politeness within the context of young children in Japan. Japan is a particularly good case for exploring socialization into politeness because socio-culturally preferred ways of expressing politeness are encoded in linguistic features such as honorifics and politeness formulas, as well as non-linguistic features such as embodiment. Thus, examining socialization into politeness within Japanese interaction among adults and children may illuminate to researchers and students alike a range of issues regarding socialization into politeness in other communities. The presentation first briefly reviews previous research on socialization into politeness from a cross-cultural perspective, (e.g. Park 2006; Snow, Perlmann, Gleason & Hooshyar 1990), and discusses previous work on Japanese politeness (e.g. Mizutani & Mizutani 1987) and socialization into politeness (e.g. Nakamura 2002). It then draws upon linguistic and ethnographic research in a Japanese daycare center in order to analyze native and non-native speaking children's socialization into 'politeness routines' (Gleason, Perlmann, & Grief, 1984). This socialization entails both explicit instruction in what to say and how to act (e.g. teacher prompts a child to speak such as, 'Say "thank you"'), and implicit norms for acting, thinking and feeling, which may be indexed indirectly (e.g. teacher addresses children with a polite request, 'Please put your shoes on'). The analysis delineates the participation frameworks (e.g. dyadic and multiparty, child as overhearer, addressee, proposed speaker), multimodal resources (e.g. prosody, body deployment), and socialization strategies (e.g. prompting, reported speech), providing a framework for examining socialization into politeness across communities.

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Emotions, poetic effects, and pragmatic inference in advertising language

Vincent Daoxun Zhang (94555001@nccu.edu.tw)

Graduate Institute of Linguistics, National Chengchi University, Taiwan

If we regard the sentence like *Colourless green ideas sleep furiously* as semantic anomaly (Chomsky 1957) or syntactic deviance solely from linguistic structural viewpoint, the discussions within the scope of semantics would fail to catch the panorama of linguistic facts and shall be unable to engage in multifaceted communication of various contexts. This is not merely inappropriate for the explanatory power concerning form and function in language use, but epistemologically unconvincing for elaborating implicit meaning in discourse as well. Figures of speech in this regard play an indispensable role in human cognition and communication, and the ramifications of verbal arts are quite prominent in advertising and media discourse in their own right.

This paper thus aims to explore the audience's comprehension and interpretation concerning emotions and poeticity in media communication under relevance-theoretic account (Sperber & Wilson 1986/1995, Noveck & Sperber 2006) by looking into contemporary Chinese print advertisements. The rhetorical strategies of syntactic parallelism and repetition of name and metaphor are creatively manipulated through literary styles within the ads to attract the audience's attention, to initiate cognitive poetic effects (Blakemore 1992, Pilkington 1991, 1992) and advertising literariness, and to perform diverse pragmatic/communicative functions. Placing quite little emphasis on the target commodity, they invite/encourage an active/imaginative audience to consume the texts and spell out a variety of weak implicatures involving feelings, attitudes, emotions and impressions along these textual lines. They too invisibly persuade her to recognise the significant inter-/cultural values and shape the corporate image as a landmark of cultural empowerment.

People often mean more than they say. Grammar/syntax on its own is typically insufficient for determining the full meaning of an utterance, the assumption that the discourse is coherent or 'makes sense' has an important role to play in determining meaning as well (Asher & Lascarides 2005). Just as syntactic surface structures display complexity of underlying structures, we can well appreciate the implicit meanings conveyed and enriched by lexical items and the syntactic-semantic-pragmatic interplay in media discourse, as analysed in this study. The dialogic relations between form and function in advertising discourse reflect the social cohesion/interaction and cognitive dynamics of communicator and audience, thus maintaining the dialectical relationship between sociocultural structures and social practice/discourse (Fairclough 1995).

Pragmatic analysis on Biblical texts: A case of Chapter 9 of John's Gospel

Hisayasu Ito, Ritsumeikan University, hito4392@ss.ritsumei.ac.jp

Summary

The enigmatic nature of John's Gospel has attracted much attention from many scholars and thus generated numerous studies. However, few studies have approached it from a pragmatic viewpoint. For that matter, Biblical scholarship in general also does not have many studies of this kind. In this state of research, this presentation would like to provide an opinion that a pragmatic approach can make new contributions to the analysis of Biblical texts, and at the same time to the field of pragmatics as a good example of applying pragmatic theories to literature studies. Therefore, this presentation aims to introduce and share with an audience the researcher's several results and insights gained through his studies in which a pragmatic approach is employed.

Firstly, the researcher employs a highly technical and modern linguistic approach called "Speech Act Approach" for the analysis of such an ancient document like John's Gospel. The theory indicates that speaking an utterance can also be viewed as performing an action of human behavior. As an application, the theory can be used to examine mainly the conversations and speeches in the Biblical texts from a new and different perspective, differing from the traditional approaches such as Historical Criticism. In other words, it can be used to describe the communication process and significance of the dialogues between the characters, and the implied author and reader. **Secondly**, this speech act approach can be considered comparatively new in the sense that it takes historical contexts into account, differing from the so-called traditional text-immanent approaches. **Thirdly**, the researcher seems to be the first one to explicitly apply the macrorules developed by Van Dijk for macrospeech acts in dealing with Biblical texts such as John's Gospel. They are utilized to focus more on the text in a macro level than in a micro level so that the text can be examined as a whole, in addition to the detailed analysis. **Fourthly**, the researcher can also provide a new tool to account for the nature, use and function of irony, proposing an analytical outline for ironical speech acts. It is vital in scrutinizing the texts such as John 9 since it is rich in irony, and is useful in achieving a better understanding and explanation of a powerful literary device of irony. **Fifthly**, the researcher can offer a good possibility of integrating other methods – narrative criticism, reader-response criticism and South African discourse analysis – into the main approach to develop a more plausible critical approach. **After all**, it is hoped that all of these should work together to contribute toward the main contribution: a detailed elucidation and a fresh appreciation of the story of Jesus and the blind man in chapter 9 of John's Gospel from a pragmatic perspective.

Some Trends of Modern American English in Everyday Communication: a Descriptive Pragmatic View

Xianlong Fan

(from Central South University, China;
xlfan@mail.csu.edu.cn)

Abstract:

Language use is the focus of pragmatic studies and everyday American English is the kernel part of the language for social interaction. This study attempts to take a chronological pragmatic view to investigate the characteristics of the current American English in daily communication.

For the above purpose, a questionnaire was conducted both on the spot and by email among native speaking Americans, which is comprised of questions asking about choices of different linguistic forms according to different speech acts. In addition, email interviews were held with some of the informants in the survey to further discuss the questions concerning the use of certain expressions in certain situations. Based on the data collected from the survey participated in by the native speaking Americans and feedback obtained in the email interviews, this paper, taking the descriptive pragmatic approach, sums up some current trends of American English in everyday communication. Such trends are categorized as follows: greater variety of expressions, more simplicity and informality, greater sensitivity to political correctness and deviations from traditional grammatical norms. Specific examples are given to demonstrate the above-mentioned aspects.

From the author's observation and viewpoint, the paper further explores the major factors contributing to the tendencies, which derive from the characteristics of the society of the United States (liberal and tolerant), the people (striving for diversity and showing respect for individuality), people's life style (quick-paced) and influence of media. With a comparison of the differences in the choices of expressions for different speech acts between native speakers and Chinese learners, the paper comes to its final part --- the discussion of the implications of the findings in the study for TEFL in China.

How do Japanese scholars write their abstracts in English?

Zosia Golebiowski (Zosia@deakin.edu.au)
Tomoyuki Kawase (tkaw@deakin.edu.au)
Faculty of Education
Deakin University, Melbourne

Abstracts play a salient role in the contemporary world of science. With the hegemony of English as the lingua franca of the international exchange of scholarship, an ability to produce an abstract in English provides a gateway to the forum of international research communities.

Although studies on abstracts show some interdisciplinary variation of their textual organisation, there appear to be common elements present in English abstracts across disciplines. A number of comparative studies have investigated the structure of abstracts written in languages other than English or in English by non-native speaker authors. However, there have been so far no studies on abstracts written by Japanese speakers of English. In an attempt to fill this gap, this study investigates the rhetorical structure of abstracts written in English by Japanese scholars and published in the years 2000-2007 in the JALT Journal, the Speech Communication Education Journal, and the Japanese university bulletins *Kiyou.* It compares the rhetorical structure of abstracts written for an international audience, for the international and Japanese audience, and for the internal circulation among the university academics and students.

The study seeks to identify the main communicative goals of the examined texts and the rhetorical structure utilised to fulfil these goals. The analytical procedure carried out identifies coherence relations which exist between conceptual entities representing parts of text and which are involved in the production and reception of a coherent discourse.It provides a functional account of the structure of the analysed abstracts, displaying a pattern of rhetorical relations utilised by writers to achieve global coherence through relations expressing the author's overall goals, and local coherence through relations expressing subordinate goals.

This study has pedagogical implications in the way it adds to the body of knowledge on the intercultural variation in the rhetorical structure of academic abstracts. It contributes to the meta-awareness of the nature of scientific writing in general, and should assist novice Japanese researchers in their academic and professional development.

From Perception to Modality:
Semantic-Pragmatic Changes of Visual Adjectives in English and Japanese

Mika SHINDO
Kyoto University (part-time)
mikashindo@gmail.com

Semantic extension of sensory/perceptual predicates has been a subject of discussion in the metaphorical framework. *Clear* is regarded as a main sensory adjective having its origin in vision domain and metaphorically connected to intellection/knowledge (e.g. The argument is *clear* (understanding). We are not *clear* (knowing) how we should proceed.) However, *clear* frequently functions as an emphasizer. Emphasizer is a subclass of "intensifying adjectives" and defined as having "a general hightening effect" and being "generally attributive only." (Quirk *et al.* 1985: 429)

This intensifying meaning has already developed to one of the main meanings in Present-Day English:

(1) The Department of Commerce confirmed that this strike was a *clear failure*.
(2) I read to him sentences from the report, "Schools have the *clear responsibility* to ensure that all children have full access to Standard English."
(3) The labor party addressed that our country faces *clear alternatives*.
(4) Microsoft claimed that a *clear majority* of users prefer Word for Windows over WordPerfect.
(5) The letter contained a *clear commitment* to reopen disarmament talks.

Clear in these examples are all showing the speaker's definite intention when she/he judges the present situation to be represented by an abstract category that is realized by a noun. That is, *clear* conveys the speaker/writer's (SP/W's) evaluation of the reliability of the proposition, different from describing the nouns they apply to (e.g. *clear* water, *clear* explanation). In this sense, this emphasizer *clear* expresses epistemic modality showing the SP/W's commitment to the truth of the proposition. *Clear* also shows a SP/W's suggestion for the addressee/reader (AD/R) that the public also believe the SP/W's opinion. Therefore, this extension from a visual adjective to an emphasizer could be regarded as a case of subjectification (a change to an explicit marker of SP/W attitude to the proposition) (Traugott and Dasher 2002: 23) and also a kind of intersubjectification in the sense of expressing the SP/W's attention to AD/R.

This paper will examine the semantic-pragmatic changes of *clear* from two perspectives: semantic structure connecting with noun, and pragmatic strengthening. This paper will also deal with semantic extensions in Japanese corresponding words, *akiraka* and *hakkiri*.

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Synonyms according to situational types

Irena Srdanovic Erjavec, Kikuko Nishina
Tokyo Institute of Technology
srdanovic.i.ab@m.titech.ac.jp, nishina.k.aa@m.titech.ac.jp

Analyzing lexical units using Frame Semantics theory and lexical sets reveals some helpful information on polysemy and usage. However, semantic approach or combination of semantic and syntactic approach as suggested in the theory of Frame Semantics (FrameNet project) is not sufficient to reveal the difference in the meaning and usage of near-synonyms. Also, this approach does not cover pragmatic information on lexical items. To cover such kind of information, classification according to situational types should be implemented in lexical analysis and thus the so called "pragmatic meaning" and the "pragmatic context" of lexical units could be considered. Adding such information into learner's dictionaries is very useful in supporting learners not just to grasp the meaning of lexical items but also to understand the difference in the senses and usage of near-synonyms. In this paper we give a lexical analysis of two Japanese synonymous idioms *ki ni suru* and *ki ni kakeru*. After defining their semantic frames and lexical sets, we classify the idioms into various situational types to reveal the difference in their usage. Two Japanese language corpora are used and compared, a corpus of literary texts, Aozora bunko, and a large web corpus, JpWaC.

First, we classify *ki ni suru* and *ki ni kakeru* into semantic frames and conclude that they share two semantic frames. The results indicate that they have two similar senses and are synonymous. After classifying words that function as objects of the idioms into lexical sets we understand more about the usage of the idioms. The most frequent lexical sets for objects of the idioms are *other people's thoughts/opinion*, *personal appearance*, *human (activities, state of affairs in relation to)* etc. The web corpus shows a bigger variety of the lexical sets since the data set is larger than in the literary works (400 million vs. 8 million tokens). As number of frames and lexical sets is larger for the *ki ni suru* idiom, we conclude that it has a wider semantic range and a wider usage.

Furthermore, we classify the corpus examples into situational types in order to understand how the idioms differ inside the shared frames and lexical sets. Each of the corpus examples describes a specific situation. We search for similarities in the situations in which the idioms occur and classify the examples according to situational types. In this way we can obtain additional information on the differences in usage of the synonymous idioms. For example, the difference in the relationship between the Experiencer and the Topic, the degree of the importance of the Topic, and some other differences between two idioms are revealed. This kind of information could be called 'pragmatic context'. Additionally, the information on 'pragmatic meaning' is obtained: for example, *ki ni shinaide*, that is used when comforting someone and belongs to the *expressive* speech act type.

The obtained results could be applicable to language learning and lexicography. Including the pragmatic description of language alongside with the syntax and semantics has its roots already in the tradition of functionalism, but the field of lexicography has only recently seen the first systematic steps in this direction. This information is very important for language learners to assist them in grasping the differences in the usage of lexical units, especially those bearing similar meanings.

A Meta-metaphor—Metaphor and Influenza

Lihan Pang lihanpang@alumni.yorku.ca Meikai University

To understand more about metaphor, considering metaphors metaphorically would be helpful. As Johnson and Lakoff (1999) argue: "The fundamental role of metaphor is to project inference patterns from the source domain to the target domain. Much of our reasoning is therefore metaphorical."

Here, our purpose is to find out more about the target domain of "metaphor" by "projecting" the inference patterns from the domain of "virus". We will consider some key characteristics of influenza and compare them with metaphors. Let us consider the following:

> "Influenza virus may differ from year to year because of the fact that it changes constantly. Once a new influenza virus emerges and spreads, it usually becomes established among people and "circulates" for many years" (Information About Influenza Pandemics, 2005)

Like the flu virus, once a new metaphor emerges, it spreads out and "circulates" for years. *Anger is fire*, for instance, is "still" a common metaphor in American English (Kovecses and Lakoff, 1987).

Consider Fiumara's (1995) following idea of "dead metaphor":

> A dead metaphor is such to the extent that it has been successfully absorbed into any of the standard epistemologies. ...only an act of imagination could resurrect it. (Fiumara 1995)

A metaphor can become "dead" when it becomes cloyingly familiar among people. This situation is very similar to the human immune system. When a person recovers from flu, her body has the antibodies which protect her from the same virus. This, however, is not usually realized by the person unless she takes a blood test to find out. Let us consider the following characteristic of our *source domain*:

> *"The viruses are contagious and spread easily among people in group... .An influenza outbreak, however, can also be contained."* (Cold & Flu, 2004)

Metaphors too, spread out easily from person to person through different kinds of contacts.

A pandemic has different stages. At the beginning, the virus is not well adapted to humans and the spread is highly localized. During the middle stage, the virus grows increasingly better adapted to humans. At the final stage, there is an increased and sustained transmission in a general population (Information About Influenza Pandemics, 2005). These stages are very similar to the different stages in which a metaphor spreads: When a new metaphor first appears, humans are not "well adapted" to it. The spread is highly localized. During the middle stage, the metaphor is more developed and better adapted by the people. It becomes more "transmissible". Finally, the metaphor becomes so familiar in the general population that it achieves the status of a cliché (when the metaphor has lost its original meaning. E.g. when people use phrases like "spending time", many of them do not realize that it comes from the metaphor TIME IS MONEY).

Flu viruses and metaphors are similar in many different ways. Through a close comparison between the two concepts, many of the hidden facts about metaphors become obvious.

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題目：From Funeral to Wedding Ceremony: Change in the metaphoric nature of the Chinese Colour Term `white`

氏名：Ying WANG
王　穎（おう　えい）
所属・職名：
1．大連海事大学外国語学院　講師
2．甲南女子大学大学院　人文科学総合研究科博士後期課程　言語　文学専攻　大学院生

電子メールアドレス：carmiewang06@yahoo.co.jp

論文概要(summary of the paper)：
This paper discusses how 'white', as a sign, was metaphorized in traditional Chinese and how its metaphoric nature has changed in modern Chinese within the framework of Kress' theory of the motivated relation of signifier and signified. For the individual producer, when he or she creates a sign, the sign represents his or her 'interest' in a particular aspect of an object or event. The individual's 'interest' in creating a sign, however, is often constrained by certain socio-cultural ideology because the cognitive process is determined by that ideology. When the producers are not individual participants but are members of cultural groups, the producers' different interests in the metaphoric process of producing and understanding reflects those cultural models. The paper reviews how in traditional Chinese, 'white', as one of the colours, functioned to construct social ranks and define social practices such as funerals. The former function is related to the metaphor of 'inferior' and 'common', while the latter is related to the metaphor of 'mourning' and 'death'. In modern Chinese, however, the social conception of the metaphor has changed where upon the colour 'white' has gained the metaphor of 'pure', which is consistent with the Western view of 'white'. The change in the metaphoric nature of 'white' reflects the ideological struggle between the powerful Western cultural model and the traditional Chinese cultural model. In the course of language modernization, the Chinese have had to face the inevitable consequence of cultural globalization: the loss of its uniqueness of China's cultural model.

Lecture Sessions 2

Dec. 9, Sun.

