

Modality of 'emotional *should*'

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In this paper I attempt to clarify the usage of the 'emotional' *should* based on the context of that usage. Usually, we have many ways to express our emotions. Sapir (1921) indentified modal expression and interjection as ways of expressing emotions. I tried to determine what auxiliary is used to express emotion. I found such expressions as the 'emotional' *should* in the previous study of Jespersen (1933). The 'emotional' *should* is one of the terms, but it is also called the 'putative' *should* or the 'meditative-polemic' *should* and so on by other researchers. The 'emotional' *should* is used in a sentence such as, "I am surprised that she *should* say such a thing". The 'emotional *should*' is mentioned in grammar books and dictionaries. Grammar books used in Japanese high schools are often divided into chapters according to the degree of difficulty; this kind of *should* would come in a chapter on auxiliary verbs as the most difficult item to study. Then, students learn sentences such as, "It is a pity that you *should* have to leave this country".

Teachers explain such a sentence by saying, "*Should* is used in the complement clause when we use an adjective to express feelings and judgments in the main clause". In addition, some teachers make the students memorize what kinds of nouns and adjectives are used in the main clause. However, it is not easy to specify this sentence structure. Even though many students know the meaning of the *should* such as duty and deduction, the 'emotional *should*' is difficult for the students to clarify the meaning because the 'emotional *should*' is different from the *should* of obligation probability, expectation, and conditionality. Therefore, they do not understand how to use the 'emotional *should*' effectively in actual discourse. I realized the 'emotional *should*' should be examined based on the analysis of the context in which it is used.

In Chapter 1, I mentioned three previous studies of 'emotional *should*'. First study is the 'emotional *should*' which is defined by Jespersen (1933). Jespersen analyses and gives a definition of

'emotional' *should*. Then he explains that the 'emotional' *should* emphasizes the emotion which is stated in the main clause. Secondly, we discussed Quirk et al. (1985:1014), where 'emotional should' is referred to as 'putative *should*.' They insist that the 'putative' *should* expresses questions about what is described in that clause. Thirdly, the research by Behre (1955) used the name of 'meditative-polemic *should*' for the type of *should* that we discussed here. His claim is 'meditative-polemic *should*' represents the mental resistance of the speaker, hearer, people in general. In brief, 'meditative-polemic' *should* is used in that clause when that clause mentions something that will bring about the 'mental resistance' to accept it. In the previous studies, the opinions differ and the terminology varies from one researcher to another. Although the previous studies have various views, it is not clear how the 'emotional *should*' is to be used. Even though it should be interesting to investigate these points, it is natural for high school students to be confused about the functions of 'emotional' *should* when they study English at school. I, therefore, attempt to find out the answers to the questions: What would the speaker like to convey with the 'emotional *should*? Is it truly possible that we are able to use *should* in any circumstance? How can we use the 'emotional' *should* in our

conversation? Therefore, in this paper I analyze the practical aspect of 'emotional *should*' based on wider contexts in literary works. I realize it would be difficult to clarify the usage of 'emotional *should*' in a sentence without contexts.

In Chapter 2, I present an analysis of the wider context in which the 'emotional *should*' occur in the literature. I inquire the function of 'emotional *should*' based on the context, in order to know the situation where 'emotional *should*' is used. Thus, in these three examples the subjects in the sentence have their own expectations that are different from what is described in that clause with 'emotional *should*'. In other words we can use the 'emotional *should*' when we state the occurrence which is different from the expectation of subject in the sentence, whether we are the subject of the sentence or not. I would like to conclude that there is an incongruity between what might be expected and what actually occurs. Therefore, the speaker used 'emotional *should*' in that-clause.

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