

2001 年度 KUIS-CLS 言語学コロキウム報告

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今年度は、1月と2月に、神田外語大学言語科学研究センター (KUIS-CLS) 主催の言語学コロキウムが開催されました。日程、内容は以下の通りです。

第1回 コロキウム

KUIS-CLS が主催するはじめてのコロキウムは、海外の大学院で研究している大学院生に研究発表をお願いした。高橋さんは2001年9月に本学大学院博士後期課程を満期退学し、同年9月よりMITのPh.D.プログラムに入学し研究を続けている。森田さんはOxford大学にて博士論文を執筆中で、その研究の一部を発表していただいた。

日時 2002年1月11日(金) 午後3:30~6:30

場所 本学3号館304教室

発表者 **高橋将一氏** (マサチューセッツ工科大学言語哲学科大学院生)

題 **Scope Freezing Puzzles**

要旨

This talk discusses a phenomenon that predicate fronting dissolves scope ambiguity in English (i.e., a subject QP must take scope over an object QP). I would like to propose that the quantifier raising responsible for scope taking takes place in the overt syntax and phonology determines to pronounce quantifiers in their original position (Pesetsky 2000), which masks overt dislocation. The idea is that predicate fronting destroys the chain formed by overt QR, which makes wide scope of the object QP available and causes linearization failure at PF. I will show that this view assimilates the scope freezing phenomenon into the Proper Binding Condition violation. I will also touch on some related issues such as ways of scope taking and some interpretive procedures of A-chains.

発表者 **森田久司氏** (オックスフォード大学一般言語学科大学院生)

題 **On the Pied-Piping Mechanism**

要旨

In this talk I would like to provide further evidence for clausal pied-piping in the case of wh-phrases in islands, which is originally proposed by Nishigauchi (1986, 1990) and Choe (1987). Employing Lahiri's (to appear) two criteria, the presupposition and the scope freezing effect, I will show that wh-phrases in islands (e.g. Japanese, Chinese, Sinhala and so on) resort to large-scale pied-piping to prevent Subjacency violations.

Then I will discuss two problems of the previous analyses of the pied-piping mechanism and provide solutions for these. The first problem is that it appears to provide wrong semantic representations (cf. Stechow (1996)). The second problem is that it must provide an explanation for a question as to why some wh-phrases (e.g. "naze" (why) in Japanese and "weishenme" (why) in Chinese) are not allowed in islands.

第2回 コロキアム

言語科学研究センターで支援する研究の一つの柱は応用研究としての言語習得・言語学習研究です。今回のコロキアムは『認知と言語学習 (Cognition and Language Learning)』と題し、この分野の第一人者である二人の専門家を迎えてワークショップ形式で行った。本学言語科学研究科の堀場裕紀江助教授が司会をつとめ、多くの学外からの参加者も巻き込み、3時間余りの活発な討論の場となった。

日時 2002年2月9日(土) 午後1:30~4:30
場所 本学3号館301教室

発表者 **Michael Harrington** 氏 (The University of Queensland, Australia)
題 **One Reason Why Practice Makes Perfect: Syntactic Priming as Implicit Learning**

要旨

Syntactic priming is a tendency to generalize recently spoken or heard syntactic structures to the production of subsequent structures. Widespread evidence for syntactic priming in L1 production has been obtained and it has been widely assumed that priming effects arise during the encoding of syntactic structures in real-time processing. A recent proposal casts priming as a kind of implicit learning, in which the speech production system unconsciously tunes itself to the linguistic input. This proposal will be discussed and related to models of L2 grammar development.

発表者 **Peter Robinson** 氏 (青山学院大学)
題 **The Cognition Hypothesis of Task-based L2 Learning: Effects of Task Complexity on Interaction and Uptake**

要旨

The Cognition Hypothesis of task-based L2 development (Robinson, 2001a, 2001b, in press) argues it is possible to recapitulate the ontogenic course of cognitive development in

childhood, by providing adult L2 learners with tasks in a 'natural' sequence of increasing cognitive complexity. This sequence, supplemented by focus on form (Long & Robinson, 1998), creates the conditions for interlanguage development. I present one recent study in a research program exploring the Cognition Hypothesis and its implications for pedagogy.