認知プロセスに基づく「ケド」の多義化

―「逆接」と「対比」の隣接関係を通して ―

ESCOUTE Jean David
(エスクート・ジャン・ダヴィッド)
大阪大学大学院

要旨

先行研究において、「ケド」の用法は様々に分類されてきたものの、「ケド」の多義性についてはほとんど述べられていない。

以下の例文の比較から分かるように、各文によってケドが示している内容が異なると解釈出来る。

（1）この部屋は広いケド、家賃は安い
（2）この部屋は広いケド、家賃は高い。
（3）この部屋は広いケド、あの部屋は家賃が安い。

では、なぜ、同じケドを用いているにも関わらず、この様な解釈の差が現れるのだろうか。

本論文では、これら三つのケドの用法は、「どこかにギャップがある」ということを示す機能があると考える。（1）の場合は、前件からの予想と後件で現れる現実との間にギャップがあるため、「逆接」である。（2）のような事例の場合では、前件で現れる現実に対しての判断（この事例では「部屋が広いのは都合がいい」）と後件で現れる現実に対しての判断（この事例では「部屋の家賃が高いのは都合が悪い」）の間にギャップがあるため、「譲歩」であると考えられる。（3）のような事例は前件と後件が等しく重要（五分五分）であるので、「対比」であると考えられる。上記の例文で指摘した解釈の差は、このような、ギャップの在りかの違いによって生まれるのだと言える。

本研究は、「ケド」という同一の接続詞が、どのような認知プロセスにおいて違う意味として用いることが出来るのか、そしてその用法同士はどのように繋がっているのかという疑問も視野に入れた研究ではあるが、本論文では、その中でも特に「逆接」と「譲歩」と「対比」の関係に焦点を当てて論じた。

「ほんとう」に見られる＜主観性＞と＜見え＞の共有

中部大学　山本裕子

1. はじめに

話し手の事態認知：本多（2006）で示された＜提示の意味論＞での＜見え＞の共有

「誘導」と「追従」

2. 「ほんとう」に見られる文法化　　　（山本（印刷中））

a ①真実「ほんと（う）の」「ほんと（う）だ」→ b 本物「ほんとうの」

→ c 対比　「ほんと（う）は」「ほんと（う）なら」

a ②確かに「ほんと（う）に」→d 強調「ほんと（う）（に）」→e 注意喚起「ほんと」

↓

f あいづち「ほんと（う）」「ほんと（う）に」

(1) 連用修飾用法から拡張した用法　（　a②＜d＜e　＜主観性＞高　）

a. ほんとうにあった怖い話　　(a②)

b. ほんとうに申し訳ありません。　　(d)

c. バスを待ってる間，ほんと寒くて。　　(d)

d. なんかすっごい，ほんとできる，なんかレベルが違うらしいってよく聞く。(e)

e. なんかだってさー，非常勤とさー，ほんと助教授とさー，あれじゃ違うんじゃない？(e)

(2) 応答詞的用法　(a＜f　＜主観性＞高）

a. A1：おいしいこれ。
B1：ほんと。
A2：うん　　　(a)

b. A1：なんか，英語教育について熱く語ってー
B1：あーよかった。
A2：熱く語ってー，だから（うん）全然時間は
B2：あほんと？
A3：大丈夫だった。　　(f)

c. A1：（タイへ行ったという話題で）去年，2回，たぶん。
B1：あ，ほんとに。
A2：冬も行ってたしー。　　(f)

3. 「ほんとう」における＜見え＞の共有

誘導的な用法：(1) ＝再帰的な同調　　追従的な用法：(2) ＝他者への同調

動機付け：どちらも「ほんとう」が主観的な同調判断であることから生じる。

4．自然談話での「ほんとう」の現れ　（BTSに基づく）

論文指導のような改まった談話では「ほんとう」の出現頻度は低く，また主観的な用法の使用は少ない。雑談では「ほんとう」の出現頻度は高く，また主観的用法の使用が多い。

	a①(%)	b	c	a②	d	e	f	計
論文指導	1(7.1)	1(7.1)	2(14.3)	6(42.9)	4(28.6)	0　(0)	0　(0)	14
雑談	2(2.0)	2(2.0)	2(2.0)	21(21.2)	43(43.4)	14(14.1)	15(15.2)	99

動詞慣用句の連体修飾と意味解釈の関係
―「顔／目／手／をＶ」の表現を中心に―

土屋智行(ttsuchiya@somd.mbox.media.kyoto-u.ac.jp)
京都大学大学院 人間・環境学研究科

1．はじめに

イディオムや、日本語において慣用句と呼ばれている表現は、その形式に固定性が見られていることが以前から指摘されている(Fraser 1970, 宮地 1982, etc.)。宮地(1999)はその固定性について、複数の形式的操作からその傾向を考察している(*ibid*:245)が、本発表ではその中でも(1)のような動詞慣用句の連体修飾の現象について分析と考察を行う。

(1)　a. {*大きな/かわいい/新しい}顔を揃える

　　b. {*大きな/*かわいい/*新しい}顔を立てる

特に、身体部位詞「顔」「目」「手」とヲ格で結ばれる表現を中心に取り扱い、その部位や表現全体に対する話者の解釈の違いと、これらへの連体修飾の関連を詳細に分析する。

2．分析

本研究は、格フレーム検索[1]から「顔」「目」「手」とヲ格で結ばれる頻度 50 以上の動詞句を抽出し、さらにその中から各構成要素の字義的な意味の組み合わせだけでは単純に予測されない意味を含意している表現を選んだ。

石田(2004)や有薗(2007)は構成要素の解釈可能性から考察していたが、本研究は、慣用句において各身体部位が担う意味を分析すると同時に、それらへの連体修飾語の付加の容認度を詳細に観察した。

分析の結果、(2)のように各身体部位による動作や事態を確認できるような表現は、その部位に対する構造的な特徴に関する具体的な修飾要素を含む、多くの修飾要素が付加可能であることを確認した。

(2)　{四角い/汚れた/赤い}顔をしかめる

対して、各身体部位による動作や事態を確認できない表現、あるいは各部位の意味を拡張して解釈できる表現は、構造的な特徴に関する修飾要素は容認されない。そのような表現は、さらに各部位に対する主観的・評価的な意味の修飾要素を容認する表現(3)と、そのような修飾要素すら厳しく制限する表現(4)に大別できる。

(3)　{*垂れた/暖かい/優しい}目を注ぐ

(4)　{*垂れた/*暖かい/*優しい}目を肥やす

前者の表現は、各部位の機能(顔→個人の認証・感情の認識、目→物の空間的把捉、手→物の物理的な操作)に関する意味、いわば＜部位—機能＞という因果的隣接関係にあるメトニミー的意味へと解釈されるが、後者は各部位の機能が身体以外の領域へと拡張された、いわばメタファー的意味へと解釈されている。(4)において「目」は＜目＞そのものやその機能である＜視線＞などを意味せず、代わりに事物に対する社会的な位置づけの把捉の機能としての解釈がされている。

3．考察

慣用句への連体修飾の制限は、構成要素の解釈可能性のみならず、その字義的な動作あるいは事態の確認可能性や、また話者が各部位をどのような機能を担うものとして解釈しているかに強く左右されていると考えられる。「手をこまねく」のように、元来字義的な動作を含意していた表現もその字義性が失われ、さらに(5)のような修飾がされるのも、再分析的に「手」の解釈が変化したことによると推測できる。

(5)　…メーカーが開発の手をこまねく場合もあると…　(任天論:http://nincom.ameblo.jp/)

また修飾要素は、当該の慣用句が示す事態において身体部位詞が担っている意味に整合する範囲において付加が容認され、慣用句毎にその分布が異なると考えられる。

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英語、日本語、モンゴル語の挿入語句について

白阿栄
奈良女子大学大学院

関連性理論でいう高次表意は英語と日本語との関連で、内田(2000)などの先行研究がある。本稿では、英語、日本語とモンゴル語の挿入語句を分析し、特に、高次表意がモンゴル語の挿入語句とどのような関係があることに着目し、それがこの三つの言語の中にそれぞれどのように明示されるかについて考察する。

例文(1)で示すように、明らかに、英語の基本文型はSVOであり、モンゴル語は日本語と同じくSOVという基本文型を持っている。

(1) a. *unen i helebel*, nuhur Bato tere hoyar bol olan dagan hamog on hundutei
in fact comrade Bato he two TOP everyoneby most GENrespected
yom *syu.*
FP FP
b. *実際は*、同志バトと彼二人はみんなに一番尊敬されている*のだ*。
c. *In fact*, Bato and he are most respected by everyone.

Haserdeni et al. (1996) によれば、発話 (1)の *unen i helebel* という挿入語句はそれを含む発話を発する話者のアイディアのなかの確信度を示す。彼らのモンゴル語の挿入成分に関する分析では、上で述べたような文法的な指摘はあるが、関連性理論の観点からの扱いはされてない。(1a)にあるように、モンゴル語の発話に文末表現が現れる現象は日本語の(1b)と同じである。モンゴル語の挿入語句は発話の中で用いられるとき、文末表現が義務的に呼応する必要があり、高次表意にかかわると言える。(cf. 内田 2000)

Bayantai(1989)にもとづく、モンゴル語の文末表現 *syu, da/de* の分析と日本語の「よ」とを詳細に比較分析することでこの結論を論証する。日本語の終助詞「よ」「ぞ」などは高次表意の復元に密接に関与するという論(Schourup1999)があるからである。

(2) a. Huhe: 明日六時に起きるから早く寝なさい*よ*。
Huhegchin: だって, まだ九時でしょう。
b. Huhe: margashi zirgogan chag to bosho tola ertehen ontagarai *da.*
tomorrow six o'clock at get up because early go to bed FP
Hehegchin: sayi yison chag bisyu.
just nine o'clock FP
c. Huhe: Go to bed early, because (we/you) will get up at six tomorrow morning.
Huhegchin: But, it's just nine o'clock now.

また、宮崎他 (2000) によるモダリティについての分析では、「のだ」や「よ」などを説明のモダリティや伝達態度のモダリティとして扱っている。これもモダリティが高次表意とかかわる事例である。

モンゴル語の挿入語句の分析から分かることは、モンゴル語には英語や日本語と同じく、高次表意に関わる場合があり、そして、日本語のように、*syu, da/de*、*gene* など相関する文末表現が見られるということである。しかし、英語では文末表現は現れない。このような現象はこの三つの言語の基本文型が関与すると考えられる。

英語における Tough 構文と中間構文の修飾句の分布の違いについて

金澤 俊吾
岩手県立大学
kanazawa@iwate-pu.ac.jp

英語における Tough 構文、中間構文は、それぞれ主語名詞によって示される指示対象の性質を表すという点において類似性がみられる。その一方で、先行研究では、これらの構文にそれぞれ生起する修飾句の意味的分布には違いがみられることが指摘されてきた。例えば、(1a)の Tough 構文に生起する good は行為に対する話者の判断を表すのに対し、(1b)の中間構文における well は服の洗い易さを表す。(以下、用例における下線は発表者による。)

(1) a. These clothes are <u>good</u> to wash.
    b. These clothes <u>wash</u> well. Dixon (1991: 327)

また、先行研究において、quick, quickly のように速さを表す修飾句は、Tough 構文には生起できないのに対し((2))、中間構文には生起できることが指摘されてきた((3))。

(2) a. *This applesauce is <u>quick</u> to digest. 坂本 (2002: 194)
    b. *These chairs are <u>quick</u> to fold up. 坂本 (2003: 183)
(3) a. This applesauce digests <u>quickly</u>. 坂本 (2002: 194)
    b. These chairs folds up <u>quickly</u>. Fellbaum (1985: 24)

しかしながら、quick が、Tough 構文に生起できる場合がある。((4)の用例はいずれも Internet より。)

(4) a. Sugary foods are easy to eat, <u>quick</u> to digest.
    b. The chairs are <u>quick</u> to set up and easy to dismantle.

これらの経験的事実から、Tough 構文、中間構文それぞれの容認性を、各々の構文を構成する構成要素の語彙的意味に求める説明だけでは不十分であることが分かる。

本発表では、Tough 構文、中間構文の容認性は、各構文に生起する構成要素間のそれぞれの意味的関係と、Tough 構文、中間構文がそれぞれ固有に持つ構文的意味との整合性に求めるべきであると主張する。そして、Tough 構文は、easy や difficult などの難易度を表す形容詞が生起できる構文であると一律に扱うべきではなく、形容詞が、主語名詞句と to 不定詞句を同時に修飾する場合と、to 不定詞句のみを修飾する場合があり、それに伴い、典型的な Tough 構文と周辺的な Tough 構文に分類されるということを提案する。また、中間構文に関して、当該構文に生起する副詞句は、主語名詞によって示される実体の性質を表し、その分布は、共起する名詞句や動詞句との間にみられる意味的関係と、中間構文固有の意味との整合性によって決定されると提案する。本発表の分析により、英語における Tough 構文、中間構文は、主語名詞句の性質を表すという点において類似性はみられるものの、各構文が表しうる意味は異なり、各構文の修飾句の分布の違いにも反映されることが明らかとなる。

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A Preliminary Study of *There* Amalgam Construction

Tomomi TOSHIOKA
Graduate School of Human and Environmental Studies, Kyoto University

This research aims to investigate the semantic and pragmatic functions of what we will call here "*there* amalgam construction" (i.e. *there* existential/presentational construction with an 'omitted' nominative relative pronoun), as exemplified in (1).

(1) a. There is a man at the door wants to see you. (Curme 1931: 236)
  b. There's a table stands in the corner. (Quirk et al. 1972: 865)
  c. There was a farmer had a dog, and Bingo was his name… (Mother Goose "BINGO")

This construction is a sort of "apo koinou", that is an amalgam or blend of two constructions, in colloquial speech. Previous research has revealed much of its properties. Lambrecht (1988) observes it serves an important function of "event reporting", where it codes a new referent simultaneously as a presentational focus and as the topic of a proposition. Harris & Vincent (1980) analyze the part of [*there+be*] as some kind of existential particle, and the remaining [NP+VP] as an independent clause, which naturally accounts for the sentences in (2). (Note the position of adverbs in (2a, a') and the marking of number/tense in (2b)) These studies suggest that the portion of [NP+VP] can be considered as what is called a "small clause".

(2) a. There's a man urgently wants to see you. (Harris & Vincent 1980: 805)
  a'. * I discovered the criteria evidently I had not been meeting. (*ibid*: 805)
  b. There's lots of people (have) tried to help him. (*ibid*: 806)

In this research we will shed light on quite a new aspect of "Are there any events (instantiating [NP+VP]) that are likely to occur in this construction? If any, what kind of events are they?" To answer the question we will examine linguistic data from the BNC corpus. The result of this examination shows a certain tendency; the verbs occurring in [NP+VP] are almost limited to the following semantic classes: (a) auxiliaries and their negative forms (e.g. *should, will, can, would, could, won't*, etc.) (b) verbs of appearance (e.g. *appear, seem, strike*, etc.) (c) verbs of mental state (e.g. *think, know, like, want, need, scare*, etc.) (d) *'be'* and *'have (got)'* (e) *'come'* and *'go'* (f) action verbs (e.g. *do, say, send, get*, etc.),which are shown in (3a-f) respectively.

(3) a. There's some people in the world should be kept in the zoo. [BNC]
  b. …there's a lot of people seem to know about it, … [BNC]
  c. …they reckon that you know, there's people think he was murdered. [BNC]
  d. And we've now reached a situation in which there's something over twenty percent of our streets is multiple occupation, … [BNC]
  e. I'll go in up there now then there's nobody else come here. [BNC]
  f. …there's nobody really got a nickname in here. [BNC]

This research demonstrates that the construction is well suited to describe modal events (cf. (a)) and stative ones (cf. (b)-(d)), which is relevant to several semantic/pragmatic motivations such as the undesirability of auxiliaries or stative verbs into progressive forms.

no more than の語用論的側面に対する機能言語学的考察

鈴木大介

京都大学大学院

本発表では、*no more than* を含んだ節の語用論的側面に着目し、機能主義の観点から、system の考え方を用いることで、文脈・意味・構造の一貫したつながりを具体的に提示する。同時に、この現象を考察することによって、Halliday 理論の Mood と Residue という構造に関して、より詳細なレベルでの検討を提案する。

no more than は字義的には *only* と同義とされるが、実際の文脈の中における使用に着目すると、

(1) "We will always have a member of management continually supervising this area to ensure **there are *no more than* 20 persons** outside at any one time."
All customers wanting to go outside for a cigarette will be asked to drink up their existing glass or bottle before being allowed outside, and the smoking area will also be closely monitored by a CCTV camera.

(2) The greatest contrast is between South Australia and the Northern Territory. In South Australia **there are *only* 20 persons** in 100 who did not use Medicare in 2001/02 compared with 45 in 100 in the Northern Territory.

(1, 2)の太字部分における minimal pair に注目すると、事実描写の文脈で使われている *only* とは異なり、*no more than* は行為指示の文脈で使われている。すなわち、字義通りの意味は *only* と同じでも、機能の点で *no more than* の場合は、上記の語用論的側面との関係が示唆される。「言語がどのように使われているのか、そのために言語表現がどのように構築されているのか」という観点から、*no* と生起環境が同じ他の表現との相補分布に着目することで、実際のレベルでの、より体系的な記述の試みが可能となるので、この考え方から、*no more than* の構造と語用論的意味との関わりについての一般化を試みる。

英語における提示の *there* 構文に対する談話上の制約について

靭江　静
東京都立大学大学院

英語の *there* 構文は、語順、構文の表す意味、現れることができる動詞の種類の違いから二種類に分類され、論じされてきた（Aissen 1975, Coopmans 1989, Milsark 1974, Newmeyer 1987, Rochemont 1986 など)。一つは、「ものの存在」を表わす存在の *there* 構文である。この構文に現れることができる動詞は「存在／出現」を意味する自動詞に限られると言われている。もう一つは、「ものの提示」を表わす提示の *there* 構文である。この *there* 構文の場合、どのような意味の自動詞でも現れることができると言われている。このことから、どのようなときでも提示の *there* 構文は用いることが可能のようであるが、実際はそうではない。

本発表の目的は、提示の *there* 構文がどのようなときに用いることが可能なのかを明らかにすることである。結論として、提示の *there* 構文は、談話上の制約によって、その使用が制限されることを主張する。

本発表は次のように進める。まず、分析対象の提示の *there* 構文を統語上の特徴に基づいて定義する。提示の *there* 構文は、存在の *there* 構文と同じ語順＜*there* + 動詞 + 意味上の主語 + 前置詞句＞であると非文であり、＜*there* + 動詞 + 前置詞句 + 意味上の主語＞であるときのみ適格文である。このことから、提示の *there* 構文を存在の *there* 構文と区別する統語上の特徴は＜*there* + 動詞 + 前置詞句+ 意味上の主語＞という語順であると結論づける。次に、提示の *there* 構文がもつ談話上の特徴を議論する。Aissen (1975) は、提示の *there* 構文は「ものの提示」を表すと提案している。しかし、「ものの提示」という表現はどのようなとき「ものの提示」を表さないと言えるのかが曖昧である。一方、Rochemont (1986)は、提示の *there* 構文が適格文になるのは、文末の要素が文脈上で焦点であるときであると主張している。しかし、この分析には反例がある。こうした問題点を指摘しながら、提示の *there* 構文の談話上の特徴を明らかにする。最後に、代案として、提示の *there* 構文の談話上の特徴を反映した談話上の制約を提案する。さらに、この代案によって、提示の *there* 構文の適格性がどのように説明できるのかを示す。

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grounding と領域—履歴に用いられるフランス語現在形の場合—

岸彩子（京都大学大学院）

フランス語の現在形は、単独で発話現在すなわち ground での process を表すことができ、grounding element (Langacker2002) として働いているように見える。しかし履歴に用いられる場合など ground に直接結びつけられていない process にも現在形が使われることがある(ex. Nicolat Sarkozy naît en 1955. [Nicolat Sarkozy is born in 1955.])。履歴に用いられる現在形には過去時を明示する副詞句が共起することが多く、ground を指向する現在形と矛盾するように思われる。なぜ過去時の process が現在形で表わされるのか。過去時制を用いた場合とはどのような点で異なるのか。本発表では履歴に用いられる現在形に注目し、解釈の領域（Recanati1996）という概念を用いて、この用法を発話現在読みと連続的に捉えることを試みる。

フランス語の現在形が発話現在読み、総称・属性読みなど異なる解釈を受け得るのは、解釈の領域が異なるものであるためと考えることができる。解釈の領域とはそこで文が真となる限られた場である。本発表では、時間・空間的に限定された領域と、時空の限定のない領域の二つのタイプに分けることを提案する。時間・空間的に限定された領域では、文の表す process はその限定された時空で起きた出来事と解釈される。時空の限定がない領域では process は特定の時空に限定されない。総称・属性読みの領域はこれである。単純過去時制の文（ex. Nicolat Sarkozy naquit . [Nicolat Sarkozy was born.]）は常に過去の一時点の process を表し、時制自体が過去の一時点に領域を限定すると考えられる。これに対し現在形は、上記のどちらのタイプの領域でも解釈可能であることから、領域限定しない形態と考えられる。では何が現在形の領域を決定するのか。

Ground は全ての文の解釈に関与する。これは conceptualizer の視点によって限定された時空であり、時空を限る領域として働く。この領域で解釈される場合、現在形は発話現在読みされることになる。このように考えると現在形の grounding は領域に関する非決定性によるものであると言える。

履歴に用いられる現在形には過去時を表す副詞句が共起することが多く、一見これが領域を設定しているように見える。しかしこのように考えると次の二点が説明できない。ひとつはなぜ過去時制ではなく現在形が使われるのかという点、もうひとつは、履歴の中には副詞句が共起しない文も見られるが、このような文の領域は何によって設定されているのかという点である。

領域が予め設定され、受け手に了解されていなければ、文は解釈できない。Ground はどのような文にも想定されることから、文自体で領域が決定されていなければここを領域とする可能性が常にある。しかし、文形態以外によって領域が決定されている場合がある。受け手が既にその領域を了解していれば、文はその領域で解釈されることになる。

履歴は当該の人物がどのような人であるか知らせる目的で書かれたものであり、読み手はそこに書かれた文がその人の属性を表すことを了解している。このため、文は副詞句の表す process の生起時点を含み、また現在時も含む「当該の人」という領域で解釈される。この領域は副詞句の時点、現在時のいずれとも矛盾しない、時間限定のない領域である。この領域で解釈されることで Nicolat Sarkozy naît en 1955. は「1955 年生まれという属性を持つ人である（従って現在 52 歳である）」と読まれることになる。フランス語の現在形は自ら領域を設定せず、時空限定のある領域でも、ない領域でも解釈し得るため、通常現在時と切り離して述べられる過去の process を、現在を含む全体の中で捉え、属性として述べることが可能であると考えられる。

フランス語における連想照応－主体化(subjectification)からのアプローチ－

出口優木
京都大学大学院博士課程

この発表では、フランス語の照応、中でも定名詞句 le SN の連想照応を扱う。照応表現とは、接続詞のような明示的関連性を示す表現とともに、談話の流れを示すものとして捉える。照応は、単語レベルの問題ではなく、それを含む文、さらには文脈、そして大きくは、発話時に話し手・聞き手間に作られる談話世界から、その可否を決定されるものであることを主張するものである。枠組みとして、基本的には照応を心的対象のレベルで考えるメンタル・スペース理論を用いる。また、関連性理論における関連性の概念や、心理学で用いられるアフォーダンスの概念なども念頭におき、明示的な文脈だけではなく、発話の状況、談話参加者の知識状態などがいかに重要であるかという点を強調していく。具体的には、以下のような連想照応を取り上げる。

(1)*Le malade* est livide. **Les yeux** sont hors de leur orbites.
(2)Autour de la table *les joueurs* s'épiaient.
Les mains étaient crispées sur les revolvers.
(3)*Le garcon* a couru sous la pluie. *__Les pieds__* étaient mouillés.
(4)Je suis entré dans *la pièce*. **Les chandeliers** brillaient vivement.

