

平成18年度実施
東北大学大学院情報科学研究科
博士課程前期・後期入学試験問題
(2006年8月29日)

専門試験科目群第5

言語・メディア群

注意

- 以下には、専門科目9問題が印刷されている。
- 受験者は、そのなかから3問題を選んで、答案用紙に解答すること。
- 言語系を志望する学生は、問題7～問題9のなかから、2問題以上を選択すること。
- メディア系を志望する学生は、問題2～問題5のなかから、2問題以上を選択すること。
- 問題1を選択した場合には、指定の解答用紙を使用すること。
- 問題6-1あるいは問題6-2を選択した場合には、辞書を使用しても構わない。ただし、辞書は出題者が用意したものを使用するので、必要な場合には試験官に申し出ること。

問題 1

「見る」「聞く」「読む」におけるコミュニケーションの違いについて、各自考えるところを
600字以上800字以内の日本語でまとめなさい。

(この問題を選択した場合には、指定された答案用紙に解答を記入すること)

問題 2

以下の文章を読み、'sign-making' とはいかなることか、日本語で説明しなさい。

We would like to begin with an example of what we understand by 'sign-making'. The drawing in figure 1 was made by a three-year-old boy. Sitting on his father's lap, he talked about the drawing as he was doing it: 'Do you want to watch me? I'll make a car...got two wheels...and two wheels at the back...and two wheels here...that's a funny wheel...' When he had finished, he said, 'This is a car.' This was the first time he had named a drawing, and at first the name was puzzling. How was this a car? Of course he had provided the key himself: 'Here's a wheel.' A car, for him, was defined by the criterial characteristic of 'having wheels', and his representation focused on this aspect. What he represented was, in fact, 'wheelness'. Wheels are a plausible criterion to choose for three-year-olds, and the wheel's action, on toy cars as on real cars, is a readily noticed and describable feature. In other words, this three-year-old's interest in cars was, for him, most plausibly condensed into and expressed as an interest in wheels. Wheels, in turn, are most plausibly represented by circles, both because of their visual appearance and because of the circular motion of the hand in drawing/representing the wheel's action of 'going round and round'.

To gather this up for a moment, we see representation as a process in which the makers of signs, whether child or adult, seek to make a representation of some object or entity, whether physical or semiotic, and in which their interest in the object, at the point of making the representation, is a complex one, arising out of the cultural, social and psychological history of the sign-maker, and focused by the specific context in which the sign-maker produces the sign. That 'interest' is the source of the selection of what is seen as the criterial aspect of the object, and this criterial aspect is then regarded as adequately representative of the object in a given context. In other words, it is never the 'whole object' but only ever its criterial aspects which are represented.

These criterial aspects are represented in what seems to the sign-maker, at the moment of sign-making, the most apt and plausible fashion, and the most apt and plausible representational mode. Sign-makers thus 'have' a meaning, the signified, which they wish to express, and then express it through the semiotic modes(s) that make(s) available the subjectively felt, most plausible, most apt form, as the signifier. This means that in social semiotics the sign is not the pre-existing conjunction of a signifier and a signified, a ready-made sign to be recognized, chosen and used as it is, in the way that signs are usually thought to be 'available for use' in 'semiology'. Rather we focus on the process of sign-making, in which the signifier (the form) and the signified (the meaning) are relatively independent of each other until they are brought together by the sign-maker in a newly made sign. To put it in a different way, using the example just above, the process of sign-making is the process of the constitution of a sign/metaphor in two steps: 'a car is (most like) wheels' and 'wheels are (most like) circles'.

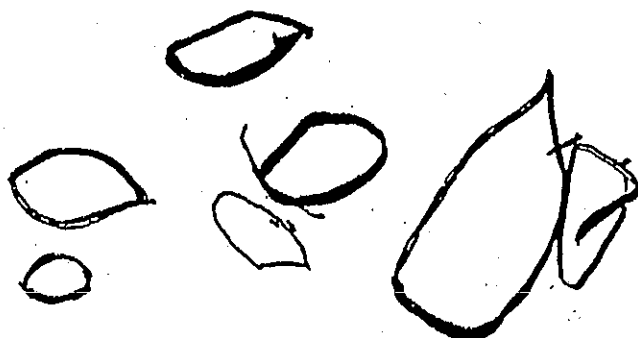


figure 1

問題 3

以下の英文を読み、“electronic media”がもたらした変化のなかで、あなたが最も重要だと考える点について、日本語で論じなさい。

Electronic media decisively change the wider field of mass media and other traditional media. This is not a monocausal fetishization of the electronic. Such media transform the field of mass mediation because they offer new resources and new disciplines for the construction of imagined selves and imagined worlds. This is a relational argument. Electronic media mark and reconstitute a much wider field, in which print mediation and other forms of oral, visual, and auditory mediation might continue to be important. Through such effects as the telescoping of news into audio-video bytes, through the tension between the public spaces of cinema and the more exclusive spaces of video watching, through the immediacy of their absorption into public discourse, and through their tendency to be associated with glamour, cosmopolitanism, and the new, electronic media (whether associated with the news, politics, family life, or spectacular entertainment) tend to interrogate, subvert, and transform other contextual literacies.

