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The Necessity of Teaching Anaphoric Expressions:

From the Perspective of Teacher Education

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英語照応表現の指導の必要性

—教師教育の観点より—

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Abstract

In this study, we claim that Japanese teachers of English (JTEs) should have at least basic knowledge of linguistics, not only of English linguistics but also of Japanese linguistics. In particular, we focus on what JTEs should know when they teach anaphoric expressions such as pronouns and reflexives. In English classrooms in Japan, little attention has been given to the differences between Japanese and English anaphoric expressions. By focusing on the third person singular pronouns, we first historically overview the development of anaphoric expressions as well as the difference of linguistic properties of the two languages and then, we analyze the numbers of *kare* and *kanoyjo* that Japanese teenagers receive through the Japanese textbooks. Finally, we examine the errors made from the influence of L1 transfer. Based on the linguistic features, teachers should teach these English pronominal systems to their students.

Keywords: Teacher education, teaching grammar, anaphoric expressions

1. INTRODUCTION

In this study, the authors claim that, as a part of teacher education, Japanese teachers of English (JTE) should have at least basic knowledge of linguistics, not only on English linguistics but also of Japanese linguistics¹. They are not native speakers of English who can control English at their will. Their oral abilities of English are generally lower than those of assistant language teachers (ALTs). However, one of their superb points to ALTs is that they are able to explain linguistic rules explicitly to their students.

In order to teach their students English grammar when necessary, JTEs' superficial knowledge of the languages (both English and Japanese) is not enough. In particular, they should metalinguistically know and explain rules of the Japanese language. However, it could be said that generally there are few JTEs who know Japanese grammar well enough because it is their mother tongue (L1) and they acquired it unconsciously just as ALTs acquired English.

They must explain system of the languages to

the students clearly and understandably. The authors believe that comparison of the similarities and differences between the two languages (Japanese and English) can result in JTEs' fruitful understanding of the English grammar. The authors also believe that JTEs should teach English based on the rich knowledge of the two languages.

In order to discuss teacher education in the area of foreign language teaching, in this paper, we will focus on personal pronouns in English such as *he*, *him* and *himself*. Although, in current English language classrooms in Japan, JTEs explicitly teach these English grammar rules as tense (past, present and future), aspect (present / past progressive, present / past perfect), voice (active and passive) and grammatical morphemes (e.g. plural *-s* and third person singular *-s*), little attention has been given to the teaching of personal pronouns (henceforth, we call them "pronouns") in English. This must be because many JTEs would think that behaviors of *he* in English, for example, is just as same as those of *kare* in Japanese.

Thus, the organization of this paper is as follows. After the introduction, we will introduce problems for teaching pronouns in English classrooms in Section 2. We will compare English pronouns with Japanese "pronouns" from the

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perspective of linguistic properties in Section 3 and their history of usage in Section 4. We will look at Japanese textbooks to know the frequencies of *kare* and *kanojyo* in them in Section 5. We will see L1 transfer errors caused by the differences in the discourse of English passages in Section 6. In Section 7, we will support and conclude that Japanese pronoun is a zero pronoun as claimed by Hoji (1991). In the Conclusion, we will make several suggestions including that JTEs should know about pronominal systems of both Japanese and English in order to teach English as a foreign language effectively.

In this paper, as a matter of convenience, we will mainly use *he* and *kare* as representatives of the third person singular pronouns in English and Japanese. It is noted that we will not discuss the first person and the second person pronouns such as *I*, *we* and *you* in this paper. Nor will we not consider the relationship between *zibun* (=self) in Japanese and *himself* in English.

2. PROBLEMS FOR TEACHING PRONOUNS IN ENGLISH LANGUAGE CLASSROOMS

Let us look at examples in (1)-(2). These dialogues were adapted from one of the English textbooks used at junior high schools in Japan. In this series of textbooks, *he* and *she* are first introduced in the 1st-year textbook.

- (1) Aki: Does your father have any hobbies?
Ms. Beck: Yes, he does. He likes gardening.
- (2) Aki: Does your mother like gardening, too?
Ms. Beck: No, she doesn't. She collects dolls.
She makes dolls, too.