一般的に身体部位は連想照応をしないが、先行研究で広く指摘されているように医学的文脈が存在している場合は可能となる。特殊な文脈による限定がないように思われる例に関して、先行研究においては、シナリオまたは因果関係(原因/結果)の有無が容認度を決定するという説明がなされることが多い。(2)と(3)の間に明確なシナリオ的な差があるのかという疑問が生じる。(2)において知覚動詞である s'épier(互いに見張る)を asseoir(座る)に代えると容認度がかなり低下する。同様に、(4)では移動動詞を用いない場合に容認度が低下する。つまりシナリオに代わってこれらの例で照応を可能にしているのは、視線の移動を誘導する動詞であり、これら動詞の使用は、文の理解に主体の概念を呼び込む形式の一つであり、連想照応は主体化の概念を導入することで新たな解決がもたらされる可能性がある問題であるように思われる。先行研究が指摘するように、部分/全体の関係性は身体部位の照応に関して中心的かつ必要な概念である。しかし、部分/全体性と共に、より広い照応のメカニズムとして先行詞・照応詞がともに位置づけられる談話世界の構築が必要である。視線の誘導(それによる主体化)は、部分の限定化と共に、先行詞と照応詞の談話世界を構築することにも貢献している。談話認知的な立場で連想照応を論じる時に、先行文と照応文が談話としての関連性、また談話の流れというものが重視されるが、知覚動詞の明示はその流れ直接的に表している。知覚されるという文脈の上で、その知覚によって構築される談話世界に照応詞の対象があることを言明しており、先行詞と照応詞の対象が一つの談話世界に属していることを強く感じさせるのである。

(yukideguchi@hotmail.com)

知識想定と指示確立のプラクティス

須 賀 あゆみ
奈良女子大学

話し手は何らかの対象を指示するとき、その対象について聞き手がどのような知識を持っているかを想定して指示表現形式を選択する。自然発会話ではしばしば話し手が意図する指示対象を聞き手が認識できるかどうかを確認するやりとりが見受けられる。近年このような側面が注目され、指示を相互行為の視点から捉える研究が行われている(Sacks & Schegloff(1979), Smith and Jucker(1998), Hayashi(2005), 串田（近刊)など)。本発表では、日本語の会話内において新たな対象を指示するときにその共有認識を確立するプラクティスを取り上げ、これらがどのような相互行為的状況で産出され、何が成し遂げられるのかについて考察する。

(1) X1： フィラー 名詞句 {a. あるでしょう？/ b. あるんだ [あって]}
　　Y： 反応
　　X2： それ･あれ ･･･　　　　　　　　　　*X は話し手、Y は聞き手を示す

(1a)タイプでは、X1 は、聞き手に記憶中の知識を前もって想起させることによって X2 で言及する対象の理解を容易にする方策とみなすことができる。さらに、聞き手からの反応 Y が得られなければ X2 に移行できないという連鎖的特徴があることから、指示対象の共有認識を確立しておくことが会話の主たる活動を遂行するために必須の条件として求められていると言える。

(2) X1a→ A: だからな: こう ひざまでの:
　　Y→　B: >うんうんうんうん< [うん]
　　X1a→ A:　　　　　　　　[ひざ] までの(.) [黒タイツってあるやんか:
　　Y →　C:　　　　　　　　　　　　　　　　[((うなづき))
　　X2→　A: それ をはいとった

一方、聞き手が知らないと想定される対象を会話内に導入する際にも、類似した発話連鎖が生じる（須賀(2007b))。

(3) X1b→ C: なんかな: (.) <うちの上:>で: もう一人できる人が [いとって：]
　　Y→　B:　　　　　　　　　　　　　　　　　　　　　　　　[((2 度うなづき))]
　　X2→　C: でその人とあたし二人で: (0.2) 店を開けるとかって:

このような(1b)タイプでは、X1 が「記述(description)」の指示表現形式(cf. Sacks & Schegloff(1979))によって聞き手に社会的･文化的知識を照会しつつ対象が属するカテゴリーに関する概念を構築するようデザインされている。そして、聞き手の反応をモニターすることによって、X2 に移る前に必要な認識形成が行われたことを確認することが可能となっている。

本テーマは、ひとつの命題をなぜ二文（複数のターン）に分けるのかという問題を含んでいる(cf. 西阪(2005))。それには、会話の主たる活動を行うために付随的かつ必然的に生じてくる指示の確立という相互行為上の要因が関わっている。本発表は、ことばを活動として捉えることによって会話に生じる言語現象の説明を試みる研究の一例を示すものである。

サイコセラピーにおけるメンタル・スペース導入表現としての投射心理過程の機能

青森中央学院大学
加藤　澄　katoh@aomoricgu.ac.jp

1 目的: Halliday(1994)は人間の経験世界を処理、解釈構築するのに物質、心理、関係、発言、存在、行動過程という6つの過程型を設定した。この中で心理過程が、メンタル・スペース理論でいうメンタル・スペース導入表現にあたるものと考えられる。特に投射節を持つ心理過程はスペース導入表現として捉えた場合に、サイコセラピーにおける語彙･文法資源として重要な役割を果たすと考えられる。本発表ではメンタル・スペースの概念を Halliday の選択体系機能理論の概念群と関わらせながら、サイコセラピーの面接の中でどのような療法上のはたらきがみられるかについて論じる。

2 資料と方法: 統合失調症患者との全7セッションのサイコセラピー逐語記録から、投射節を持つ心理過程文に該当するものを抽出し、それを計量化した。結果、投射心理過程文が見出されたのは、圧倒的に治療者の発話においてであり、一方、最終セッションにおいては、患者の発話で頻度が大幅に増えた。このことから、投射心理過程文が持つセラピー上の機能について論じる。

3 分析: 現実は実際に私達が認知する通りに存在するものと通常、私達は考えがちで、実際の事象について話す時、あるがままの現実について描写していると信じ込んで語っている。しかし私達が描写するものは、実は私達が対象事象について抱くメンタル・イメージに基づいて認知したものに過ぎず、現実そのものではない。Halliday の設定による心理過程とメンタル・スペース理論によるメンタル・スペース設定は、この認識において一致した見解を持つ。

精神療法は基本的に、セラピストが患者が述べたことを言い換えていくことによって、患者の経験世界の認識を変えていく過程であるが、特に問題構築の段階における主要な目的は、言語レベルにおいて、患者を一旦、問題から引き離すことである。患者がそれまで問題を1つの固定された観点からしか眺めることができず、問題にがんじがらめになって無力感に陥っていた状況に対し、セラピストが言語によって別の視点を提示することで、患者は新たな角度から問題解決に取り組んでいくことができるようになるのである。

この過程は統合失調症者との相互作用から端的に観察される。妄想を有する統合失調症患者の場合、当人にはそれが妄想であるとの自覚がない。ヤスパース(1957)は分裂性真性妄想の特徴として、1)異常な確信、2)訂正不能性、3)内容の不可能性をあげているが、木村(1975)は統合失調症患者の妄想体験を、「あたかも～のごとく」という言葉を加え、これを直喩の形にしたなら、妄想は統合失調症的特徴を失うと論じている。木村は統合失調症者の妄想体験の特徴をなすのは、内容の不可能性ではなくてその判断の断定性にあり、「統合失調症者の言葉に『あたかも～のごとく』という言葉を加えて比喩の形式に改めるならば、そのまま私達自身の思考形式と合致する」としている。この「あたかも～のごとく」という認識を植えつける働きをするのが、スペース導入表現としての投射節を持つ心理過程であると本研究では想定する。そこで患者の想念または妄想をスペース導入表現によってメンタル･スペースとして括り、それに対比するものとしての現実を設定する。スペース導入表現を織り込みながら、患者の発話を言い換えることは、患者の信念、想念に対して、患者自身にその想念が現実とは違うものであることを認識させる試み、つまり現実世界とは区別された別世界性を患者に認識させ、非現実から現実把握へと移行を促すはたらきをすることになるのである。

4 結論: 投射節を持つ心理過程をスペース導入表現とみなし、この文法資源をセラピストが言い換えに取り込むと、現実と患者が考える現実との解離の気づきが患者の中に生じる。これによって患者は問題を客観視することができるようになる。セラピストが言い換えにスペース導入表現を織り込むことは、患者の信念、想念に対して、その想念が現実ではないこと、あるがままの現実世界とは別物であるという別世界性を患者に認識させることであり、これによって患者は、問題に対して違った視点からアプローチをはかれるようになる。この際のスペース導入表現として、投射節を持つ心理過程が重要な機能を果たすのである。 (**参考文献:** Halliday, M.A.K. 1994. *An introduction to Functional Grammar.* London: Edward Arnold.　Jaspers, K. 1957. *Allegemeine Psychopathologie.* 6. Aufl. Berlin/Göttingen/ Heidelberg.　木村敏 1975.『分裂病の現象学』東京：弘文堂)

誤解釈の観察：発話解釈メカニズムの解明に向けて

永井典子
茨城大学

Sperber and Wilson (2002)は、発話の解釈メカニズムを説明するために、他の認知モジュールから自律した発話解釈固有のモジュールを仮定し、「関連性理論の解釈手順」（Relevance-theoretic comprehension procedure）を提唱した。また、Carston (2004a、2004b)は、発話の表意を得るために 4 つの語用論的プロセス（一義化、飽和、自由拡充、アド・ホック概念形成）が必要なことを示した。これら２つの研究により、関連性理論の解釈手順に従い４つの語用論的推論を行い、表意が得られるという一般的な説明が可能になった。しかし、解釈手順がそれぞれの語用論的プロセスで具体的にどのように作用するのか、また、４つの語用論的プロセスの相互関係など、明らかになっていないことも多い。その理由の１つは、発話解釈の大部分が無意識に行われているため、内観と直感データによる研究方法のみでは、解釈プロセスの実態が十分に把握できないからである。

そこで、本発表では、まず、誤解釈データの観察は、発話の解釈メカニズムを解明するための有効な手段の１つであることを示す。そして、その一例として、一義化のプロセスで起こった誤解釈の観察から、一義化は他の語用論的プロセスに先行するプロセスであることを示す。

第一に誤解釈を含む会話（１）の観察から、一義化は指示対象の同定化プロセスに先行することを示す。

（１）A1：あの先生知ってる？
B1：あの先生ってどの先生？
A2：だから、阿野先生。名字が阿野って言うの。
B2：ああ、そんな名字あるんだ。

第二に、会話（２）の誤解釈の観察から、一義化の結果が省略の復元プロセスへの入力情報になることを示す。

（２）A1：ねぇねぇ、そういえばあったよー！！
B1：マイケルジャクソン！？
A2：その「あった」じゃなくてプリントがあったって話だよー！！

第三に、会話（３）の誤解釈の観察から一義化で選択した辞書的意味がアド・ホック概念形成プロセスへの入力情報になることを示す。

（３）A1：洋介の車、見たことある？
B1：まだ見てないけど。
A2：それがさ、想像以上に高いんだよ。
B2：でも中古だよね？新車に比べたら安いんじゃない？
A3: 値段じゃなくて車高が。

このように誤解釈データの観察から、４つの語用論的プロセスは並行的におこるのではなく、少なくとも一義化のプロセスは他の語用論的プロセスに先行して起こることを示す。

I don't think の発音と機能の関係について

森　　貞（福井工業高等専門学校）

1．はじめに

(1)I don't think (that) p.の don't 部の発音：

① stressed full vowel

② unstressed full vowel

③ reduced vowel

(2) 発音の違いは、I don't think (that) p.が有する機能の違いに起因することを提案するとともに、語用論的要因が発音の選択に深く関わっていることを論じる。

2．I don't think の機能

(3) I don't think の機能：「否定命題主張」（「否定辞繰り上げ」解釈の前景化）、「否認」

(4)KING: Did she ever have any regrets in her life?

R. MESSNER: No, I don't think she did. (Larry King Live, 2007/08/06)

(5)KING: Natasha, why does Denise need a lawyer?

NATASHA ROIT: Well, I don't think Denise needs a lawyer. (Larry King Live, 2006/11/28)

3．仮説の提示

(6) 縮約効果(reduction effect)：

ある複数の語から成る言語形式が高いトークン頻度で用いられると、処理の自動化が促進され、その言語形式が一つのユニット（チャンク）として捉えられることに付随して、音声の縮約変化や、それに伴う機能変化が生じること。

(7) a. 「否定命題主張」－reduced vowel

b. 「否認」－stressed full vowel

4．仮説の検証

(8) PUPIL What's that he's drinking do you suppose?

HARRY I <u>don't</u> know but I <u>don't</u> think it's Pumpkin Juice.

[full] [reduced] (Harry Potter and the Goblet of Fire)

(9) MCGONAGALL (Continued) Now to dance is to let the body breathe, inside every girl a secret swan slumbers longing to burst forth and take flight.

RON (Whispering to Seamus) Something's about to burst out of Eloise Midgen, but I <u>don't</u> think it's a swan.

[stressed full] (Harry Potter and the Goblet of Fire)

(10) Larry King Live における I don't think の発音と機能の関係

	stressed full vowel	unstressed full vowel	reduced vowel
「否定命題主張」	×(0)	○(12)	○(52)
「否認」	○ (7)	○ (1)	○ (1)

(11) KING: 10:00 p.m. though is not a young person's hour, is it?

HAIM: I <u>don't</u> think it's going to be just for young people. Larry.

[reduced] (Larry King Live, 2007/07/20)

5．結論

「否認」は disagreement であり、一種の FTA(フェイス侵害行為)である。本来であれば、stressed full vowel で発音されるところであるが、FTA 軽減の一つとして、unstressed full vowel や（特に、「否認」対象が眼前の話し相手の主張内容である場合には）reduced vowel が用いられると考えることができる。したがって、I don't think の発音と機能との対応関係は(7)を基調とするが、対人関係に関わる語用論的要因によって、「否認」であっても、reduced vowel が選択され得るというのが結論である。

日本語と韓国語における視点について

千英子
和歌山大学非常勤

日本語ではある出来事を表す際、話し手が行為の与え手である場合は一般に話し手を主語として表現する。この点については韓国語も同様である。ところが、話し手が行為の受け手である場合、日本語と韓国語は視点の違いを見せている。

(1) (私) は彼女に食事に誘われた。

(2) ＊彼女は私を食事に誘った。

(3) (私) は先生に名前を呼ばれても黙っていた。

(4) ＊先生が名前を呼んでも私は黙っていた。

(1) (3) のように、日本語では何れも主語 (私) が省略され、行為の受け手である私に視点を置いて表現するのが自然であるのに対して、韓国語では何れも (2) (4) のように、行為者に視点を置き、行為者を主語に立てて表現するのが自然である。また、日本語において、(3) のように、複文の視点が統一されるのが自然であるのに対し、韓国語は (4) のように、複文の視点が統一されず、二つの文を連用形で繋ぐことで自然な文になる。このように、話し手が同じ事柄を行為の与え手の立場に立って述べるか、ないしは行為の受け手の立場に立って述べるかという視点による違いが原因で、日本語学習者にとって視点に関わる表現の習得が難しく、誤用例が多く見られる。従って、日本語学習者が適切な場面で適切な表現が使えるようにするためには、実際の文脈や状況の中から理解することは非常に重要である。

そこで、本発表では日本語の文学作品を対象とし、実際に使われている例文に基づいて、ヴォイス表現と関わる日本語の受身文、授受文「～てもらう」が韓国語に訳される際、どのような対応関係を示しており、さらにその対応関係の理由について考察を行うことによって、日本語と韓国語における視点についてより明確に認識することを目的とする。

本発表では、四つの種類に分けて分析することにする。

①日本語の受身文が韓国語の「～아(어)주다(～てくれる)」と対応する場合

②日本語における主題の一致性のための受身文に対して、韓国語では主語が異なる構文で対応する場合

③日本語の「～てもらう」文に対して、韓国語では「～아(어)주다(～てくれる)」と対応する場合

④日本語の「～てもらう」に対して、韓国語では「～てもらう」の前項動詞による能動文で対応する場合

本発表における日本語の文学作品が韓国語に訳される際の対応関係から、両者の事態に対する視点の捉え方の違いが顕著に見られた。つまり、日本語ではある事態を表す際、話し手や話し手側が行為の受け手となった場合、話し手が共感する側の視点から事態を眺め、行為の受け手を主格に置いて、受動的な表現で表すのが自然である。それに対し、韓国語は同一の事態に関して動作主の視点から眺め認識し、その動作主を中心に出来事を伝達する傾向があると言える。このような傾向は、韓国語ではある出来事に関して叙述する場合、視点の置き方は日本語ほど重視されず、出来事の流れにおいてありのまま客観的に反映する傾向が強いという両言語の違いを見せている。

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「自分」の指示対象

汪　宇
名古屋大学

1.「私的自己」という意味:
(1) *彼は自分を洗った。vs 彼は手を洗った。　[より抽象的]
(2) a.卒業写真の私は、今、キレイになった？　[公の自己]
　b.光平は常に「自分は彫刻家だ」と。　[私的自己、内面的な自己]
(3) 花子は[｛自分/彼女｝の作品が入賞するような]気がした。　[描写の中心]

2.「自分」の形式的な特徴：代名詞より、独立度の高い名詞に近い
(4) 人から見た自分。　[前に修飾節を置くことができる]
(5) 自分の本を出版する。　[後ろに「の」格が付く]
(6) 自分流。　[複合語になれる]

3. 指示対象の参照領域が開かれている
(7) 自分を律してください／採用してください。[必ず視点が決めるのではない]
(8) [太郎は私の息子である。あれほど、夫婦の寝室に友達を入れるなといったのに]
　太郎は花子に自分の部屋を見せた。(http://homepagel.nifty.com/forty-sixer/02April.htm)

4. 指示対象が不特定である場合
(9) 手品を自分の中に取り込む、自分を化かす状態を作りながら、物と付き合っている。

5. 小耳に挟んだ第三者の理解過程
(3) 花子は自分の作品が入賞するような気がした。[「話者指示的用法」→命題]
(10) a. 自分を律する。　[再帰的用法→命題]
　b. 自分を律してください／律していきたい。[＋態度表現→態度表現を手がかりに]
(11) a.太郎は花子に自分の部屋を見せた。[大体見当がつける]
　b.太郎は花子を自分の部屋で勉強させた。[文脈や記憶に頼る]

総じて言えば、日本語の「自分」は代名詞というより、名詞のように「私的自己」という実質的な意味をもつ。「自分」の指示対象は、前後文脈、エピソード記憶、現場の状況など豊かな語用論的背景を参照して初めて決めることができる。

Towards a relevance-account of possessives in English

Martin Aitken

Copenhagen Business School, Department of International Language Studies and Computational Linguistics, Denmark
e-mail: ma.isv@cbs.dk

This paper addresses the issue of the meaning of the {-s} morpheme in what for reasons of descriptive parsimony I will continue to call possessive constructions in English, though I will reject the claim that the notion of possession is encoded. My point of departure will be in terms of the need to provide a unified account of the semantics of the possessive marker in relation to the seeming myriad meanings attributable at the level of pragmatics to nominals in which it occurs. More specifically, I will reject polysemous approaches in the general belief that language is intrinsically underdetermined at the level of semantics (Carston 2002). To the extent that a radical underdeterminacy thesis holds true, this in itself is a strong indication that our attempts to characterise encoded content will be most felicitous if we strive to provide abstract monosemous accounts of linguistic phenomena, relying on pragmatic theory to account for the construction of more fully fledged mental representations.

In recent years, possessives have notably been treated within a framework of cognitive grammar in terms of Langacker's so-called reference-point thesis (Langacker 1993, 1995; Taylor 1996). While essentially concurring with the basic tenets of Langacker's idea, I will in this paper try to position that kind of characterisation more firmly within a framework of Relevance Theory (Sperber and Wilson 1986/1995).