問題 4

以下の三人が銃による決闘を行うものとする。

A: 弾が相手に当たる確率 50%

B: 同 60%

C: 同 80%

コイン投げの結果、発砲する順番は A, B, C となった。決闘は誰か一人が生き残るまで続けられるものとする。また、発砲は必ずこの順番で行われるものとする。

問1: ゲーム理論上、Aは誰を狙うのが最適か?

問2: もしAに奇策があるとすれば、どのような手が考えられるか? また、その理由について説明しなさい。

問題 5

以下の文章の内容をふまえて、現代文化における読書について考えることを、具体例を挙げつつ日本語で述べなさい。

この数世紀にかけて読書の全般的な軌道を見渡してみても、もっとも顕著なことは、垂直的なものが水平的なものに次第に置き換えられつつあることだと思える。つまり、深さを犠牲にして横方向の領域を取ること、あるいはダントンのことばによれば、《集中的読書から拡散的読書への変化》である。書物が希少で、手に入れにくく、高価であるときは、読者は焦点への集中によって埋め合わせなければならない。メノッキオのように、同じ文章を何度も繰り返し読まなければならない。そして、それらのことばを注意の石板に深く刻み込み、ちょうど聖書研究者たちが自分らのテキストに対してするように、それらに解釈の圧力を加えなければならない。これはすさまじい読書—監獄あるいは《孤島》の読書であって、それが深みを帯びないところでは、それは深みを創造するのである。

現代の文化では接近は問題ではない。増殖が問題なのだ。そして、読書の行為は必然的に昔の時代とは異なる。複数のテキストが手近にあることに威嚇され、畏敬の念に打たれて、それら相互を識別するというまず不可能な課題に直面して、読者は表面を移動し、ざっとすくい取り、それらのことばが内面的に共鳴することを許さずに、ある位置から別の位置に急いで直行しがちである。その銘刻は軽くて浅いものの、広大な領域にまたがる。質よりも量の方が高いとされる。最大限に焦点を合わせる可能性は、まだ読んでいないテキストがいくつもあるという意識によって下を切り取られる。その結果は、情報について無数の《断片》を、重要なものと同時につまらぬものを、われわれは祖先たちよりも多く知っているということだ。それらを知ってはいるが、脈絡の安定した意識はない。なにしろ、その範囲がこれほど広大なところでは、あらゆる計画は条件付きと見なされなければならないのである。われわれはますます記憶に依存しないようになる。その能力は使用しないためほとんど萎縮してしまっている。

興味深いことに、この垂直的から水平的なものへの交替は、単一の地域で過ごされる有限な人生から、データの流れの地理的な分散の中で生きられる生活への社会の交替と平行している。村を捨てることで失うものと、よく知っていることの反復から生じる拡大とを、人々はより包括的な見通し、世界の全体像の意識を得ることで取り戻すことができるかもしれない。

問題 6

以下の問題6-1(ドイツ語)、問題6-2(フランス語)のうちから 一つ を選択して解答しなさい。なお、この問題を選択した場合には、辞書を使用しても構わない。ただし、辞書は出題者が用意したものを使用するので、必要な場合には試験官に申し出ること。

