

2019年2月15日

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1 Read the following passage. Answer the question below in English.

The discontinuity can be located fairly precisely in the later 1950s. Chomsky had, effectively, put to flight the corpus linguistics of the earlier generation. His view on the inadequacy of corpora, and the adequacy of intuition, became the orthodoxy of a succeeding generation of theoretical linguists:

Any natural corpus will be skewed. Some sentences won't occur because they are obvious, others because they are false, still others because they are impolite. The corpus, if natural, will be so wildly skewed that the description would be no more than a mere list (Chomsky, University of Texas, 1962, p.159).

In the following year or two, the founders of a new school of corpus linguistics began work, little noticed by the mainstream. In 1959 Randolph Quirk announced his plan for a corpus of both spoken and written British English --- the Survey of English Usage (SEU) Corpus, as it came to be known (Geoffrey Leech, *English Corpus Linguistics*, 1991. Slightly adapted).

Q. Describe some differences between how theoretical linguistics and the new school of corpus linguistics view and analyze language.

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- 2 Read the following passage and provide each type, (a) (b) and (c), with two more examples (other than the one already given) satisfying the definition. Fill in the blanks ('Example 1' and 'Example 2') below.

The practical test of motivation, as opposed to conventionality, is whether a positive reply can be given to the following question: *Is there any intrinsic and synchronously perceptible reason for the word having this particular form and no other?* Whenever there is an affirmative reply, the word is to some extent motivated, i.e., self-explanatory. Such motivation may vary in degree and in kind. A few examples will give an idea of the various types:

- (a) '*splash*' is motivated by a certain similarity between the sounds which make up the name and those referred to by the sense.

Example 1 ()

Example 2 ()

- (b) 'the *foot* of a hill' is motivated by the similarity of the lowest part of a hill and the human organ; whether the name of the latter is itself motivated or not is irrelevant.

Example 1 ()

Example 2 ()

- (c) French '*bureau*' 'office' is motivated by the association through contiguity prevailing between an office and its most salient piece of furniture, the writing-desk or '*bureau*'; the ultimate motivation of the latter does not come into the picture.

Example 1 ()

Example 2 ()

Ullmann, Stephen (1967) *The Principles of Semantics*. (slightly adapted)

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3 Read the following extract and answer the questions.

In corpus linguistics, there are two main approaches to research planning. The first is called 'top-down', as the point of departure is a linguistic feature or grammatical category such as modal verbs. The second, the 'bottom-up' method, sees what the material yields as a means of expressing the researched feature, such as modality or expressions of stance. The former relies on the deductive method and takes a list of features to be studied as its point of departure, while the latter is inductive and explores the material without preconceived ideas about what it might yield. Top-down assessments of modality, for instance, begin by searches of modal auxiliaries or semi-modal verbs and rely on lists of items from earlier studies. The bottom-up method takes the text itself as its point of departure, and a good way of doing it is to assess the word lists of the data to see which items in the repertoire could be used in modal expressions. Often it is the researcher's own familiarity with the data that helps them pay attention to recurrent patterns that have been ignored or passed by in earlier studies. This is the case with 'hidden manifestations' of speech acts, for instance. Another dividing line has been drawn between corpus-aided or corpus-based studies and corpus-driven studies. The former refers to top-down methodologies, while corpus-driven studies are based on bottom-up investigations. In historical pragmatics, it is common to begin with the top-down method, but this is complemented by checking whether the material contains additional items which might be overlooked. For example, when studying discourse markers and interjections, the lists in modern grammar books is not enough and the material itself has to be consulted as well.

Andreas H. Jucker and Irma Taavitsainen *English Historical Pragmatics*, 2013, slightly adapted.

1. What are the differences between 'top-down' and 'bottom-up' methodologies?
Discuss them with specific examples.

2. Which method do you plan to adopt for your project? And why?