My proposal is that the possessive marker encodes truth-conditional procedural content (Blakemore 1987, Wilson and Sperber 1993) encouraging the addressee to construct a nominal referent within a mental context comprising encyclopaedic assumptions activated by a subordinate nominal. I claim that construing the semantics in this way as an abstract input to relevance-driven inferential processing not only proves descriptively adequate with respect to the data but also provides us with a powerful explanatory account of meaning construction in English possessives.

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An Implicature-based Account of the Choice of Anaphoric Forms

Koichi Nishida
Graduate School of Information Sciences, Tohoku University
nishida@ling.human.is.tohoku.ac.jp

This presentation focuses on a particular type of discourse anaphora, as in (1), where the underlined noun phrase (NP) is used to refer back to Pepe.

(1) Real Madrid said Tuesday it had agreed to buy Pepe from Porto and signed <u>the Brazilian-born center-back</u> to a five-year contract.
International Herald Tribune, Wed. July 11, 2007.

Anaphoric NPs of this type pose a question to Levinson's (2000) "general anaphora pattern" (GAP), which says that the more semantically general an NP becomes, the more likely that NP is taken to be coreferential with another NP in the same discourse domain, and that the more semantically specific an NP becomes, the more likely it is taken to have disjoint reference. GAP works well with pronouns, because generally, they are semantically more general than their antecedents. It also works well with anaphoric NPs which are headed by general nouns such as *person*, *thing*, and *place*, because they have a broad range of reference and can substitute for many different NPs. However, it fails to capture examples like (1), where a semantically specific NP is used anaphorically. A Gricean account is proposed for anaphoric relations of this type.

Grice (1975) says that the speaker may flout a conversational maxim to produce figures of speech like tautologies. It is argued that like other maxims, GAP can be flouted for an implicature. By choosing a semantically specific NP for an anaphoric device, the speaker flouts GAP to suggest to the hearer that its antecedent carries a larger amount of information than the piece of information expressed by that NP. Thus used, semantically specific NPs are means to add to anaphoric reference the implicature that their antecedent is a source of much encyclopedic knowledge in the relevant discourse domain. For this reason, they are often used in newspaper articles whose topic referents are well known, and help draw the reader's attention to them.

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A speaker's 'ego' attitudes toward self and others involved in agree/disagree responses toward accusation in one's miscommunication and mistake situations

Sachiko Kiyama (Tokyo University of Foreign Studies; ZUA04776@nifty.com)
Katsuo Tamaoka (Hiroshima University; ktamaoka@hiroshima-u.ac.jp)

[Purpose] It is assumed that when a mistake is made due to misunderstanding in communication, a speaker may not refer to his/her 'ego' attitudes toward self and/or others to make an agree/disagree response to the situation, but just simply reply based on extrospective factors such as an interlocutor's social status (i.e., 'power'), familiarity/unfamiliarity (i.e., 'distance'), and the speaker's own gender. In contrast, when a mistake is clearly recognizable, a speaker may introspectively refer to his/her 'ego' attitudes. To investigate this assumption, the present study examined agree/disagree responses by setting up two discourse situations where a mistake is caused by (1) miscommunication about time for an appointment (unclear mistake) and (2) a financial accounting error (clear mistake).

[Method] Two discourse situations were created. In one situation, the speaker was accused by the interlocutor of making a mistake in an appointment time, although this was actually caused by miscommunication. In another situation, the speaker was accused by the interlocutor of making an accounting error. A total of 271 Japanese undergraduate students (being 'speaker') marked a 5-point ordinal response scale of agree-to-disagree continuum (i.e., a dependent variable), from 1 'agree as speaker's fault' to 5 'disagree as speaker's fault'. Four parameters (i.e., independent variables) were set for measuring agree/disagree responses as (1) 'power' held by three different interlocutors (teacher, peer and junior), (2) 'distance' of two different interlocutors (familiar and unfamiliar), (3)'ego' attitudes of positive/negative towards self and others, and (4) a speaker's gender (male or female).

[Analysis and Results] Using SPSS 15.0 Classification Trees (SPSS, 2006), decision tree analysis of CHAID (Chi-Squared Automatic Interaction Detection) was used, setting a dependent variable of a 5-point agree-to-disagree ordinal scale predicted by four parameters of 'power', 'distance', 'ego' attitudes and gender.
(Situation of Miscommunication about Appointment–Unclear Mistake) As depicted in Figure 1, the decision tree analysis in the miscommunication situation revealed 'distance' was the most dominant influence on speaker's agree/disagree responses [$\chi^2(1)=129.571$, $p<.001$], followed by 'Power' for familiar interlocutors [$\chi^2(1)=50.234$, $p<.001$] and for unfamiliar interlocutors [$\chi^2(2)=77.135$, $p<.001$]. Speaker's gender only affected unfamiliar teachers [$\chi^2(1)=5.631$, $p<.05$] and peers [$\chi^2(1)=8.007$, $p<.01$]. 'Ego' attitudes had no effects.
(Situation of Accounting Errors–Clear Mistake) As shown in Figure 2, 'power' was the most dominant influence [$\chi^2(2)=96.738$, $p<.001$] followed by 'distance' in both categories of teachers [$\chi^2(1)=22.658$, $p<.001$] and peers [$\chi^2(1)=19.338$, $p<.001$]. Gender had strong effects on juniors [$\chi^2(1)=7.784$, $p<.001$]. The influence of 'ego' attitudes partly appeared as the third dominant parameter to unfamiliar peers [$\chi^2(1)= 9.690$, $p<.05$] and juniors responded by female speakers [$\chi^2(1)=7.842$, $p<.05$].

[Findings] (1) As a study of Brown and Levinson (1987) regarding the weightiness of a face-threatening act (FTA) on politeness proposes, 'power' and 'distance' were also major factors on agree/disagree responses. The present study further indicated that multiple parameters have a hieratical structure; two major factors of 'power' and 'distance', occasionally followed by speaker's gender and 'ego' attitudes. (2) 'Ego' attitudes influenced agree/disagree responses when a mistake was clearly recognized by an interlocutor, upon specific groups of unfamiliar peers, and juniors responded by female speakers. Positive/negative attitudes toward self and others begins to act as a factor of agree/disagree responses in those situations requiring the speaker to reflect upon themselves.

The effect of age and gender on the use of request strategies in preschool Cantonese-speaking children

Cheung-shing LEUNG, University of Hong Kong (samleung@hku.hk)
Yuen-fan WONG, Hong Kong Polytechnic University (ctlwong@inet.polyu.edu.hk)
Chung-wa LAW, University of Hong Kong (Naska_cma2@yahoo.com.hk>)

Request is one of the most commonly found conversational acts in children's daily life. It forms an important domain in children's communicative competence. In making a request, the child needs to know the grammatical form and its function, and uses it in the appropriate context. The types of requests made by children can be made at different levels of directness. Blum-Kulka and her associates, in one of the most well-known research on speech acts, the Cross Cultural Speech Act Realization Project (CCSARP), have identified three major levels of directness with nine strategy types in its coding scheme (Blum-Kulka et al 1989). Previous research (Ervin-Tripp & Gordon 1986, Ervin-Tripp, Guo & Lampert 1990; Garvey 1975) showed that children at age three started using a variety of forms to convey requests, and by five years of age children were able to produce all of the request types (Need statement; imperatives; embedded imperatives; permission directives; question directives; hints) used by adults. Children's choice of requests were also found to be influenced by status and rights of addressees, the rights to goods and services, and the 'potential intrusiveness of compliance into the partners' trajectory of activity'.

This paper is part of a larger study on the pragmatic competence of pre-school children in Hong Kong. In this paper we report our investigation on how Cantonese-speaking children of ages three and four produce requests in Cantonese. Twelve preschool children from age 3 to 5 participated in this study. A role-play situation was used to elicit responses (request strategies) to different contexts. In this presentation, we examined how age and gender affect children's choice of request strategies. In general children used more direct strategies, especially "mood derivables" than indirect strategies. Older female children tended to use a larger variety of strategies, such as "query preparatory" and "suggestory formulae". Furthermore, older children added external modification such as explanations and consequences to their choice of request strategies.

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Some resources for arguing, Japanese style

Scott Saft
University of Hawai'i at Hilo
saft@hawaii.edu

Although Japan has been characterized as a hierarchical society that places a high value on group harmony and discourages explicit expression of opposition and discontent, it is now recognized that conflict and dispute play a role in Japanese society. Moreover, there has been research investigating disagreements and arguments at the interactional level in Japanese, including work that has elucidated the functions of specific linguistic items such as interrogatives (Takagi 1999), connective expressions (Mori 1999), and short response tokens known as *aizuchi* (Saft 2007).

In this presentation, I build on previous research on Japanese interaction by describing how two sets of linguistic resources, *aizuchi* and so-called markers of opposition such as *tada* 'but' and *demo* 'but', function together to create a particular style of arguing, which I am terming an *aizuchi*-elaboration sequence. Conceiving of arguing as an interactional activity minimally consisting of the exchange of opposition, I use data from different types of institutional talk that involve 3 or more participants to describe how *aizuchi* and markers of opposition create an interactional structure such that 2 participants can display themselves to be on different sides of an issue and exchange statements of opposition.

More specifically, the analysis shows that *aizuchi*, as short responses from a listener to a current speaker, allow one of the participants, from the entire set of participants, to choose her/himself as the primary recipient of a spate of talk. This thus creates a structure, at least temporarily, whereby 2 of the participants are aligned with each other, thereby making it possible for a speaker to express opposition directly to a specific participant.

With one participant using *aizuchi* to select her/himself as a recipient, a current speaker is then able to develop her/his turn. Frequently, the speaker leads that turn with a marker of opposition like *tada* or *demo*. By doing so, a speaker can quickly accomplish two actions: 1) indicate that a longer turn is forthcoming; and 2) make a display that the coming turn is going to be opposition-relevant. Furthermore, the analysis shows that because markers of opposition indicate that a longer turn is forthcoming, participants are able to use the subsequent part of their turns not only to elaborate on their points of opposition but also to perform other actions at the same time, including offering accounts and introducing new content.

Thus, what results in this *aizuchi*-elaboration style of arguing is a structure in which one participant (the recipient) enables the statement of opposition by producing *aizuchi* while the other participant (current speaker) uses the turn to accomplish a variety of opposition-relevant actions. This is a style of arguing that seems to differ from the means of arguing described in the literature for other languages. Following the analysis, discussion is offered regarding the possibility of this representing a uniquely Japanese style of argument.

Perspectives and Causal Clauses in English and Japanese

Ryoko UNO
(Post Doctoral Research Fellow, Center for Evolutionary Cognitive Sciences at the University of Tokyo)
ryoko@sacral.c.u-tokyo.ac.jp

The aim of this presentation is to show the importance of perspective structures underlying clause linkages. Within *mental spaces* framework (Fauconnier), we analyze complex sentences in Japanese marked with a causal connective *kara* and English complex sentences with causal connectives such as *because* and *since.*

For Japanese we argue that tense markers (*-ta* which marks PAST) in *kara* clauses behave in three different ways as shown in (1-3) and that they reflect three different perspective structures. And for English we propose a hypothesis that two of these perspective structures are reflected in the clausal order of complex sentences with causal connectives.

To begin with, we analyze tense makers in Japanese causal clauses. First, the distinction between 'content' and 'non-content' readings (Sweetser, Sweeter & Dancygier) is relevant. The sentence in (1) expresses a cause and effect relationship in the real world whereas the sentence in (2) expresses a causal relation between the speaker's epistemic states.

(1) Kodomo ga nai-ta kara okaasan wa omocha o kat-ta.
child-NOM cry-PAST because mother-TOP toy-ACC buy-PAST "Because the child cried, his mother bought him a toy."

(2) Kodomo ga nai-ta kara okaasan wa kodomo o shikat-ta.
child-NOM cry-PAST because mother-TOP child-ACC scold-PAST
"Because I know that the child cried, I conclude that his mother had scolded him"

In (1) the interpretation of the tense marker in the *kara* clause is controlled by that of the main clause. That is, the reference point (Reichenbach) of the *kara* clause is anchored in the main clause. On the other hand, the tense markers in (2) are interpreted independently.

It should be noted that the following example in (3) shows a distinct tense structure

(3) Kodomo ga naku kara okaasan wa omocha o kat-ta.
child-NOM cry because mother-TOP toy-ACC buy-PAST "Because the child cried, his mother bought him a toy."

In (3) while no tense marker appears in the *kara* clause, this sentence can express the same temporal relationship as (1) (Iwasaki).

Within Sweetser's framework we cannot make distinction between (1) and (3). However, the specific reading of (3) can be investigated by the theory of mental spaces. Tense markers are studied as indicators of the organizations of mental spaces. Using Cutrer's notation, we categorize the behavior of tense makers into three. In (2), the event space built by the *kara* clause can be directly accessed by the speaker. In (1), the event space built by the *kara* clause can only be accessed via the main clause. In (3), the events in the main and the *kara* clauses are tied more closely. This indicates the involvement of the subject of the main clause in connecting the events.

Turning to English data, we attempt to show that the order of the causal clause and the main clause reflects perspective structures which we have seen above for Japanese data. It is often pointed out that causal clauses with connective *because* (Ford) or causal clauses in general (Diessel) tend to follow main clauses. What we have to note is, however, causal clauses with *since* are known to precede main clauses. Moreover, Sweetser points out that *since* has a tendency to be used with non-content reading. Our hypothesis that in content readings there is a strong tendency that causal clauses follow main clauses but this tendency is weakened in non-content readings and this contrast between two readings is consistent with the perspective structures which are behind (1) and (2). That is, since the speaker cannot directly access the causal event in content reading, the main clause event which can be accessed by the speaker tends to precede the cause event. On the other hand, in the case of epistemic reading, since we can easily access the events in both clauses, there is more freedom in the order of clauses.

A pragmatic analysis of thanking episodes on a university campus in Tokyo

Jun Ohashi

Asia Institute, The University of Melbourne
juno@unimelb.edu.au

Young people are at forefront of the innovative language use and the driving force of language change in a speech community. This paper investigates university students' conversational patterns in thanking episodes which took place in a Japanese university in Tokyo. The data set consists of my field notes of naturally occurring thanking episodes where participants took no notice of my existence as an overhearer and audio recorded data which three university students recorded conversations with their family members and friends with consent. The data suggests that the students use various repertoire of thanking reflecting their understanding of what is expected in a given context, and socio-psychological distance to an interlocutor. Their conversational patterns of thanking diverge significantly from the conventional *o-rei* ritual where conversationalists try to reach a symbolic debt-credit equilibrium as a temporal settlement for face sake. The data set illustrates some unique features including an innovative thanking formula (*arigatuu*), frequent use of intensifiers (ie. *maji sugee*, and *choo*), packaged thanking formulae (ie. *sankyuu maji tasukaruyo*), along with the conventional thanking formula *arigatoo*/ *arigatoo gozaimashita.* There are some striking differences in conversational patterns between the *o-rei* ritual and the thanking episodes emerged from the data set. Apology speech formulae which are one of the characteristics of *o-rei* did not occur, nor did 'thanking – denial/self-denigration' adjacency pair. Although beneficiaries' insistence on thanking was common between conventional *o-rei* and the current data of thanking episodes, ways in which the beneficiary reacted to the thanking formulae offered were different from each other. The beneficiary has a crucial role in determining a nature of thanking episodes – *o-rei* (mutual face work) or thanking in general (expressions of gratitude) or an exchange of a routine token.

Critical Discourse Analysis of Minority Language Planning: A Case of Ulster Scots

YasukoYamada
Lancaster University
yamada.yasuko@googlemail.com

Abstract

My research takes a constructionist approach to minority language planning, in that I see language as a socially constructed concept and language planning as a deliberately constructed action. My focus is to examine the discursive construction of minority language in Northern Ireland within the framework of the discourse-historical approach in Critical Discourse Analysis. This paper focuses on macro-level language planning, exploring the questions of 1) why different people/institutions talk about Ulster Scots differently and 2) how Ulster Scots is defined, debated and constructed in different policy papers. I aim to explore if there is any in-group and out-group differentiation transcended into texts within the framework of the discourse-historical approach (Wodak 2001).

Ulster Scots is the language of the descendants of the 17th century Scottish Planters in Northern Ireland. Ulster Scots has been considered an inferior variety of English, but is currently beginning to be recognised as one of the regional or minority languages and is being planned at supranational, national, provincial and unofficial levels. Ulster Scots has been perceived as having a strong association with the Protestant Unionist culture in Northern Ireland, where the differentiation between Protestants and Catholics is a significant marker of identity. The new categorisation as part of a wider Europe also influences the process of language planning for minority languages (see Wright 2004) such as Ulster Scots. Theoretically, I shall focus on the ideological functions of language which account for shared ideology or knowledge as a result of social power relations in 'imagined communities' (Anderson 1991). In particular, political ideologies are privileged via language and thus language plays a significant role in representing the world in constructing the imagined community. Thus, in language planning, the language of the powerful political groups tends to gain higher status than the languages of the minority communities. The value of language one has acquired is evaluated within the system of the linguistic market (Bourdieu 1991). I assume that Ulster Scots is often represented in texts in contrast to two other languages (English and Irish as out-groups) in the Northern Irish linguistic market.

In order to investigate the in-group and out-group differentiation of existing social boundaries in Northern Ireland, I shall firstly look at the ways in which Ulster Scots is linguistically represented in texts, (i.e. emphasised, backgrounded or ignored) as an inferior kind of language variety, or, alternatively, as the target of protection and promotion as a result of historical beliefs and contemporary sociopolitical change in the European context. I am particularly interested in the use of pronouns, modalities and attributions. I shall then, look at the roles and motives of the social actors who intervene by promoting (or opposing) Ulster Scots language planning. I aim to offer some insight into the Ulster Scots language planning as constructed and shaped through various discourses, rhetorics and texts in different contexts in Northern Ireland.

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Trivialization, generalization, and semanticization in the representation of "comfort women" issues

Yumiko Ohara (yumikoo@hawaii.edu)

University of Hawaii at Hilo

Although 2007 marks sixty-two years since the end of WWII, there are a number of unresolved issues concerning war responsibility for the Japanese state. "Comfort women" is one such issue. Given the extensive potential for words and phrases to take on various meanings according to context, it is not surprising that the term "comfort women" has been a source of great contestation (e.g., Hansan 2003). It has been defined as "one of the most egregious documented cases of sexual slavery" (McDougall 1999) and "the worst human trafficking crime of the 20th century" (Asia-Pacific subcommittee of the U.S. House 2006) but it also has been referred to as "simply legalized prostitution" (Ogata 2007), a "profitable business" (Nakayama 2007), and also a "fabrication" (Yonenaga 2006).

Using the theoretical framework of critical discourse analysis, this paper examines a recent discussion concerning "comfort women" in the Japanese National Diet. The main part of the data was taken from videotaped proceedings of a session that took place on March 3, 2007 and that was constituted by an exchange between Shinzo Abe, the Prime Minister of Japan and a member of Liberal Democratic Party, and Toshio Ogawa, a member of the Democratic Party. The exchange centers on a public statement by the politician Kono in 1993 in which he recognized that the "comfort women" had been coerced into sexual slavery. Close examination of the interaction reveals that linguistic strategies such as trivialization, generalization, as well as semantic shift (Gruber 1997) were employed in an attempt to 1) legitimate a certain testimony and at the same time falsify others and 2) negotiate the meaning of the term 'coerciveness' from the original Kono statement of 1993.

In order to present his interpretation of the Kono Statement of 1993, Abe introduces a distinction in the meanings of 'coerciveness'. More specifically, he assumes two separate definitions for the term, namely, a narrow and a broad meaning, and explains the narrow meaning as an action in which "the military police breaks into a house and abducts someone" in order to coerce that person into doing something. He then states that this is not the sense of coercion that applies to the 'comfort women'. By bringing this distinction into the Kono statement, Abe trivializes what was involved in the 'recruitment' of 'comfort women'. I call this process, following Gruber (1997), semantic shift. Furthermore, when Abe equated testimonies of former comfort women with the testimonies of Seiji Yoshida (Yoshida 1977, 1983), which were said to be either totally fabricated (Hata 1999) or at least partially fictionalized (Uesugi 1996), he was engaging in the process of generalization. Here, generalization also has the effect of trivializing the testimonies made by the comfort women.