*この問題を選択した場合には、解答用紙左上にある「問題番号」の欄に「6-1」あるいは「6-2」と記入すること。

問題 6-1

以下のドイツ語の文章を日本語に訳しなさい。

Mit der anhaltenden Digitalisierung der elektronischen Medien – multimediale Anwendungen, Internet usw. – wird verstärkt die Forderung nach einer systematischen Vermittlung von Medienkompetenz für alle erhoben. Mittlerweile durchdringen und beeinflussen Medien nahezu unsere gesamte Lebenswelt, im beruflichen, im familiären, im Bildungs- und Freizeitbereich. Medien sind integraler Bestandteil der Informationsgesellschaften geworden. Die Kompetenz, Medien zu durchschauen, sie für eigene Interessen zu nutzen und sie mitzugestalten, wird in Zukunft für die Einzelne und den Einzelnen wichtige Voraussetzung sein, um sich (weiterhin) aktiv am gesellschaftlichen Leben zu beteiligen. Der Vermittlung von Medienkompetenz, vor allem im Bildungs- und beruflichen Bereich, kommt daher eine entscheidende Rolle in der sich entwickelnden Informationsgesellschaft zu. Die Erziehungswissenschaft hat den gesellschaftlichen Anforderungen Rechnung getragen und die Pädagogik um die Medienpädagogik erweitert, deren wesentliche Lernziele sich in angeleiteten Praxisprojekten vermitteln. Im übergeordneten Sinne geht es dabei immer um die Vermittlung von Medienkompetenz als Teil kommunikativer Kompetenz. Medienkompetenz muss daher mehr sein als das Bedienen eines technischen Instrumentariums zum Zwecke einer konsumorientierten Medienaneignung.

問題 6-2

以下のフランス語の文章を要約しつつ、あなたの考えを述べなさい。

La télévision, instrument de communication, est un instrument de censure (elle cache en montrant) soumis à une très forte censure. On aimerait s'en servir pour dire le monopole de la télévision, des instruments de diffusion (la télévision est l'instrument qui permet de parler au plus grand nombre, au-delà des limites du champ des professionnels). Mais, dans cette tentative, on peut apparaître comme se servant de la télévision, comme les « médiatiques », pour agir dans ce champ, pour y conquérir du pouvoir symbolique à la faveur de la célébrité (mal) acquise auprès des profanes, c'est-à-dire hors du champ. Il faudrait toujours vérifier qu'on va à la télévision pour (et seulement pour) tirer parti de la caractéristique spécifique de cet instrument le fait qu'il permet de s'adresser au plus grand nombre, donc pour dire des choses qui méritent d'être dites au plus grand nombre (par exemple qu'on ne peut rien dire à la télévision).

問題 7

次の文章を読んで後の問いに答えなさい。

I now wish to argue that, analogously to verbs, prepositions not only may be transitive and intransitive, but also may take predicate attributive complements. That is, I wish to demonstrate that there are prepositions which are counterparts to both *be* and *become*, in that they require an NP or an AP which has the properties of a predicate attribute rather than of a direct object.

The preposition which I will argue in detail here is the counterpart to *be* is what can be called “non-comparative *as*” the counterpart to *become* is *into*. These uses are italicized in (1)-(2):

- (1) He came to the party *as a monkey*.
I think of him *as a gorilla*.
- (2) John turned *into an ogrè*.
The children made what we gave them *into a toy village*.

NPs of the sort italicized in (1) closely resemble predicate attributes semantically, in that they indicate a role or property of the subject NP (with intransitive verbs), or of the object NP (with transitive verbs). In addition to this rather clear semantic property, a number of strictly syntactic arguments support my claim that a predicate nominal follows *as*.

First, predicate attribute NPs, italicized in (3), do not undergo what are known as simple NP-movements, such as preposing in the passive.

- (3) John will {be/become} *your lawyer*.
**Your lawyer* will be {been/become} by John.

The descriptive generalization (4) subsumes the behavior in (3).

- (4) Predicate attribute NPs do not move into surface NP positions other than COMP.

When we examine NPs introduced by non-comparative *as*, they are also subject to the restriction (4), as my proposal predicts.

- (5) Mary acted *as my lawyer*.
*My lawyer was acted by Mary.

Secondly, predicate nominal NPs do not appear in the focus position in cleft sentences, which is a special case of the descriptive generalization (4). I am not concerned here with the fact that *as*+NP can so appear, since this sequence is a PP, not an NP; what is significant is that the NP complement to *as* cannot appear in focus position alone.

- (6) *It's a teacher that he has always been.
*It has been my lawyer that Mary has been acting *as*.

Thirdly, the predicate nominal with *be* alternates with the progressive construction. The expected parallel construction with *as* would be an *as*+VP structure introduced by *V+ing*. Such a construction indeed exists, and is exemplified in (7).

- (7) You described him *as being fussy*.

John regards me as knowing too much.

Fourthly, predicate nominals, whether after *be* or after *as*, cannot be the antecedent for a personal pronoun. To show this, examples must be constructed with care, for nothing prevents a pronoun from referring back to the NP modified by the predicate nominal. In the latter case, it may appear that a predicate nominal is an antecedent: *John became a doctor so he would be needed*.

- (8) *John didn't want to work as a woman, because she would have been discriminated against.
*The teacher describes him as a rock, because it never stands up.

Finally, predicate nominals may not be "relativized" freely. The restriction appears to be that when a relativized predicate nominal modifies a lexical NP, the antecedent NP is itself a predicate nominal. As the following examples show, the phrases following non-comparative *as* pattern with predicate nominals, as expected.