Considering the larger competing discourses regarding the war responsibilities and the national identity of Japan, it becomes obvious that these linguistic strategies have an overall effect of downplaying the role played by the Japanese government. Put in a different way, these linguistic strategies are a part of the larger discourses that construct the specific meaning of WWII, which in turn constitutes part of the competing discourses surrounding a unique national identity for the Japanese. The representations of historical events are, in fact, renditions of some of the repeated formulations of the past events by revisionists (Barnard 2003) such as Jiyuushugi shikan kenkyuukai [Association for Advancement of Unbiased View of History (previously Association for Advancement of Liberal View of History)] and Atarashii kyookasho o tsukurukai [Japanese Society for History Textbook Reforms], Society for the Dissemination of Historical Fact. The collective effect of these processes is a construction of a Japanese World War II history in which Japan is not liable for an issue some claim to be an atrocity. This study emphasizes that a specific way of thinking about Japan's history is not just a 'natural' depiction of the events but rather a constructed history that will and should continued to be the object of more contestation in the future.

Coherence in L1 and L2 writings: a comparative study between NNE (Japanese) and NE (British) students

Aika Miura, Tokyo University of Foreign Studies (dawn1110am@yahoo.co.jp)

The notion of "coherence" has been an issue of great interest to researchers who intend to apply it to the study of ESL writing (Connor, 1996; Hinds, 1992). This study aims to explore coherence from two different perspectives: (i) internal to the text and (ii) internal to the reader, by looking at short essays written by three different groups of subjects across two languages. The first group consists of eleven Japanese senior high school students writing in English as L2, and the second consists of sixteen Japanese junior college students writing in Japanese as L1, and the third consists of thirteen British University students writing in English as L1. The samples were statistically analysed to see the degree of coherence to a given topic of the composition at the micro- and the macro-structural levels.

The micro-structural analysis involves the perspective of "internal to the text". Following "Rhetorical Structure Theory" proposed by Mann and Thompson (1988), I attempted to identify a series of sets of spans as the *nucleus*, or the more central text span, and the *satellite*, or the span containing less central and supportive information in each sample. I further classified them depending on the semantic relation to a given topic of the task mainly into three types. TA (Topic Answering) directly answers to the topic, and has no digression. TexR (Text Restating) shows a writer's own view toward the topic which is rather affective appeal, reacting indirectly to it. E (Neutral) is out of topic, and may be used to support a writer's main ideas but shows high degree of digression from the topic. I used sentences for a unit of analysis. According to the results of chi-square test, the British group tends to write directly to a topic, while Japanese write indirectly or rather digressively both in L1 and L2.

To investigate what kind of textual or linguistic features contribute to constructing the concept of coherence, I conducted the macro-structural analysis from the perspective of "internal to the reader". A group of native speakers of each language were asked to read and rate them holistically in terms of coherence and analytically. Following that, questionnaires and interviews were conducted to explore important features determining coherence in order to see the correlation between the micro- and macro-structures.

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Junior high school textbook vocabulary: An analysis of word frequency
Ron Martin
Temple University Japan
ron.martin@temple.edu

The analysis of the *Eiken* vocabulary section by Miura and Beglar (2002) shed light on a testing validity issue with great implications. Their study highlighted five main areas of concern, yet of these five findings, vocabulary difficulty and the assumed vocabulary size of test takers opened an area of necessary research.

Miura and Beglar (2002) based their study on the *A General Service List of English Words* (*GSL*) (West, 1953) and the *Academic Word List* (*AWL*) (Coxhead, 2000), i.e., the most frequent English words used in general and academic settings, as a means to assess vocabulary difficulty. Miura and Beglar (2002) refer to Kirsner (1994) and Ellis (1994, 2001) as support that "word frequency is the primary factor underlying lexical difficulty."

However, in questioning the lexical difficulty of the *Eiken* the authors assumed that the *GSL* and the *AWL* were the correct sources to use in order to compare what test takers have been exposed to in textbooks and in tests such as the *Eiken*. Furthermore, by highlighting the difference between the proposed lexical levels of the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) and that of the *Eiken,* the question of how many words are students exposed to by grade level was raised.

This study analyzes the vocabulary of two different series of textbooks approved by MEXT used at the junior high school level between the years of 2001 and 2006. As with the Miura and Beglar (2002) study, analyses will be conducted with Range (Nation & Heatley, 1996), a word-counting software program. Analyses will be based upon the *GSL* and the *AWL*.

Cade Bushnell
PhD Candidate in Japanese Linguistics
Department of East Asian Languages and Literatures
University of Hawaii at Manoa
cade@hawaii.edu

Getting let in: The role of learner agency in gaining access to affordances in an intermediate JFL classroom

Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you.
Matthew 7:7

Research in language socialization has examined patterns of socialization through language and to use language (Schieffelin and Ochs 1986) for both L1 and L2 learners. Such research has revealed an intimate connection between community participation and language development (see Lave and Wenger 1991). Within the language socialization paradigm, there has also been a sustained interest in the ways in which learner agency affects the socialization process. Though there have been studies concerned with the role of learner agency in resisting language socialization (e.g. Kulick 2003; Kulick and Schieffelin 2006), it appears that there has been little research done examining learners who agentitively embrace and actively engage with the socialization process. Additionally, though the role of access (see Lave and Wenger 1991) arguably plays a major role in shaping the patterns of participation that facilitate socialization for the learner, this topic has received little attention in previous studies.

This study seeks to combine the notions of agency, access, and affordances into a dynamic model that recognizes both the roles of the learner and the socializer. I define *learner agency* specifically as action(s) taken by the learner to *initiate* or *sustain* engagement with another participant. It is important to note that these interactional moves take place external to any local framework that would make them relevant to the interaction (e.g. as part of an adjacency pair, etc.), meaning that, interactionally speaking, they are not 'required'. I define *access* as action(s) taken by the socializer in making available modes of participation and resources. This may conversely involve instances of *socializer agency* — as the socializer may choose to grant extended access to additional resources not 'required' by the local interactional framework. It is also important to note that access is also subject to interactional negotiation between the participants. I define *affordance*, in a sense similar to van Lier (2000) , as opportunity(ies) for further action in language learning made possible through access to resources granted to the learner.

Data collection was conducted in an intermediate Japanese as a foreign language (JFL) class. The data was subjected to microanalysis using the tools of CA to examine the interactional effects that learner agency has upon subsequent turns-at-talk in making relevant the negotiation of access to participation and resources that become affordances for language learning. Analysis revealed interactional patterns wherein the learner performs agentitive action in engaging the socializer by indexing discourse, situated (or default) and transportable identities (Zimmerman 1998; Richards 2006). This engagement was shown to make relevant to the interaction a negotiation for access to affordances for learning.

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Effects of gender-identity and gender-congruence on levels of response politeness

TAMAOKA, Katsuo (Hiroshima University; ktamaoka@hiroshima-u.ac.jp)
LIM, Hyunjung (Yamaguchi Prefectural University; hjlim@yamaguchi-pu.ac.jp)
MIYAOKA, Yayoi (Hiroshima University of Economics; yy-miya@hue.ac.jp)

While the effect of gender difference on spoken language has been extensively researched (e.g., Freed & Greenwood, 1996; Holmes, 1984; Ide, 2006; Ide & Inoue, 1992; Lakoff, 1975; Shibamoto, 1987; Suzuki, 2007; Takahara, 1991; Thorne & Henley, 1975; Wetzel, 1988), combined analyses of 'gender-identity' (whether the speaker is male or female) and 'gender-congruence' (whether or not the gender of speaker and listener is the same) are yet lacking. Among other aspects of conversation dynamics, it can be assumed that these two factors act differently to determine levels of *response politeness*. The present study investigated this assumption using a 2 (gender-identity; male or female) × 2 (gender-congruence: congruent or incongruent) × 3 ('distance'; familiar, unfamiliar and unknown) × 4 ('power'; junior, peer, senior and teacher) design to analyze university student politeness levels.

A dialogue situation was set for purchasing a concert ticket on a university campus. A total of 143 (56 females and 87 males) Japanese undergraduate students (being 'speaker') marked a 5-point politeness scale, from 1 as 'not polite at all' to 5 as 'very polite'. Four parameters were selected for measuring levels of response politeness: (1) the speaker's 'gender-identity' as male or female; (2) the 'gender-congruence' between speaker and listener as congruent or incongruent; (3) the listener's relationship 'distance' as familiar, unfamiliar or unknown, and (4) the listener's 'power' relationship to the speaker as junior, peer, senior or teacher. Because the same question was posed to 24 different listeners and was asked to all 143 participants, a total of 3,432 responses were recorded. The CHAID decision tree analysis of SPSS 15.0 Classification Trees (SPSS, 2006) was used, setting a 5-point politeness scale as predicted by the four parameters of 'gender-identity', 'gender-congruence', 'distance' and 'power'.

The decision tree analysis revealed 'distance' to be the most dominant influence on the level of politeness, followed by 'power'. As suggested by Brown and Levinson (1987), 'distance' and 'power' were major factors in the present study, with gender-related factors following these two major ones. Consequently, the present study revealed the existence of a hierarchical structure among multiple parameters. A clear, distinctive tendency of gender-related factors was illustrated by the decision tree. Gender-identity showed influence on politeness levels when speakers held less 'power' (i.e., peer and junior) to speakers, while gender-congruence was implicated when listeners held stronger 'power' (i.e., senior and teachers). In other words, with no effects of gender-congruence between speaker and listener, female speakers were more polite in responding to seniors and teachers than males. In contrast, with no effects of speaker's gender-identity, a speaker of different gender than the listener showed more polite responses than in situations involving the same gender. A similar likelihood was found in both 'distance' groups of familiar and unfamiliar/unknown.

Title: Subjectivity and Intersubjectivity Manifested in Gestural Deixis and Directionality
Author Name: Mika Ishino Affiliation: The University of Chicago
Email: tinekescholten@yahoo.co.jp

In face-to-face interactions, when we speak, we gesture. Such gestures spontaneously co-occurring with speech are called 'co-verbal gestures (henceforth, gestures).' While speech as linguistic elements have to be susceptible to the grammar and the lexicon in a given language, gestures are created each time while reflecting various information such as pragmatic and social information at the moment of speaking and hence, gestures manifest on-going information more dynamically than the concurrent speech does. Subjectivity is one of information that gestures can reveal (Lyons 1982, Palmer 1986, Traugott 1989, 1995, inter alia). However, there have been relatively few studies that examine the encoding of speakers' subjectivity and intersubjectivity in gestures (but see Bavelas, Black, Lemery, & Mullett 1986, Emmorey, Tversky & Taylor 2000, McNeill1992, Özyürek 2000).

The purpose of this paper is to show how speakers shift subjectivity and intersubjectivity from one moment to another in Japanese dyadic discourse with a specific focus on their perspectives in deixis and spatial use in gestures. Since gestures that this paper has been looked at are least conventionalized, they are not grammaticalized as linguistic constructions which have been subject to grammaticalization. Therefore, the definitions for subjectivity, intersubjectivity in gestures should be interpreted differently in consideration of the differences in the two semiotic channels (i.e., speech and gesture). Following Traugott (1989, 1995) and Traugott and Dasher (2005), in this paper, subjectivity is defined as 'speakers' attitudes, or viewpoints/perspectives toward what they say' and intersubjectivity is defined as "the speaker's attention to the addressee as a participant in the speech event, not in the world talked about," and "hence it arises directly from the interaction of the speaker with the addressee (Traugott & Dasher 2005:22)." However, it is important to note that the semantic and pragmatic changes in gestures have never been grammaticalized in the sense that those changes in gestures are temporary. The data involves both synchronic and diachronic phenomenon for the two reasons. First, the time span over which the semantic and pragmatic changes go through is relatively short compared to the time span over which lexical items go through. In that respect, the phenomenon is synchronic. Second, in spite of the short time span, the subjectivity and intersubjectivity in gestures shift from one moment to another and hence the phenomenon that this paper will show is diachronic.

The data is from videotaped Japanese discourse in which participants in pairs were (1) conversing freely, and (2) talking about something that made them angry recently or in the past. The findings of this paper suggest that the shift of gestural deixis and the directionality in gestures correlate with that of perspectives manifested in speech but gestures sometimes add or complement these aspects which speech does not convey. Hence, the result of this study suggests that a detailed study of interplay among subjectivity, intersubjectivity, gesture, and speech reveals insightful understanding of modality.

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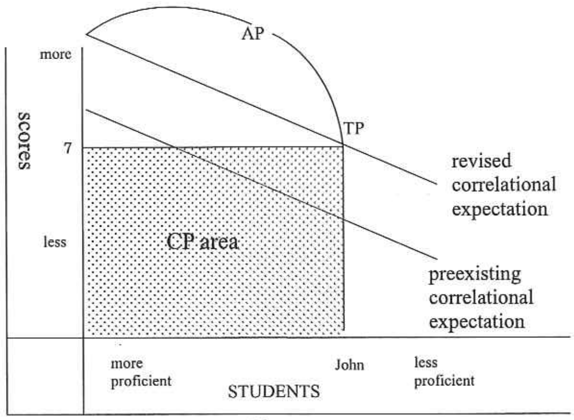
Japanese *mo* and Korean *to* in *even*-like usages: What Gricean Maxims tell us to optimize in a scalar model

Sachiko Shudo (Waseda University, shudo@waseda.jp)

The Japanese *mo* as well as the Korean *to*, both roughly equivalent to the English *also*, are often used to generate scalar meanings similar to the English *even*, while *also* cannot. This study shows how the scalar particles *mo*, *to* and *even* pragmatically signal a correlational continuum in a scalar model. This analysis builds upon the scalar model proposed by Fillmore, Kay, and O'Connor (FKO) (1988) and Kay's (1990) analysis of *even*. My analysis also extends Shudo's (2002) monosemous account on *mo*, in which the *even*-like-*mo* is treated as the interaction between the semantics of *mo* and the context which places the proposition of the *mo* sentence on a scale.

When the scale is one-dimensional, *mo* and *to* both work in the same manner as *even*. The semantic difference between scalar *mo*/*to* and *even* becomes clear when the scalar model is two-dimensional. According to FKO's and Kay's analyses, *even* indicates that the proposition of the *even* sentence (text proposition (TP)) is more 'informative' in the scalar model than some other proposition already present in the context (context proposition (CP)). The figure below indicates that the CP falls within the rectangular area determined by the TP (CP area), with the example of a set of students ordered with respect to proficiency and a set of scores.

According to Shudo's (2002) account of *mo*, *mo* requires the presence of an antecedent proposition (AP) either already evoked in the context or implicated as a result of 'accommodation for presupposition' (Lewis 1979). Unlike *also*, the AP does not have to share the same property as the proposition of the *mo* sentence. As long as the similarity is justified by the presence of 'contextual effect' (Sperber and Wilson 1986) in the context, the proposition is qualified to be the AP. This constraint applies to the *even*-like usage of *mo*, in which the AP must be implicated. For example, if a teacher says *John de* <u>mo</u> *nana-mon seikai datta* ('Even John got seven right answers (out of 10)') when John is one of the least proficient students and his scoring 7 out of 10 was not expected, the AP is something like better students scored higher. This implicated AP is outside the CP area (Figure). It is not arbitrarily generated, but is implicated as a result of Grice's (1975) Maxim of Quantity so that the Maxim of Relevance is observed. Since the scalar model presents two dimensions that are assumed to be correlated, any upper-bounded value (by the Maxim of Quantity) should generate expected upper-bounded values for other items. While sentences containing *even*, *even*-like-*mo* and *even*-like-*to* express some unexpectedness, the lexical items mark that the event is not an outlier in terms of the scalar expectations. Therefore, the correlational expectation is conserved, although the y-intercept has changed because of the unexpectedness.



Figure

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Pragmatic Interpretations of Some Troublesome Chinese Syntactic Constructions Against Pertinent English Data.

Xiong Xueliang

Abstract: A constructional analysis of di-transitive structures upon cognitive motivation and radial system inheritance between the less constructional (i.e. the more prototypical) and its more constructional variations along a scale of syntactic and semantic idiosyncrasies recognizes the impact (coercion) of the di-transitive structure upon meaning and use of the key verbs used therein and consequential transient re-distribution of the theta-grids entailed by corresponding argument structures. When it comes to the analysis some highly constructional structures in the Chinese language, pragmatic factors have to be considered. For instance, NP+V+*ta*+NumP(+NP) (exemplified by “我想逛他一天南京路” (I'd like to stroll the whole day away through Nan Jing Road)) looks like a di-transitive structure if it is only given a purely syntactic analysis. However, such an analysis would be unable to do justice to the nature of the expression since 他（ta）inside this structure is syntactically and semantically meaningless but only pragmatically significant. One of its communicative functions is to convey a sense of abreaction since the event expressed is not easy to realize in a particular context. Also, as the relationship between the existence of 他 and it adjacent lexical items sanctioned by the construction and the sense of difficulty of implementation of the action is already entranced through conceptualization, comprehension of such expressions is not a nonce inference process but rather a default understanding. Many Chinese scholars have been analyzing the meaning variations, sub-constructions, semantic constraints and the empty argument function of the “*ta*” element in the construction in order to claim that the “V+*ta*+NumP(NP)” structure is a variation of typical di-transitive construction or it is a less prototypical di-transitive construction. But this is somehow insufficient, as the “V+*ta*+NumP(NP)” structure expressing abreaction has a stronger motivational relationship between 他（ta） and the immediate following numerals, a V+Comp interpretation sounds more plausible since it takes into account the focus adjustment function of the ta element, which is obviously pragmatic in nature. Due to typological differences, Construction Grammar tends to attach more scope to the interface between syntax and semantics when it comes to the analysis of languages like English which looks much more configurational than Chinese. However, in order to account for some idiosyncratic Chinese constructions, we must consider the syntax and pragmatics interface and consequently it is more advisable and feasible to incorporate pragmatic factors in the descriptive mechanisms. In the syntax-pragmatics interface adumbration of expressions like 我想逛他一天南京路(I'd like to stroll the whole day away through Nan Jing Road)，the basic problem is with the syntactic and semantic non-compatibility between adjacent elements like 逛(stroll through), 他(ta),一天(one day) and 南京路(Nan Jing Road). We treat the element ta（他）as a pragmatic marker whose principal function is to suppress the pseudo-object Nan Jing Road and accentuate the saliency of the complement One Day. This also applies to other related constructions like 喝他三瓶啤酒（drink up three bottles of beer），etc. as ta(他) in these constructions is syntactically and semantically unaccountable otherwise.

Keynote Lectures

Paper Pragmatics Conference, Osaka December 2007

Text and Context Revisited. Thirty Years Later.

Teun A. van Dijk

Abstract

For decades, the new disciplines of discourse studies and pragmatics have focused primarily on the structures and strategies of text and talk, rather than on their contexts. Even in sociolinguistics, interested in the social conditions of language use, the main focus was primarily on some aspects of linguistic variation, rather than on the nature of the relationships with social 'variables' such as gender, class or ethnicity. Indeed, the objectivist perspective of such studies also implied an unwarranted determinism: People in the same social situation would be predicted to speak in the same way. We therefore advocate a new, sociocognitive theory of context in terms of the subjective participant definitions of the relevant properties of the communicative situation, represented as specific (context) models in episodic memory. These context models consists of conventional schematic categories that strategically analyze communicative situations and that control the production and comprehension of discourse such that it is optimally adapted to the situation. Context models also account for the usual appropriateness conditions of speech acts (H knows that *p*, etc.), the definition of discourse genres and register and in general for the situationally variable properties of language use.

Paper to be presented at the 10^{th} Memorial Conference of the Pragmatics Society of Japan, 8-9 December 2007, Osaka, Japan

CONTEXT AND STRUCTURE IN A THEORY OF PRAGMATICS

Jef Verschueren
University of Antwerp

This presentation will explore a small but important detail of a theory of pragmatics, the relationship between linguistic structure on the one hand and context on the other.

It will start with a brief sketch of an overall framework which conceives linguistic pragmatics as the interdisciplinary (i.e. cognitive, social, and cultural) science of language use. 'Language use' is viewed as a process of interactive meaning generation employing as its tool a set of production and interpretation choices from a variable and varying range of options, made in a negotiable manner, interadapting with communicative needs, and making full use of the reflexivity of the human mind.

In addition to notions such as dynamics and salience, which characterize the core of what language use is all about, such an approach to pragmatics hinges crucially on a clear assessment of the 'nuts and bolts' that are being put to use, namely features of linguistic structure and aspects of context.

'Structure' is here defined as any combination of elements at any layer of linguistic organization or form at which choices can be made. 'Context', then, stand for any combination of ingredients of a communicative event, along any set of parameters of variability, with which linguistic choices are interadaptable.

It will be argued that structure and context cannot be treated as if they were separate entities. It will be shown that there is an ontological link between the two (forms can change their meaning with a change of context, and contexts can change with changes in linguistic form) as well as an epistemological one (structural resources being used to mark an appeal to contextual phenomena in the interactive dynamics of the activity that interlocutors are engaged in).

Claims and arguments will be illustrated with numerous examples.

On Memes and Memetics in Language

Ziran HE (何　自然)
Guangdong University of Foreign Studies

Memetics is a new theory for interpreting cultural evolution. Memes, invented to suggest a strong analogy with genes, are ideas that spread through human cultures and across the generation. Memes are genes of culture, existing as cultural replicators propagated through imitation; language is one form of their carriers. Memes benefit the development of language, and at the same time they benefit themselves by language in the process of replicating and transmitting. Memetically, language memes reveal, from a new angle, the law of speech spread and language replication. Memes in natural language can be reflected in three aspects: educating and passing on knowledge, language applying, information-communicating and exchanging. The author holds that there are two ways for memes to be replicated and transmitted: the same core content being inherited in various forms, and the identical set pattern being followed by different contents. The former is of memetic genotype, and the latter memetic phenotype. The author also analyses the impact of language memes on translation, culture and language teaching. Finally, it illustrates with examples the significance of the memes and points out that they will help to promote the language evolution and its development.

语言模因与模因论

模因论是解释文化进化规律的新理论。模因仿照基因而得名，它指一些思想或观念通过人类文化加以散播，并一代一代地相传下来。模因实际上指文化基因，它靠模仿传播而生存，语言是它的载体之一。模因有利于语言的发展，而模因本身也靠语言得以复制和传播。从模因论的角度看，语言模因揭示了话语流传和语言传播的规律。自然语言中的模因是从三个方面体现的：教育和知识传授、语言本身的运用和通过信息的交际和交流。作者认为，语言模因信息的复制和传播方式可以分为两大类型：内容不变但以不同的形式进行复制，或者形式不改却以不同的内容加以扩展。前者称为模因的基因型，后者则为模因的表现型。作者接着分析了语言模因对翻译研究、文化研究以及语言教学的影响，最后用实例说明模因在这些方面的实际意义，并指出语言模因将有助于促进语言的进化和发展。

Symposium

Dec. 9, Sun.

Pragmatics, Semiotics, and Cognitive Linguistics

--- 'Meaning' as a Triadic Relationship

Yoshihiko IKEGAMI
Showa Women's University /
University of Tokyo
ikegami@swu.ac.jp

Pragmatics, followed by cognitive linguistics, has brought a drastic change in the way in which 'meaning' is conceptualized. Both of these newly emergent disciplines have uncontroversially made it clear that instead of trying to define 'meaning' in terms of a set of semantic features assignable to the entity or situation to which language is applied, it is to be defined in terms of the way the speaker, as a cognizing subject, makes sense of the entity or situation s/he is going to encode. This notion of 'meaning' in terms of a triadic (i.e. 'speaker' – 'sign' – 'referent') rather than a dyadic (i.e. 'sign' – 'referent') relationship brings the notion of 'meaning' in linguistics in line with the modern biosemiotic notion of 'meaning' (which covers the behaviours of all life-bearig beings), showing that the two newly emergent disciplines are indeed on the right track in approaching the question of 'meaning'. On the basis of this triadic relationship, an evolutionary scenario of (linguistic) 'meaning' is outlined and proposed: 'meaning' started with something private which is directly perceived and experienced by the speaker [the 'subjective' stage]; then through observation of the behaviours of other speakers, coupled with the empathy with them on the part of the observant speaker, a growing amount of consensus began to emerge as to the ways incipient linguistic utterances are associated with particular 'meanings' [the 'intersubjective' stage]; and finally, the stage was reached in which language had established itself as part of the societal convention which the members of the community could turn to and utilize at will [the 'objective' stage]. Thus linguistic meaning, which was initially closely integrated with the speaker's body, became more and more alienated from the latter, being more readily associated with the objective features of the referent to which language was applied than with the subjective mental and emotive state of the speaker. Nevertheless, it is still possible to detect a good number of cases which suggest that the meaning of a linguistic sign was at first concerned with the speaker who uttered it rather than with the referent to which it was applied. A cursory examination of English and Japanese in this respect seems to me to suggest that Japanese retains more of the archaic (i.e. subjective, speaker-oriented) features than English. The paper concludes by discussing a possibility of integrating these speaker-oriented features of Japanese (which obviously derive from certain characteristic behaviours of the speaker at the level with which pragmatics is concerned) with the Japanese speaker's marked preference for 'subjective construal' (a notion with which cognitive linguistics is concerned).

Emancipatory pragmatics

-Explorations on universals for the global community-

Sachiko Ide (Japan Women's University)

1. Introduction

"More than ever, human survival depends on successful communication on a global level. The fate of the human race has become literally dependent on our ability to cope with problems of international communication," wrote Jef Verschuren in 1986. The last few decades have brought great advances in communicative means in terms of electronics and computers, advancements that have made communication exceeding efficient. But a glance at global societies shows problems in the environment, natural resources, and a discrepancy between the rich and the poor; problems that would make it seen there has been less success in the realm of human survival.

In a discussion with Jef Verschuren, it seemed that some new directions for the studies of pragmatics might be in order. One such new course would be to change the direction of the academic debate from a unidirectional one to a multidirectional one. By this is meant that modern scholarship in pragmatics has originated in the West and been disseminated all over the world, while little knowledge has been gleaned from other parts of the world. While the great academic contributions of the West are acknowledged, it might be time to learn from different areas of the world, areas that have their own cultures and traditions, in order to attain a better understanding of the complexity of the communicative practices of the human race.

2. How this goal might be attained

As long as research frameworks are limited to those already established, and they are applied to data from other cultures, the result is a fine academic product that is easy to understand in the global academic market. However, there is a tendency to neglect the perspectives of the native speakers of languages of non-Western cultures. At this point, it is useful to think about the purpose of the study of pragmatics. If the goal is to achieve a better understanding of the practices of humanity, the constraints of the universalism that originated in the West cannot be accepted. This is why emancipation from the established frameworks is in order.

One such emancipated approach would be possible to if one observes natural data from an emic perspective, and then compares it with another language, preferably with English, the language that most theories have used as the basic data. The findings from the indigenous data would reveal what is missing and what is different from the orthodoxies of established frameworks. When these pragmatic phenomena from such different parts of this globe are included, a forum is created where pragmatics from a 'wider perspective' can be discussed. As a result of such investigation of indigenous perspectives, a new paradigm evolves that should enrich the concept of universalism, which can lead to a better understanding of the peoples in this global village.

3. A sample approach to emancipated pragmatics

3.1. Universal principles

Among various topics of pragmatics, linguistic politeness (LP) has been well discussed over the last three decades. The principle of LP was originated by Robin Lakoff in 1973 as an extension of the inquiry in the field of generative semantics. It was Penelope Brown and Steven Levinson, doing the fieldwork on Tenejapa and Tamil, who thought of the idea of a universal principle of language politeness. The lengthy paper entitled 'Some universals on language usage: politeness phenomena' was published in 1978, and the field of LP seems to have been flourishing ever since.

3.2. Emancipation from the universal principle of LP

While Brown and Levinson's framework proved to be robust for most pragmatic phenomena (including Japanese), it became evident that it had shortcomings. That is, the use of honorifics, which is a kernel notion of Japanese LP, seemed to lie outside of this framework. A cross-pragmatic survey led native speakers of Japanese to create a frame of the concept '*wakimae*', the guiding principle that characterizes the use of honorifics in Japanese society.

3.3. The Pragmatics of *wakimae* and the theory of *ba* (field)

The principle of *wakimae* was not clarified until the theory of *ba* (field) was discovered as relevant for the interpretation of the pragmatic phenomena of honorifics. The theory of ba (field) developed by Shimizu Hiroshi provided a frame of thinking beyond reductionism. The 'the dual mode logic' (the domain of self and the domain of place), which is simultaneously working in the mind of speakers, can explain various phenomena that could not be solved by reductionism such as the use of honorifics and ritual formula.

3.4. Historical and religious motivation for Japanese pragmatics

The Japanese pragmatic phenomena which fall outside of the universal frameworks are to be explained against the background of historical Japanese philosophy and Buddhism. These contributed to the development of the use of honorifics according to *wakimae,* where the speaker's little intention is involved.

4. Concluding remark

The assumption of language autonomy has controlled the way language has been studied. This seems to have restricted most of the thinking on pragmatics, while in fact speaking involves speakers embedded in a socio-cultural context. Emancipation must start with emancipation from linear thinking and a belief in scientific reductionism, so that it becomes possible to cope with the 'complexity' of language phenomena. This is the direction to take to overcome the limits of the narrow universalism. Thus can be developed a new paradigm for the 21st century that can lead to a better understanding of the different peoples in different areas of this globe.

PRAGMATIC STEPS TO AN ECOLOGY OF THE PUBLIC SPHERE

Jef Verschueren
University of Antwerp

At first sight, the definition of a public sphere is simple: the space that is (potentially) shared by all (or most) members of a community. Two phenomena, however, make the notion a lot more complex:

* the fact that the actual content (that which is shared by members of a community) mostly consists of discourse;
* the fact that discourse does not take place in a pre-set context or reality-out-there, but is able to (and does!) create its own context (or carves out its own lines of vision).

This means that the 'world' inhabited by members of a community, the world on which they depend for their day-to-day activities, is constantly defined and re-defined by cognitive-cultural and socio-political processes and forces. In this presentation it will be shown how linguistic pragmatics can be used to reveal (and hence potentially counteract) patterns of dominance as manifested in a variety of publicly accessible forms of discourse. In other words, insights derived from pragmatic investigations will be shown to carry the promise of contributing to what could be called 'an ecology of the public sphere'.

Short Summaries of papers

Workshop Sessions

Dec. 8, Sat.

Room 1(J) [presentation in Japanese]

1 **Frames: A tool to capture dynamism in ongoing conversations**

Sachiko Takagi (Osaka Prefecture University)

This study shows the usefulness of the concept of frames in analyzing ongoing spoken interactions. Frames are one of the tools of interactional sociolinguistics that interpret speakers' meaning based on their sociolinguistic factors and situational contexts. This tool provides a framework for interpreting what is actually going on in the interaction. The presentation demonstrates the analysis of a Japanese TV interview program in terms of frame shifts and multiple frames. Further it shows the manner in which this tool captures the dynamism of mutual understanding of utterances among the participants by clarifying the process of their inference.

2 **Discourse structure and fillers**

Chie Yamane-Yoshinaga (Sanyo Gakuen University)

In this presentation, I examine fillers of spoken discourse from the point of view of Conversation Analysis.
Fillers are often used in Japanese conversation. They appear in various places at the beginning, the middle and the end of utterances. They are related to maintaining the floor, turn-taking and turn-giving.
Fillers do not have the function of changing the meaning of the context. However, they contribute to discourse management and are part of discourse structure. Filler study, especially research into its function, is broad, and demonstrates the value of pragmatics to other academic fields.

3 **Speech acts in a sequence of utterances**

Yuko Yoshinari (Kobe University)

The purpose of this study is to examine how speech acts work in a course of entire conversations. Speech acts with any possible illocutionary force performed in uttering single sentences. However, in ordinary conversations one utterance could perform different forces and it is needed to grasp the speaker's meaning from the context. The literal meaning does not always express the speaker's thoughts. We propose to analyze speech acts in a sequence of utterances by considering adjacency pairs. This will reveal that the utterance means various illocutionary acts and the forces are performed with exchanging utterances.

Room 2(J/E) [presentation in Japanese except for #4]

1 **On the acquisition of the discourse marker *well*:**
A comparison of Japanese learners' usage before and after studying abroad

Aya YAMAMOTO (Ochanomizu University)

This study investigated how Japanese learners of English, who enrolled in a six-week overseas summer program, acquired the discourse marker *well*. Before and after the program, each learner had a 20-minute dialogue with a native English speaker. The results indicated that the majority of learners rarely, if ever, used *well* and that they showed no significant progress in terms of frequency of use. However, a closer observation of individual learners' usage suggested that they developed their knowledge about pragmatic constraints on the use of *well*, particularly in question-answer pairs (see Lakoff 1973 for the constraint). This study revealed that the acquisition of *well* involves (at least) the following three steps: underuse, generalization as a filler for providing answers, and more near-native usage with respect to pragmatic constraints.

2 Concerning transitional expressions by 'the stance of being on stage': With special reference to the differences between Japanese and English

Haruhiko Ono (Hokkaido Musashi Women's Junior College)

There are fundamental differences between the Japanese expressions of the transition of time and the corresponding English expressions. These differences are due to the different narrator's stance between 'on stage' in Japanese and 'off stage' in English.

For example, 'Natsu ni naru', which expresses the keen sense of transition of the seasons, tends to be translated into an expression like 'In the summer', which has no nuance of transition. 'Yagate', which also expresses the gradual process of the lapse of time, tends to be translated into expressions like 'finally' or 'eventually', which expresses no gradual process of the transition of time, but a final point in the course of time.

3 The effect of 'repeat' in picture books: From the perspective of schema theory.

Yoko Kasanuki (Nihon University)

This study focuses on the effect of 'repeat' in picture books from the perspective of Schema Theory. Central to this work are the twin ideas that something that deviates from our schema causes us 'schema refreshment,' while something that is in agreement with our schema causes 'schema reinforcement'; 'schema refreshment' and 'schema reinforcement' are essential elements in our experiencing fun when reading stories. As most readers of picture books are too young to have enough schemas, the basis for deriving such fun, it is necessary for many picture books to establish the schema in the story itself. By analyzing three English picture books, this study will point out that 'repeat' can be found in both levels of 'word expressions' and of 'contents,' and that 'repeat' takes the role of establishing schema in each story.

4 An analysis of the preverbal insertion of focus particles in Luganda

Jackson Ssekiryango (Makerere University Kampala)

These pages analyze the factors that motivate the insertion of preverbal particles and their relationship with the topicalised constituents by presenting a natural explanation for the pragmatic construal and analysis of focus constructions in Luganda. These particles are treated as focus elements that determine the presupposition and domain of focus in the proposition. The

pragmatic relation between topic and focus is highlighted and the importance of focus particles in the proposition discussed. However a brief overview of both the unmarked and marked structure of Luganda sentences is given before the main discussion is done.

Room 3(J) [presentation in Japanese]

1 An analysis of subjunctive COULD + perfect infinitive construction: From a Mental Space theoretical perspective.

Hirohito KATAOKA

In English, subjunctive past perfect constructions with modal *could* like "He could have bought the book yesterday" can be used to make counterfactual past statements. Observation of actual uses, however, suggests that its meaning is more flexible in two respects. First, speakers can use it without counterfactuality, depending on the discourse/grammatical presupposition. Second, the temporal reference can also be present or future. The paper discusses what enables these various interpretations in terms of the semantics of the construction and mental space optimalization. The proposal is that the VP denotes some hypothtical event(s), which unilaterally assimilate(s) to the corresponding real event(s).

2 Deictic Directional Expressions and Subjectivity

Jun Sawada (Kyoto University/ Japan Society for the Promotion of Science)

This study discusses the semantic characteristics of deictic directional expressions in Japanese (kuru, kureru, yokosu, etc.) from the viewpoint of 'subjectivity' (Langacker 2002), especially focusing on the auxiliary verb te-kuru ('come'), as in (1):

(1) Ooya-ga yachin-o age-te-*ki*-ta.
landlord-NOM rent-ACC raise-CONJ-come-PAST
"The landlord raised the rent on me."

The te-kuru construction which indicates the centripetal direction has some semantic characteristics that i) the speaker cannot appear in the subject position, ii) the verbs that precede te-kuru must not be negated, and iii) the actions indicated by the verbs must directly or indirectly affect the conceptualizer or his/her relatives.

3 Modality and Motivation

Shunichiro Nagatomo (Kansai Gaidai College)

"Motivation" co-occurs with a linguistic form which expresses modality. Special attention is devoted to the motivation reflecting the speaker's evaluative stance of desirability and intensity. For instance, *can* may co-occur with both desirable and undesirable situations which serve as the motivation, while *may* is not likely to co-occur with an undesirable one. Related to this is the context in which each modal is used. When the hearer is construed by the speaker as a person who has a negative attitude toward the action referred to, *can* may only be used.

Room 4(J) [presentation in Japanese]

1 Can the Deduction System of the Relevance Theory Trace the Dynamism of Pragmatics?

ONO Yoshihiko (University of Hokkaido)

In the Relevance Theory (RT), the logical entities contain analytic and synthetic deduction rules. Besides synthetic ones produce contextual entailments, analytic ones do not. Some presuppositions similar to analytic entailments, however, seem to be contextual. Such presuppositions should not be processed by their analytic deduction rules, but be introduced as contextual assumptions. This restriction leads the deduction system to produce all the possible contextual entailments including presuppositions. The RT deduction system seems the base of dynamism of pragmatic processing, where explicatures reconstracted from utterances are the bodies of update functions and their deduction processes are the computation of pragmatics.

2 Dynamic Framework of Three-memory Model and Contexts

Shigehiro KATO (Hokkaido University)

In this paper, we deal with human memory as the cognitive process consisting of three subsystems; processing memory, discourse memory and long-term memory (LTM). Processing memory holds the data just until the process of sentence comprehension is completed. Discourse memory begins to store the data when the session starts. LTM holds good eternally, even before the session takes place, and it retains the data after the session is over. Redefining "context" on a deductive basis, we introduce formal context, situational context and knowledge context. Formal and situational contexts are accumulated in discourse memory, whereas knowledge context is stored together with I-language in LTM.

3 On a knowledge-based approach for discourse analysis

Keita YAMAGUCHI (Hokkaido University)

The aim of this paper is to offer a dynamic account for discourse analysis based on knowledge system and its related restrictions. So far the criterion for recognizing common knowledges has not been made clearly in the previous researches. In this paper, I will clarify it by providing some restrictions existing in the knowledge system. It is also suggested that a discourse composed of a series sentences can be treated as a set of knowledges and the corresponding restrictions. By using those restrictions, the wrong knowledges are cleared away and the possibilities for discourse interpretation are decreasing. In this way, discourse can be analyzed dynamically based on continuously updated knowledges.

4 The function of Japanese no-da

Yuri NAKANO (Hokkaido University)

This paper aims to clarify the pragmatic function of Japanese no-da, whose syntactic function has been regarded as nominalizing the proposition. After summarizing the previous studies, we suggest a new interpretation concerning no-da., which can combine the syntactic and pragmatic functions.
No-da has been analyzed in terms of two different viewpoints so far. One focuses on the relation between the proposition marked with no-da and the relevant propostion in its context. The other makes great account of the fact that no-da can be only used if sentence is supposed to have as a characteristic feature. We point out some problems against each explanation and try to offer some solutions for them.

Short Summaries of papers

Poster Sessions

Dec. 8, Sat.

1. Embodiment on perception verbs: From the usage distribution of compound verbs of perception

TAKASHIMA, Yufuko (Kyoto University)

The purpose of this study is to indicate the difference of image-schema among visual, auditory and olfactory sensations from the analysis of compound verbs of perception. I have picked up the usages of V1{mi(see), kiki(hear), kagi(smell)} + V2 compound verbs from the Shincho literature corpus and have compared them through three sensations. Six V2s are used with all V1s. Miru(see)+V2 compound has the most types. Kiki(hear)+V2 compound types are less than half of the types of miru(see)+V2. Kagi(smell)+V2 compound has few types and tokens.
I would like to discuss this because miru(see) has more senses of subjective and conceptual meanings and more concrete and manupulatable embodied image-schema than the others.

2. Descriptionally-identifying sentences and predicational sentences within the framework of Mental Space Theory

Natsuko Nakagawa (Kyoto University)

We examine two types of copular sentences: DISs and PSs, and argue that complements of both types correspond to *role* within MST, but differ in that DISs' complements are connected to other entities and felt to exist in the world, while PSs' are not. DISs' complements cannot refer to individuals like predicative nominals, but can collocate with some determiners (e.g. *my*) unlike predicative nominals. We also argue that alleged DISs with *it* as their subjects are not DISs but specificational sentences, which specifies the value of the subject by the complement that refers to a specific individual.

3. An Observation on the Use of Verbs of Thinking with First Person Subject: From the Viewpoint of Construal

Lin Pei-Yi (Tohoku University)

Verbs of thinking in Japanese, unlike their counterparts in English, exhibit some person restriction, and omou 'think', for instance, has to be used with the aspectual marker teiru to mean 'he thinks ...'. This person restriction does not explain what differences, if any, lie between the verbal forms with and without the marker teiru when used with the first person subject.
This paper argues that the "reporting" function of teiru (Yanagisawa 1996) and the cognitive linguistic notion of "construal" (Ikegami 2003) can account for the differences between the two forms of 'I think ...', illustrating the point with natural language data.

4. The Motivations for, and the Functions of, SA-insertion in Japanese

Isamu Takaki (Kyoto University)

One orthodox approach to SA-insertion concludes that it takes place through analogy, based on maximizing economy.