- (9) John finally {became/*saw} the doctor that we had wanted Sue to be.
Mary will probably describe {you as/*him to} the character (that) you were ten years ago.

Throughout here, my argument does not depend on exact characterization of the properties of predicate nominals, but rather insists that the nominals after *be* and those after *as* share a wide range of properties that "referential" NPs (subjects, objects, etc.) do not.

(出典: Joseph E. Emonds (1985) *A Unified Theory of Syntactic Categories*)

問1 下線部を日本語に訳しなさい。

問2 筆者の中心的主張を自分の言葉で簡潔に述べなさい。

問3 筆者が自身の主張を裏付けるものとして提示している議論を簡潔にまとめ、列挙しなさい。(5行程度で)

問4 筆者が提示している議論のうち、あなたが説得力があると思うもの(あるいは説得力がないと思うもの)を取り上げ、どのような点で説得力があるか(あるいは説得力がないか)を論じなさい。(5行程度で)

問題 8

[1]-[3]の中から2問を選んで、その中の問いに答えなさい。

[1] 以下の4つの文は、構成素の並びはいずれもNP+not+V+V-ingで共通しているが、(a)-(b)と(c)-(d)は、文法関係に関わる重要な点で相違がある。その相違点とはどのようなものであるか、説明しなさい。また、そのような相違が生じる理由について、5行程度で記しなさい。

- (a). This car does not need washing.
- (b). This house does not deserve buying.
- (c). I don't mind walking.
- (d). Several women didn't enjoy reading.

[2] 以下の文の構造を大まかな樹形図に表しなさい。また、その構造が派生される過程で適用された移動操作について、すべて列挙しなさい。

A writing system which is called *man'yo gana* evolved that used a limited set of Chinese characters for their sound.

[3] 「数の一致 (number agreement)」に関する(a)-(c)の事実を踏まえ、以下の問 1,2 に答えなさい (*は、当該の文が非文法的であることを示す)。

- (a). Which problems are/*is difficult to solve?
- (b). Which problems are solvable is/*are not obvious.
- (c). Some of these problems are solvable, but which problems is/*are not obvious.

(問 1) (a)と(b)の間で逆の一致のパターンが見られるのは、なぜか。

(問 2) (a)と(c)の間で逆の一致のパターンが見られるのは、なぜか。

問題 9

次の3問から2問を選んで解答せよ。

問題1

The words *vowel* and *consonant* are very familiar ones, but when we study the sounds of speech scientifically we find that it is not easy to define exactly what they mean. (1)The most common view is that vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips. (2)One problem is that some English sounds that we think of as consonants, such as the sounds at the beginning of the words 'hay' and 'way', do not really obstruct the flow of air more than some vowels do.

出典 Peter Roach, *English Phonetics and Phonology* (1983: 10-11)

問1. 下線部(1)を訳しなさい。

問2. 下線部(2)について、hay や way の語頭の音が一般に consonant とされる理由を述べよ。

問題2

Many linguistic phenomena consist of polar opposite pairs: for example, the phonological feature unvoiced-voiced, the antonyms *long-short*, the grammatical relations singular-plural and active-passive. In such binary oppositions, moreover, the poles are not usually mere opposites: typically there is an asymmetry, such that one pole may be more special or specialized, more focused or constrained, less general and more complex than the other.

出典 Keith Brown ed., *Encyclopedia of Language & Linguistics*, Vol. 7, (2006: 491)

問1. 下線部を訳しなさい。

問2. 第一文の singular-plural と active-passive のペアでは、どちらが下線部の内容に合致するか。根拠を挙げて、解説しなさい。

問題3

'MOMENTARY VERBS' (*jump, kick, knock, nod, tap, wink, etc.*). (1)These verbs refer to happenings so momentary that it is difficult to think of them as having duration. (2)Consequently, the Progressive form, in attributing duration to them, forces one to think of a series of events, rather than a single event. Compare (3)He nodded with He was nodding; (4)He jumped up and down with He was jumping up and down.

出典 Geoffrey Leech, *Meaning and the English Verb* (1987: 23)

問1. 下線部(1)を訳しなさい。

問2. 下線部(2)を参考にし、the Progressive form の用法について基本的なことを述べよ。

問3. 下線部(3)と下線部(4)のような対比が出る英語の動詞を問題中にある例以外で2つ例を挙げよ。

平成18年度実施
東北大学大学院情報科学研究科
博士課程前期・後期入学試験問題
(2006年8月29日)

共通外国語科目群第5
(英語)

言語・メディア群

次の英文を読み、下の問題 [1~3] に答えなさい。

Every other weekend for the past four and a half years, I have spent three precious days with my two teenage daughters. We play tennis in summer, ski in winter, travel when the school schedule allows. (A)But no matter where we are, we are all keenly aware of something secretive that keeps us from being as close as we were before their mom and I divorced.