Analyzed pragmatically, SA-insertion has to do with "politeness" and "Generosity Maxim." That is, a "redundant" SA triggers stronger causativeness to a speaker and lowers his position, hence politeness toward hearers. Furthermore, a deeper analysis of SASETEITADAKU, almost the only example of SA-insertion, ventures one hypothesis: The components in the expression are fused into one chunk, with a "new" meaning emerging. Namely, SASETEITADAKU serves as one auxiliary representing politeness.

In actual conversations, a speaker implausibly thinks of economy. Rather, his considering the relation with a hearer seems to promote a "redundant" SA for politeness.

5. The impact of explicit instruction on second language learners' interlanguage pragmatic development

Hsiu-Ting Hung (National Kaohsiung First University of Science and Technology)

This study explored the experiences of 32 Taiwanese EFL learners as they participated in instructional activities designed in the framework of Vygotsky's zone of proximal development (ZPD) to improve their pragmalinguistic expression of oral presentation in classroom settings. The featured instructional intervention consisted of the following components: (1) explicit teaching via lectures and modeling, (2) collaborative practice activities, (3) baseline performance, (4) immediate feedback, (5) follow-up performance, (6) individual reflective journal, and (7) expanded feedback. The instructional model incorporating a variety of consciousness-raising tasks was observed to enhance the learners' pragmatic awareness which critically contributed to their language learning and development. It is advocated that the potential effectiveness of instructional models manifesting the notion of the ZPD opens opportunities for future ILP research and in

6. Advanced learners' linguistic forms used in reference introduction: The case of a single picture description

Yoko Yamada (Kansai Gaidai University)

This study explores linguistic forms used by advanced Japanese EFL learners when introducing objects (e.g. persons, animals and other physical objects) in a picture description. The results present evidence for supporting the previous findings indicating that advanced learners differ from native speakers in the use of specific linguistic forms in discourse. Based on the results, this study discusses possible reasons why advanced Japanese EFL learners differ from native speakers of English in the use of English forms in reference introduction.

Short Summaries of papers

Lecture Sessions 1

Dec. 8, Sat.

Room 1(J) [presentation in Japanese]

1 **Ad hoc concepts and English suffixes -ish and -like**

Ryo IDO (Gunma University)

Recent relevance-theoretic approach to lexical pragmatics, such as Wilson (2004) and Wilson and Carston (2007), claims that linguistically encoded concept may be pragmatically adjusted (i.e. lexical narrowing or broadening) and construct ad hoc concept as a part of the inferential process of deriving the explicature of the utterance. In this paper, using this framework of relevance theory, we will be concerned with the English suffixes -ish and -like, and examine whether theses suffixes encode procedural instruction for the hearer or reader to interpret the concept, which is linguistically encoded by the base, narrowly or loosely.

2 **The interpretation of conjunction and juxtaposition and its relation to processing effort**

KAJIURA Kyohei (Meikai University)

There are some differences between the interpretation of sentential conjunction and juxtaposition. In the case of juxtaposition, "e.g. John broke his leg. He slipped on a banana skin", we interpret this utterance as S2 offering the explanation for S1. But if we use and-conjunction, "e.g. John broke his leg and he slipped on a banana skin", that interpretation is no longer available. If we translate above examples into Japanese, we don't naturally have the explanation interpretation in both conjunction and juxtaposition cases. I argue that the notion of "processing effort" needs further scrutiny to account for these phenomena.

3 **Computational model for word sense representation based on the cognitive principle of relevance**

Hiroshi SEKIYA (Meiji University)
Yan-Chen CHEN (Meiji University)
Tomohiro TAKAGI (Meiji University)
Tomoko MATSUI (Kyoto University)

This paper aims at building a computational model, which represents word sense depending on contexts, to simulate a part of interpretation process based on the Cognitive Principle of Relevance.

We extracted word sequences around the target word from a corpus automatically and regard these sequences as contextual assumptions. This model computes possibility and accessibility of assumptions using some statistical measures to approximate cognitive effect and processing effort. The results of our experiments using a large news corpus indicated that our methodology yields accurate representation for the same target word and some previously given words.

Room 2(J) [presentation in Japanese]

1 **AIZUCHI speech when listening to new information:**

One consideration regarding the language selection of speakers in polite speech

Natsumi ITO (Nagoya University of Foreign Studies)

Until recently, it was assumed that when people listen to new information, they use the AIZUCHI "Soodesuka", "Soonandesuka", and so on. However, they came to hear of "Soonandesune" recently. If such AIZUCHI are used properly in everyday speech, can people understand what the speaker's intention is? In order to investigate this, I conducted a questionnaire survey.

It has become clear that many speakers use AIZUCHI properly in everyday speech and that they assign the speaker psychological subtlety to AIZUCHI. "Soonandesune," in particular, has the functions of showing a friendly attitude in the speaker and of trying to reduce the psychological distance between the speakers.

2 Addressivity in street orations during a Japanese election: Interaction with various audience types

Keiko Ikeda (Nagoya University)

This study investigates how a speaker (a Japanese political candidate for a municipal election) designs a street oration according to the specific audience at each site visited. The study demonstrates that the speed of delivery, selection and organization of topics, choices of particular formulations reflect sensitivity to the type of audience present. The study accounts for these findings by drawing on Bakhtin's notion of addressivity (1986) and co-authorship between the speaker and the audience (Duranti, 2003; Brenneis & Duranti, 1986).

3 'Speaker expressions' in Japanese politeness

Misato Tokunaga (Showa Women's University)

In Japanese, it is possible to express a situation in which the speaker does an action for the benefit of someone with a verb either *nuru* 'become' or *suru* 'do' as in (a) *heya ga kireini narimashita* '(your) room became clean' and (b) *heya o kireini shimashita* '(I) cleaned (your) room.' The choice between these verbs is determined in terms of politeness. This paper demonstrates that there is a pragmatic rule in the choice of the verbs when the speaker expresses situations in which he is involved as a benefactor or a beneficiary.

4 Communication strategies employed in leading questions.

Junko KOBAYASHI (Kansai Gaidai University)

This presentation deals with differences and similarities in communication strategies employed in leading questions between Japanese and Americans. First, a survey was conducted on 105 Japanese university students, asking them to give examples of leading questions they used, and explain what answers they were trying to prompt. Next, several Americans were asked as to whether they use similar strategies in those same situations. The results indicate that in some situations Japanese and American strategies are similar. However, in three specific kinds of situations they use different approaches. Compared with Americans, Japanese value politeness more than efficiency.

Room 3(J) [presentation in Japanese]

1 Strategies in Chinese and Japanese requesting.

WANG Yinghui (Graduate School of Arts and Sciences, the University of Tokyo)

This study presents an attempt to classify and analyze strategies in Chinese and Japanese requesting. It has two purposes. One is to examine how requests which Chinese and Japanese native speakers make are performed in different contexts; the other is to find out the extent of influence of Status/Age/Intimacy on the realization patterns of requesting strategies in Chinese and Japanese. Data were collected by means of a production discourse completion text questionnaire and interviews. The analyses were made both at the pragmatic level and the syntax and lexical level.

2 Deictic expressions as speech acts in English

HARADA Yoriko (Keio University)

The basic function of deixis is to relate a situation to the present situation, and the tense locates the situation in the time-line with the relation to the time of the utterance. Unlike this function, the past tense often express polite requests (e.g. Could you open the window?). Why does the past tense hold the function concerning the speech acts? And how does this linguistic expression lead to the pragmatic interpretation? This presentation proposes that this anomaly can be explained in terms of the indexicality: the diversity of the past tense derives from the indexical function in the different types of context.

3 A quantitative speech-act analysis of the institutional talk in mock trials in Japan

Syûgo HOTTA (Ritsumeikan University),
Takeshi HASHIUCHI (St. Andrews University),
Masahiro FUJITA (National Graduate Institute for Policy Studies)

This study proposes a new evaluation scheme for linguistic exchanges in the deliberation by a mixed jury (consisting of lay judges and professional judges) under the up-coming new trial system in Japan. The scheme consists of 27 speech acts we identified to delineate the conversation dynamics in deliberation. Those speech acts are ranked from the most powerful to the least powerful ones by applying 6 criteria and quantitized by counting their frequencies for each participant. Then, institutional aspects of linguistic exchanges between judges and lay participants in the deliberation process will be revealed by the proposed evaluation scheme.

4 A diachronic study on Chinese language in light of social-pragmatics: Case study on speech act "asking age"

Guoyue Peng (Kanagawa University)

This study mainly investigates the diachronic changes of Chinese in the identical speech act. Through the observation of the linguistic variables and variants in the speech act "asking age" in the period of two thousand years, the paper demonstrates the relations between the social changes and the changes in Chinese speech act.

Room 4(E) [presentation in English]

1 **Two types of 'at all' in Japanese: absolute and relative**

Osamu Sawada (University of Chicago)

Although *zenzen* and *mattaku* can both serve to strengthen the force of an expressed negation (similarly to *at all* in English), they have different pragmatic properties: '*zenzen* not P' conveys 'a little P' but '*mattaku* not P' conveys 'not P' (cf. *almost*; Sadock 1981). This paper argues that *mattaku* belongs to an absolute type, while *zenzen* belongs to a relative type. *Zenzen* is a relative operator, because '*zenzen* not P' is true iff there is a contextually expected degree with respect to P that is far removed from the actual degree with respect to P on the scale of alternatives.

2 **OR at the Semantic-Pragmatic Interface**

Chen Xinren (Nanjing University)

This paper addresses the dispute over the semantics of "or". While subscribing to the overwhelmingly favored inclusive view, it attempts an explanatory account of how this inclusive account holds. Being essentially underspecified, the semantic property of "or" leaves it unclear whether just one or more of the items it conjoins is intended and therefore its interpretation requires pragmatic strengthening. It is to be contended that the respect for the face wants and interest needs of the hearer underlies the speaker's effort of minimizing the hearer's effort or cost by resort to the <and, or scale. The sole recourse to the Maxim of Quantity as documented in existing studies is not adequate.

Room 5(E) [presentation in English]

1 [Not submitted]

2 **On some distinctive characteristics of English conversation between non-native speakers of English: A special attention to a function of non-shared laughter**

Lalida WIBOONWACHARIYAKUN (Shiga University/ Chiang Mai Rajabhat University)

Following a major research tradition of conversational analysis (Sacks et al. 1974), this presentation attempts to identify crucial characteristics of the English conversation held only by non-native speakers. It is especially argued that in the non-native conversation, *non-shared laughter* plays an important role in maintaining good conversation and relationship among the participants, although the notion has been given a negative implication in the literature dealing with the conversation between native speakers or between native and non-native speakers (e.g. Jefferson et al. 1987). Thus, through analyzing conversations held only by non-native speakers, it is shown that a conversational strategy can be employed in a different way in a different social context.

3 Code-alternation in Online Discussion Forums in Taiwan: A Functional Approach

Szu-Yu Ruby Chen (Lancaster University)

The aim of my study is to contribute new insights in pragmatic functions of code-alternation in college affiliated bulletin board system (BBS) in Taiwan. By observing phenomenon of language use online, the features of code-alternation amongst adolescents could be revealed. This study takes a qualitative and ethnographic approach. Data collected include online BBS postings in NSYSU. Since no well-tailored approach focusing on code-alternation in computer-mediated communication is available, I would like to apply a heuristic approach in terms of forerunner, Gumperz's (1982) theory in conversational code-switching and make allowances for the changes of medium from spoken conversation to written texts.

4 English in Hong Kong Cantopop: Language choice, code-switching and genre

Brian Hok-Shing Chan (University of Macau)

This paper discusses Cantopop lyrics in which the text includes English in various guises. Whereas there are various theories of code-switching in the literature, most of them are heavily based on spontaneous spoken data, and hence they do not provide satisfactory accounts of the Cantopop data. In this paper, I propose that code-switching in the Cantopop data is largely used to fulfil functions which are intimately related the properties of the genre, that is, the fact that they are poetic texts, media texts and products of popular culture. More specifically, code-switching conveys poetic effects, recalls other prior texts via intertextuality, marks text structure and portrays alternative identities.

Room 6(E) [presentation in Englsih]

1 Cross-cultural contrasts in indirect complaint: French and Japanese students in the English language classroom

Constance Ellwood (University of Western Sydney)

This paper contributes to the under-researched area of indirect complaint and seeks to extend current understandings by, firstly, contributing to the discussion with an analysis of naturally occurring data drawn from a classroom ethnography, and secondly, by seeking to take account of the many variables which contribute to acts which may be viewed as indirect complaint. I discuss the relevance of issues of distance between the complainable and the complainee, solidarity functions, speakers' attitudes towards responsibility and the fact that all the examples of indirect complaint drawn from my classroom data involved code-switching.

2 Some features of the Japanese copula construction: In light of the grammaticalization of NODA

Yasuko Kanda (Osaka Gakuin University)

In this paper, I claim that the emergence of the Japanese auxiliary NODA is a case of the grammaticalization of a construction. The examination of the literature works over a thousand years reveals that the nominalized predicate plus copula construction found in the materials in the 10th century show the same functions as that of NODA, and through the grammaticalization it has been fused into today's form. The position in the juxtapositive structure and the nominal feature of the clause as the pragmatic motivation explain the fundamental function of 'interpretation', and other inter-discursive functions have emerged through the pragmaticalization.

3 The Analysis of Pragmatic Aspects accompanied by Emotion Expressions of 'hazukashii' and 'terekusai'

Rie Hasada (Kanagawa University)

This presentation will show the tacit rules or certain aspects of Japanese cultural norms which are associated with certain emotions in the form of 'Cultural Scripts' by using Natural Semantic Metalanguage (NSM) method. The emotion words analyzed include the following concept: "other people may think about me....I don't want this", which are usually lexicalized as 'hazukashii' or 'terekusai' in the Japanese language.

Successful communication with people from another culture can be archived only after understanding the socio-cultural norms shared by people in a given culture. I believe the cultural scripts in this presentation will provide non-Japanese people some tips to enable them to enjoy a better cross-cultural communication with Japanese people.

4 Socialization into politeness: A view from a Japanese daycare center

Matthew Burdelski (Saitama University)
Koji Mitsuhashi (Tokyo Metropolitan University)

This presentation examines socialization into politeness within the context of young children in Japan. It first briefly reviews previous research on socialization into politeness from a cross-cultural perspective, and discusses previous work on Japanese politeness and socialization into politeness. It then draws upon linguistic and ethnographic research in a Japanese daycare center in order to analyze native and non-native speaking children's socialization into politeness routines. The analysis delineates the participation frameworks, multimodal resources, and socialization strategies, providing a framework for examining socialization into politeness across communities.

Room 7(E) [presentation in English]

1 Emotions, poetic effects, and pragmatic inference in advertising language

Vincent Daoxun Zhang (National Chengchi University)

This study investigates the audience's inferential processes concerning emotions and poeticity in media communication by looking into contemporary Chinese print ads. The rhetorical strategies of syntactic parallelism and repetition of name and metaphor are creatively manipulated through literary styles within the ads to attract the audience's attention, to initiate cognitive poetic effects and advertising literariness, and to perform diverse communicative functions thereafter. The dialogic relations between form and function in advertising discourse reflect the social cohesion/interaction and cognitive dynamics of communicator and audience, thus maintaining the dialectical relationship between sociocultural structures and social practice.

2 Pragmatic analysis on Biblical texts: A case of Chapter 9 of John's Gospel

Hisayasu Ito (Ritsumeikan University)

The enigmatic nature of John's Gospel has attracted much attention from many scholars and thus generated numerous studies. However, few studies have approached it from a pragmatic viewpoint. For that matter, Biblical scholarship in general also does not have many studies of this kind. In this state of research, this presentation would like to provide an opinion that a pragmatic approach can make new contributions to the analysis of Biblical texts, and at the same time to the field of pragmatics as a good example of applying pragmatic theories to literature studies. Therefore, this presentation aims to introduce and share with an audience the researcher's several results and insights gained through his studies in which a pragmatic approach is employed.

3 Some trends of modern American English in everyday communication: A diachronic pragmatic view

Xianlong Fan (Central South University)

Abstract: Language changes with the passage of time and the occurrences of social events, especially momentous movements. Based on the data and feedback obtained from a number of native English speaking Americans who participated in the research, this paper sums up some salient changing trends of modern American English in daily communication from a chronological pragmatic perspective. Furthermore, it tries to explore the major factors behind such tendencies and finally it discusses some implications of the finding in the study for TEFL in China.

4 How do Japanese scholars write their abstracts in English?

Tomoyuki Kawase (Deakin University)
Zosia Golebiowski (Deakin University)

With the hegemony of English in the international exchange of scholarship, an ability to produce

an abstract in English provides a gateway to the forum of international research communities. This study investigates the rhetorical structure of abstracts written in English by Japanese scholars for international and Japanese academic audiences. It provides a functional account of the structure of the analysed abstracts, displaying a pattern of rhetorical relations utilised to achieve textual coherence. The study should add to the body of knowledge on the intercultural variation in the rhetorical structure of academic abstracts and assist novice Japanese researchers in their academic and professional development.

Room 8(E) [presentation in English]

1 From Perception to Modality: Semantic-Pragmatic Changes of Visual Adjectives in English and Japanese

Mika SHINDO (Kyoto University)

Semantic extension of sensory/perceptual predicates has been a subject of discussion in the metaphorical framework. However, a visual adjective *clear* functions as an emphasizer (e.g. *clear failure*, *clear responsibility*) and conveys the speaker/writer's (SP/W's) evaluation of the reliability of the proposition, different from describing the nouns they apply to (e.g. *clear* water, *clear* explanation). In this sense, this emphasizer *clear* expresses epistemic modality showing the SP/W's commitment to the truth of the proposition. This paper will examine the semantic-pragmatic changes of *clear*, and of Japanese corresponding words, *akiraka* and *hakkiri* from two perspectives: semantic structure connecting with noun, and pragmatic strengthening.

2 Synonyms according to situational types

Irena Srdanovic Erjavec (Tokyo Institute of Technology)
Kikuko Nishina (Tokyo Institute of Technology)

Analyzing lexical units using Frame Semantics theory and lexical sets reveals some helpful information on polysemy and usage. However, combination of semantic and syntactic approach as suggested in the theory is not sufficient to reveal the difference in the meaning and usage of near-synonyms. Also, this approach does not cover pragmatic information on lexical items. To cover such kind of information, we classify Japanese synonymous idioms ki ni suru and ki ni kakeru according to situational types, after defining their semantic frames and lexical sets, and thus consider the so called "pragmatic meaning" and the "pragmatic context" of lexical units.
Adding such information into learner's dictionaries could support learners to understand the difference in the senses and usage of near-synonyms.

3 A Meta-metaphor: Metaphor and Influenza

Lihan Pang (Meikai University)

To understand more about metaphor, considering metaphors metaphorically would be helpful.

Here, our purpose is to find out more about the target domain of "metaphor" by "projecting" the inference patterns from the domain of "virus". We will consider some key characteristics of influenza and compare them with metaphors. Flu viruses and metaphors are similar in many different ways. For instance, a pandemic has different stages. These stages are very similar to the different stages in which a metaphor spreads. Through a close comparison between the two concepts, many of the hidden facts about metaphors become obvious.

4 From Funeral to Wedding Ceremony: Change in the metaphoric nature of the Chinese Colour Term `white`

Ying WANG (Dalian Maritime University/ Konan Women's University)

This paper discusses how 'white', as a sign, was metaphorized in traditional Chinese and how its metaphoric nature has changed in modern Chinese within the framework of Kress' theory of the motivated relation of signifier and signified. The paper investigates its semiotic change in terms of social class and discusses how in traditional Chinese the colour 'white' represented a unique Chinese cultural model of obedience while in modern Chinese it represents the Western conception of 'pure'. This change is examined from the perspectives of the conceptual structure of metaphor and social change.

Short Summaries of papers

Lecture Sessions 2

Dec. 9, Sun.

Room 1(J) [presentation in Japanese]

1 The diversity of kedo's uses based on cognitive process: Through the contiguity of denial of expectation and contrast

Jean David ESCOUTE (Osaka University)

Although a large number of studies have so far been made on the variety of the uses of the conjunction kedo, little attention has been given to the process of this diversity.
This paper presents three uses of kedo (denial of expectation, concession and contrast) and analyse their respective cognitive process. In this study I also investigate the connections between these three uses and attempt to show that the processus of diversification of kedo's uses is motivated by metonymy through the modification of the nature of the gap between elements issued of the first and the second proposition.