Like most divorced fathers, I am caught in exactly the kind of nightmarish situation that experts on stress say to avoid – a great deal of responsibility, but very little power. I am the major source of support for my children; my financial obligations are set by the state, and my wages automatically garnished*. (If I lost my job tomorrow, and couldn't keep up with my payments, a warrant for my arrest would be issued within two months.) But my influence over how my daughters are being raised is limited, sometimes by decisions their mother makes that I have no input into, and sometimes by their loyalty to her when she and I are at odds.

In fact, there are times when these two girls, whom I've loved for a decade and a half, seem like little strangers to me. (B)They'll forget to tell me some detail of their lives – or downright lie if they had to – so I won't feel sad that I've missed something they shared with their mom, or protest against some decision she's made with which I might not agree. As a result, I sometimes give up visits or phone calls to them, feeling shaken, saddened and angry.

My ex-wife and I have been to court over support issues, and we've been to court over custody* issues, and the legal battles inevitably trap our children in the middle and force them to choose sides. Sadly, this is exactly what not to do if you want to foster a loving parent-child bond. In a study by a child psychologist, divorcing parents were assigned – by a flip of the coin – either to mediate or litigate* their custody disputes. Twelve years later, he found that in families that went through mediation, the non-custodial parent was several times more likely to have weekly phone contact with his or her children.

Unfortunately, the system that our government has set up essentially forces divorced parents to settle everything by law. Since 1988, a financial incentive has been offered to states which collect money in child support through court rulings. This discourages parents from negotiating a settlement through mediation. And the court's involvement doesn't stop there. (1)父親の収入が増えれば、母親は裁判所を頼ってお金をもっと得ようとするし、経済状態が悪くなれば、父親は母親を訴えて養育費を減らしてもらおうとする。 Each time, the anger and irritation – and the legal fees – grow.

Another problem with our system is that it is intolerably unfair to fathers. While courts will jail men who can't meet their support payments, mothers who interfere with a father's custodial rights rarely face similar penalties. Often, the only recourse for a dad who wants to see his children more often is to sue, and sue and sue again.

Some fatherhood advocates argue that when mothers fail to carry through on a custody ruling, they should face fines and imprisonment, just like fathers do. That's started to happen: last fall, an Arkansas court sentenced a woman to six months in prison for “willfully and wantonly” refusing to obey visiting orders and awarded custody to her former husband. (C)But sending more mothers to prison can only result in more anger, and more confusion and alienation for the children in question. What is needed is less court involvement, not more.

The first step toward fostering a father and child reunion is to make private mediation of the parenting provisions (physical custody, legal custody and visiting) the standard procedure. Allowing parents the chance to negotiate their support – and possibly give fathers more of a say in how their support is spent – will decrease the bitterness, and let fathers feel more like parents, not just paychecks.

Second, we need to enact and enforce sensible penalties for interfering with visits. (2)最近報じられているところでは、両親が離婚した子供の5人に1人は過去1年の間に父親に全く会っていないという。 But jailing a mother is no way to solve the dispute; neither are financial penalties that hurt

her ability to care for the child. Instead, mediation – perhaps compelled by the threat of financial penalty – might be the solution. Without substantial rethinking of our current support and custody law, children will continue to be alienated from their fathers, and lawyers will remain on hand to soak up the resulting legal fees.

Just this month, I received a summons* to attend a custody conference at the Allentown, PA*, courthouse, and another letter informing me that an accounting error has left me short on support payments, and that my passport may be suspended. I want to shield my daughters from these harsh truths. So these are secrets I'll be trying to keep from them as we gather together for Father's Day. What secrets will they be keeping from me? (Stephen Perrine, "Keeping Divorced Dads at a Distance," *New York Times*, op-ed, June 18, 2006)

garnish* = garnishee 差し押さえる

custody* = the act or right of guarding or caring for (a child)

litigate* = contest a claim or a dispute at a court of law

summons* = 召喚状 PA* = Pennsylvania

[問題1] 下線部(A)～(C)を日本語に訳しなさい。

[問題2] 英語の文脈を参考にして、下線部(1)と(2)を英語に訳しなさい。

[問題3] この著者は「両親が離婚した後の子供の養育支援義務と養育権の現状」に関連して、何を求めているのか。5～6行で述べなさい。