2 A study of Japanese subjective adverb 'hontou'

YAMAMOTO Hiroko (Chubu University)

Recently, a speaker's event cognition has been considered to capture her interaction with the listener, not only her relationship with the object.
In this presentation, I will discuss the relationship between the speaker's event cognition and her interaction with the listener, using the adverb, "hontou" ("really"). First, I will argue that "hontou" is used as a discourse marker as its grammaticalization increases subjectivity. Secondly, "hontou", which has higher subjectivity, functions to enable the listener to induce the speaker's construal and to show to the listener that the speaker is following the listener's construal.

3 Noun modification and semantic interpretation of Japanese NP-V idioms: The case of "*kao*(face)/*me*(eye)/*te*(hand) *wo* V"

Tomoyuki Tsuchiya (Kyoto University)

The noun modification constraints of Japanese idioms using body part noun cannot be set right only by their decompositionality. Alternatively, the interpretation of its literal event and semantic role of each noun should be considered. Idioms which could cognate its literal event are able to accept a huge variety of modification, however, other idioms accept less, and its distribution differs according to the speaker's interpretation of the role or meaning of each body part noun — its semantic extension such as metaphor and metonymy. Metonymically extended body part noun accepts modification of evaluative/subjective meaning to its idioms, while metaphorically extended one accepts almost none.

4 Parentheticals in English, Japanese and Mongolian

Bai Arong (Nara Women's University)

In this article I adopt the Relevance Theory view to examine parentheticals of English, Japanese

and Mongolian. I mainly focus on English parentheticals that is and in other words and their parallels in Japanese and Mongolian. I also observe sentence final particles yo in Japanese and syu, da/de in Mongolian.
I will conclude that sentence final particles, where higher-level explicatures are realized, are observed in Mongolian just like in Japanese, but not in English. This conclusion is due to the word order of these three languages; that is, Japanese and Mongolian belong to SOV languages and English SVO languages.

Room 2(J) [presentation in Japanese]

1 Semantic Properties of Adjectives of Tough Constructions and Adverbs of Middle Constructions in English

Shungo Kanazawa (Iwate Prefectural University)

The previous studies have pointed out that whereas quick cannot occur in Tough Constructions (*These chairs are quick to fold up.), quickly can in Middle Constructions (These chairs folds up quickly.). However, we can find some cases of Tough Constructions, where quick can occur (The chairs are quick to set up and easy to dismantle.). This suggests that we cannot attribute the semantic explanation of each construction solely to the lexical meanings of elements which enter into each construction. In this presentation, we will investigate the semantic relations among elements of each construction, and propose a semantic generalization over these constructions.

2 A Preliminary Study of There Amalgam Construction

Tomomi TOSHIOKA (Kyoto University)

This research aims to investigate the semantic/pragmatic functions of "there amalgam construction," i.e. there existential/presentational construction with an 'omitted' nominative relative pronoun (e.g. There is a man below wants to see you). This construction is a sort of "apo koinou" in colloquial speech. Previous research has revealed much of its properties, but there is an unaddressed question: "Are there any events likely to occur in this construction? If any, what kind of events are they?" We will show from the BNC survey that the construction is well suited to describe modal or stative events, which is relevant to several semantic/pragmatic motivations.

3 A Functional Approach to Pragmatic Aspects of *no more than*

Daisuke SUZUKI (Kyoto University)

This study attempts to shed light on pragmatic force of no more than, and then, analyzes how the meaning is pertinent to its structure in the framework of Systemic Functional Linguistics (SFL), advocated by M. A. K. Halliday, making use of the notion of system. In so doing, I suggest a close link among the three elements: the context, the meaning and the structure. A close look at no more than in texts also enables us to explore further into the mood structure, which is composed of the Mood and the Residue, in SFL, at a deeper level.

4 Discourse Constraints on Presentational-*there* Construction in English

Shizuka UTSUBOE (Tokyo Metropolitan University)

This presentation investigates presentational-there construction in English. Previous analyses have classified there-construction into two types: existential- and presentational-there constructions. They argue that existential-there construction is more restrictive than presentational-there construction. The former has constraints on verb-types that can appear in the construction, but the latter has no such constraints. However, presentational-there construction is restricted in use by discourse constraints. Some of the previous analyses try to reveal the discourse constraints, but they cannot account for the fact. This presentation proposes an alternative to them.

Room 3(J) [presentation in Japanese]

1 Grounding and domain of discourse: The case of French present form in curriculum vitae

Ayako KISHI (Kyoto University)

French present can describe a process at the time of the speech act, in other words, the time of ground. This means that it functions as a grounding element (Langacker 2002). But, the same form is used for generic and in curriculum vitae.

We consider that this diversity of interpretation is due to the "domain of relevance" (Recanati 1996), and propose to distinguish two kinds of domains: one of which is determined at one point on a temporal axis, and the other, which is not determined temporally. When French present is used in curriculum vitae, it is interpreted in the latter domain which includes both the time of process and that of ground. This domain is adequate to describe the state of the person in question.

2 Associative Anaphora in French : A View from Subjectification

Yuki Deguchi (Kyoto University)

This phenomenon is argued from the viewpoint of the part-whole relationship. In addition, the animate/inanimate feature of referents plays an important role. But the some examples needs a different explanation; *(Le malade* est livide. **Les yeux** sont hors de leurs orbites.etc). The purpose of this paper is to give a new analysis to the associative anaphora. We try to show that Subjectification play an important role in this phenomenon. In other words Associative anaphora is a problem of the context level not the problem of the word level.

3 Interactive Practices for Referent Recognition in Japanese Conversation

Ayumi Suga (Nara Women's University)

It is widely recognized that the speaker chooses a form of referring expressions based on his/her assumption regarding the recipient's knowledge of the referent. In conversation the speaker designs an utterance with a particular reference form to get a response from the recipient which confirms that the recipient can recognize the intended referent. This paper deals with some practices for referent recognition in Japanese conversation to show that the recognition of referents is established through the interactive activities. It also discusses how the establishment of reference contributes to the achievement of the main activities in conversation.

4 The Function of Projecting Mental Processes as Mental Space Builders in Psychotherapy

Sumi Kato (Aomori Chuo Gakuin University)

This study attempts to formulate Sullivan's interview technique in terms of semiotic and lexicogrammatical resources. The main focus is on grammatical constructions that encode meanings of thinking or feeling, also termed mental processes, and the various ways in which these meanings are realized. Through a multiperspectival approach that combines Systemic Functional Linguistics (SFL) with Mental Space Theory (MST), it will be shown that the therapist's use of mental processes plays an important part in changing the client's ways of construing experience.

Room 4(J) [presentation in Japanese]

1 Observation of misunderstanding: A new method for utterance interpretation mechanism

Noriko Nagai (Ibaraki University)

The paper shows that the disambiguation process precedes other pragmatic processes including retrieval of unarticulated elements, reference assignments, and ad hoc concept construction. This claim is made based on an analytical study of misunderstanding data, which has gained little attention for the exploration of utterance interpretation mechanism. Carston (2004a, 2004b) demonstrated that four pragmatic processes are needed to specify explicated contents of utterances. However, it is not clear how these four processes are interrelated. This paper clarifies this point and also demonstrates that the observation of misunderstanding can shed a new light on the study of utterance interpretation mechanism.

2 The relationship between the pronunciations and functions of I don't think

Sadashi Mori (Fukui National College of Technology)

This study investigates the relationship between the pronunciations of don't in I don't think and the functions of I don't think. The vowel of don't in I don't think has at least two phonetic variations such as full forms and reduced ones. I don't think in I don't think p has at least two functions such as a "weak assertion" of $\neg$p and the denial of p. It is claimed that full vowel variants and reduced vowel ones tend to occur in contexts of denial and in those of assertion, respectively. It is also argued that such a pragmatic factor as mitigation of "Face Threatening Acts" allows reduced forms to occur in contexts of denial.

3 About a viewpoint in Japanese and the Korean

Youngja CHEON (Wakayama University)

In this announcement, I intent for a Japanese literary work, and it is really based on a used example sentence, and the expression of the voice and a Japanese passiveness sentence to be concerned with, a giving and receiving sentence show what kind of correspondency in Korean when it is translated and are aimed at I depend about a viewpoint in Japanese and the Korean by considering a reason of the correspondency more, and recognizing it definitely. From correspondency when a Japanese literary work was translated into Korean, the difference of how to catch viewpoints for the situation was seen both clearly.

4 How Jibun Refers

WANG Yu (Nagoya University)

The boundary of reflexive category in Japanese is vague. Jibun can be used to call the speaker and the hearer as the first and second person pronoun. It can also be modified, or marked in a genitive case just as a noun.
By discussing the factors that determine the reference of jibun, this article tried to provide some evidence that it is not convincible to define jibun through grammatical rules or text understanding only. The conversational situation, the shared knowledge and other pragmatic elements play an important role in deciding what jibun refers.

Room 5(E) [presentation in Eglish]

1 Towards a relevance-account of possessives in English

Martin Aitken (Copenhagen Business School)

This paper addresses the issue of the meaning of the {-s} morpheme in English possessive constructions. Rejecting polysemous approaches in the belief that language generally is semantically underdetermined, I propose that the possessive marker encodes truth-conditional procedural content operating within the general domain of reference assignment. I claim that construing the semantics in terms of an abstract input to relevance-driven inferential processing proves descriptively adequate with respect to the data as well as providing a powerful explanatory account of meaning construction in English possessives.

2 An Implicature-based Account of the Choice of Anaphoric Forms

Koichi Nishida (Tohoku University)

This presentation focuses on a type of anaphoric noun phrases (NPs), which are characterized by their rich descriptive content. They pose a question to Levinson's (2000) "general anaphora pattern" (GAP), which covers semantically general NPs in anaphoric use, but not semantically specific NPs in anaphoric use. It is argued that GAP is a kind of conversational maxim, and that like other maxims, it can be flouted for an implicature in the sense of Grice (1975). By choosing a semantically specific NP for an anaphoric device, the speaker flouts GAP to suggest to the hearer that its antecedent is a source of much encyclopedic knowledge in the relevant discourse domain.

Room 6(E) [presentation in English]

1 A speaker's 'ego' attitudes toward self and others involved in agree/disagree responses toward accusation in one's miscommunication and mistake situations.

Sachiko Kiyama (Tokyo University of Foreign Studies)
Katsuo Tamaoka (Hiroshima University)

The present study examined agree/disagree responses by two discourse situations where a mistake is caused by (1) miscommunication about time for an appointment (unclear mistake) and (2) a financial accounting error (clear mistake) using a 5-point ordinal response scale of agree-to-disagree continuum responded by a total of 271 Japanese university students. The results of decision tree analysis indicated that multiple parameters have a hieratical structure; two major factors of 'power' and 'distance', occasionally followed by speaker's gender and 'ego' attitudes. Furthermore, 'ego' attitudes influenced agree/disagree responses when a mistake was clearly recognized by an interlocutor, upon specific groups of unfamiliar peers, and juniors responded by female speakers.

2 The effect of age and gender on the use of request strategies in preschool Cantonese-speaking children

Cheung-shing LEUNG (University of Hong Kong)
Yuen-fan WONG (Hong Kong Polytechnic University)
Chung-wa LAW (University of Hong Kong)

This paper reports how Cantonese-speaking children of ages three to five produce requests in Cantonese. Twelve preschool children participated in this study. A role-play situation was used to elicit responses (request strategies) to different contexts. In this presentation, we examined how age and gender affect children's choice of request strategies. In general children used more direct strategies, especially "mood derivables" than indirect strategies. Older female children tended to use a larger variety of strategies, such as "query preparatory" and "suggestory formulae". Furthermore, older children added external modification such as explanations and consequences to their choice of request strategies.

3 [Cancelled]

4 Some resources for arguing, Japanese style

Scott Saft (University of Hawai'i at Hilo)

In this presentation, I build on previous research on Japanese interaction by describing how two sets of linguistic resources, aizuchi and so-called markers of opposition such as tada 'but' and demo 'but', function together to create a particular style of arguing, which I am terming an aizuchi-elaboration sequence. Developing from this style is a structure in which one participant (the recipient) enables the statement of opposition by producing aizuchi while the other participant (current speaker) uses the turn to accomplish a variety of opposition-relevant actions. Following the analysis, discussion is offered regarding the possibility of this representing a uniquely Japanese style of argument.

Room 7(E) [presentation in English]

1 Perspectives and Causal Clauses in English and Japanese

Ryoko UNO (University of Tokyo)

The aim of this presentation is to show the importance of perspective structures underlying clause linkages. Within mental spaces framework (Fauconnier), we analyze complex sentences in Japanese marked with a causal connective kara and English complex sentences with causal connectives such as because and since.
For Japanese we argue that tense markers (-ta which marks PAST) in kara clauses behave in three different ways and that they reflect three different perspective structures. And for English we propose a hypothesis that two of these perspective structures are reflected in the clausal order of complex sentences with causal connectives.

2 A pragmatic analysis of thanking episodes on a university campus in Tokyo

Jun Ohashi (University of Melbourne)

Young people are at forefront of the innovative language use and the driving force of language change in a speech community. This paper investigates university students' conversational patterns in thanking episodes which took place in a Japanese university in Tokyo. The data set which consists of naturally occurring conversations and my field notes has revealed that the students' thanking episodes contain diverse and innovative speech formulae; yet, none of the data suggests that they are influenced by the established communication practice of debt-credit balancing.

3 Critical Discourse Analysis of Minority Language Planning: A Case of Ulster Scots

YasukoYamada (Lancaster University)

This paper explores how language ideologies about a minority language in Northern Ireland: Ulster Scots is linguistically realised in key texts drawn from different policy levels. I employ the discourse-historical approach (Wodak, 2001) to analyse policy texts and also examine the implicit and explicit valuations of Scots following Bourdieu's (1991) metaphor of the linguistic market. It seems that recently Ulster Scots has started to be used in 'top-down' identity construction by Unionist politicians as a response to the equivalent use of Irish by Republican politicians. The 'top-down' provisions for the promotion, teaching and public use of Scots have not been effectively operationalised.

4 Trivialization, generalization, and semanticization in the representation of "comfort women" issues

Yumiko Ohara (University of Hawaii at Hilo)

Using the theoretical framework of critical discourse analysis, this paper explores competing ideologies in a recent discussion concerning notoriously contested term "comfort women" between Shinzo Abe, the Prime Minister and a member of Liberal Democratic Party, and Toshio Ogawa, a member of the Democratic Party in the Japanese National Diet. The exchange centers on a public statement by Kono in 1993 in which he recognized that "comfort women" had been coerced into sexual slavery. Close examination of the interaction reveals that linguistic strategies such as trivialization, generalization, and semantic shift were employed in an attempt to 1) legitimate a certain testimony and at the same time falsify others and 2) negotiate the meaning of the term 'coerciveness' from the original Kono statement.

Room 8(E) [presentation in English]

1 Coherence in L1 and L2 writings: A comparative study between NNE (Japanese) and NE (British) students

Aika Miura (Tokyo University of Foreign Studies)

This study aims to explore coherence in short essays written by three different groups of subjects across two languages: Japanese subjects writing in English, Japanese writing in Japanese, and British writing in English. The compositions were statistically analysed to see the degree of coherence at two levels: the micro- and macro-structures. The micro-structure analysis was done by identifying and classifying sentences depending on the semantic relation to a given topic. The macro-structure analysis was conducted to investigate what kinds of textual features contribute to constructing the concept of coherence by asking native speakers of each language to rate the samples holistically and analytically.

2 Junior high school textbook vocabulary: An analysis of word frequency

Ron Martin (Temple University Japan)

The analysis of the Eiken vocabulary section by Miura and Beglar (2002) shed light on a testing validity issue with great implications. Their study highlighted five main areas of concern, yet of these five findings, vocabulary difficulty and the assumed vocabulary size of test takers opened an area of necessary research.
This study analyzes the vocabulary of two different series of textbooks approved by MEXT used at the junior high school level between the years of 2001 and 2006. As with the Miura and Beglar (2002) study, analyses was conducted with Range (Nation & Heatley, 1996), a word-counting software program.

3 **Getting let in: The role of learner agency in gaining access to affordances in an intermediate JFL classroom**

Cade Bushnell (University of Hawaii at Manoa)

Research in language socialization (LS) has examined learner agency within the socialization process, and particularly in resisting LS. However, by combining the notions of agency, access, and affordances into a dynamic model that recognizes the roles of the learner *and* socializer, this study considers a learner's agentitive engagement in LS. Conversation analysis performed on data from an intermediate Japanese as a foreign language class shows how one effect of agentitive learner action is in making relevant to the interaction a negotiation for access to affordances.

4 **Effects of gender-identity and gender-congruence on levels of response politeness**

TAMAOKA, Katsuo (Hiroshima University)
LIM, Hyunjung (Yamaguchi Prefectural University)
MIYAOKA, Yayoi (Hiroshima University of Economics)

Two factors of 'gender-identity' (whether the speaker is male or female) and 'gender-congruence' (whether or not the gender of speaker and listener is the same) can be assumed to act differently to determine levels of response politeness. To investigate this assumption, the present study was designed to analyze university student politeness levels when asked to purchase a concert ticket. A decision tree analysis revealed the distinctive tendency that gender-identity showed influence on politeness levels when speakers held less 'power' (i.e., peer and junior) to speakers, while gender-congruence was implicated when listeners held stronger 'power' (i.e., senior and teachers).

Room 9(E) [presentation in English]

1 [cancelled]

2 **Subjectivity and Intersubjectivity Manifested in Gestural Deixis and Directionality**

Mika Ishino (The University of Chicago)

By examining speech-gesture synchronizations, this paper shows how speakers shift subjectivity and intersubjectivity from one moment to another in Japanese discourse with a specific focus on the perspectives in deixis and directionality in co-verbal gestures.

The findings of this paper suggest that the shift of gestural deixis and the directionality in gestures correlate with that of perspectives manifested in speech; however, gestures sometimes add to or complement aspects which speech does not convey. Hence, the result of this study also suggests that a detailed study of the interplay among subjectivity, intersubjectivity, gesture, and speech reveals insights into the modalities of discourse.

3 Japanese mo and Korean to in even-like usages: What Gricean Maxims tell us to optimize in a scalar model

Sachiko Shudo (Waseda University)

The Japanese mo as well as the Korean to, both roughly equivalent to the English also, are often used to generate scalar meanings similar to the English even, while also cannot. This study shows how the scalar particles mo, to and even pragmatically signal a correlational continuum in a scalar model. This analysis builds upon the scalar model proposed by Fillmore, et al (1988) and Kay's (1990) analysis of even. My analysis also extends Shudo's (2002) monosemous account on mo, in which the even-like-mo is treated as the interaction between the semantics of mo and the context which places the proposition of the mo sentence on a scale.

4 Pragmatic interpretations of some troublesome Chinese syntactic constructions against pertinent English data.

Xiong Xueliang (Fudan University)

NP+V+ta+NumP(+NP) in Chinese looks like a di-transitive structure but 他（ta）inside is syntactically and semantically meaningless. As one of its communicative functions is to convey a sense of abreaction for the event expressed is not easy to realize in general, and there is no semantic constraints between the word and its adjacent words, 他(ta) is only sanctioned pragmatically by the construction. In this paper, linear constructional scheme is proposed to analyze this phenomenon assisted by a comparative study of some pertinent data both in Chinese and English.

Short Summaries of papers

Symposium

Dec. 9, Sun.

Pragmatics, Semiotics, and Cognitive Linguistics: 'Meaning' as a Triadic Relationship

Yoshihiko IKEGAMI (Showa Women's University / University of Tokyo)

Through the greater part of the twentieth century, linguistics was often characterized as 'linguistics without subject' ('subject' in the sense of 'sujet parlant'). The situation started to change drastically as more and more people turned to pragmatics. Meaning is now conceived of as a triadic relationship (involving the interpreter) rather than a simple dyadic one (involving 'signifiant' and 'signifié'). This brings the new conception of meaning nicely in line with the notion of meaning as advocated in biosemiotics (a modern branch of semiotics initiated by the environmental biologist, Jakob von Uexküll). The triadic conception of meaning is also placed at the centre of the theoretical framework of cognitive linguistics. I propose to take up the question of subjectivity / subjectification as discussed both in pragmatics and cognitive linguistics and to see how the two approaches, while taking somewhat different stances in the way they engage themselves with language, can be integrated with each other.

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代表者　　澤田治美

〒594-1198 大阪府和泉市まなび野 1-1
桃山学院大学　林宅男　研究室内
日本語用論学会事務局
TEL：0725-54-3131（代表） FAX：0725-54-3202
E-mail：thayashi@andrew.ac.jp
http://wwwsoc.nii.ac.jp/psj4/index.html

印刷所　　（株）田中プリント
〒600-8047　京都府京都市下京区松原通麸屋町東入
TEL：075-343-0006