(Adapted from *Total English 1*, 2008, pp. 34-35)

When JTEs teach this lesson, they will probably teach their students that *he* indicates *Ms. Beck's father*, and it can be translated into *kare* in Japanese, while *she* refers to *Ms. Beck's mother* and can be translated into *kanojyo*. In English education at Japanese school, without any doubt, the pronoun *he* in English is translated into *kare* in Japanese, and *she* into *kanojyo*.

Now, let us look at (3) and (4). In (3), *he* is coreferential with *Nishioka*. In (4) too, *he* refers to *Stevie*, which is called backward anaphora. Again,

it is certain that JTEs translate *he* into *kare*.

- (3) Nishioka kept working there until he died in 1992.
(4) When he was a little boy, Stevie often enjoyed listening to music on the radio.
(Adapted from *Total English 3*, 2008, p.37&44)

Most JTEs automatically and without any doubt will think *he* and *kare* are equivalent. However, this is not always the case. These two "pronouns" are quite different in their behaviors. In English education in Japan, JTEs do not know these differences and have not taken them into consideration.

3. HE IS NOT KARE

In this section, we will discuss that *he* in English is a pronoun, but *kare* in Japanese is not a pronoun but a demonstrative (Hoji, 1991). Let us look at examples in (5) to (7).

- (5) a. Husband: I met a man called Mr. Suda yesterday.

b. Wife: Who is he?

- (6) a. Husband:

Kinoo Suda-san toiu hito
Yesterday Mr.Suda called a person

ni atta yo.

Dat met particle

"I met a man called Mr. Suda"

- b. Wife:

*Kare-wa dare desu ka?

he-Top who is Q

"Who is he?"

- (7) a. Sono hito-wa dare desu ka?

That person-Top who is Q

"Who is that person?"

- b. Suda-san-tte dare desu ka?

Mr. Suda who is Q

"Who is Mr. Suda?"

(5b) is grammatically correct as a response to (5a) in English. However, it sounds quite awkward or ungrammatical when (5b) is translated into (6b). Using *kare* in the context (6b) is not suitable. *Kare* could be substituted for “*sono hito*” as shown in (7a), or the proper name could be repeated again like in (7b).

Let us look at (8). They are examples where *kare* cannot be construed as a bound variable, while English pronouns can do it. The reason is that *kare* is not a pronoun like *he* in English. In this kind of a case, we usually use *zibun* or “zero pronouns” instead of using *kare* in Japanese.

(8) a. Daremo_i-ga [DP [TP *kare_i-ga tukutta]
Everyone-Nom he-Nom made

omocha]-wo kowashita.
toy-Acc broke

b. Everyone_i broke the toy that he_i had made.

(9) a. Husband:
Kinoo Suda-san-ni atta yo.
yesterday Mr.Suda-Dat met particle

Genki soo datta yo.
fine look ok particle

“I met Mr. Suda yesterday. He looked fine.”

b. Wife:
Aa soo. Ano hito / kare ima
I see that person/ he now

dokoni sunderu no?
where live Q

“I see. Where does he live now?”

Kare in Japanese is more closely related to *ano hito* (“that person”). In response to (9a), we can use both *ano hito* and *kare*: Wherever *ano hito* is allowed, *kare* is also allowed. Kuno (1973) argues that *a*-series in Japanese is used only when the speaker knows what the hearer as well as the speaker himself knows the referent of the anaphoric demonstrative. The *so*-series, on the

other hand, is used either when the speaker knows the referent but thinks that the hearer does not or when the speaker does not know the referent.

Since *kare* is closely related to *a*-series, it can only be used when both the speaker and the hearer know the referent (Hoji, 1991, Shirahata, 2007). This usage of *kare* is completely different from that of the English pronouns, which suggests that *kare* is not a pronoun but a demonstrative.

4. CHRONOLOGICAL ASPECTS OF ANAPHORIC EXPRESSIONS IN ENGLISH AND JAPANESE

Pronouns in English and Japanese have quite different developmental patterns. Kanzaki (1994) describes that pronouns in English, especially third person singular pronouns have been maintained as almost unchanged forms with only slight phonetic changes throughout history.

On the other hand, in Japanese, pronouns, especially third person singular pronouns, have been underdeveloped all through history. When focusing on the history of development in the third person singular pronouns in Japanese, they have changed remarkably in terms of both forms and sounds throughout the history. According to Yamada (1913; cited in Kanzaki, 1994), in Nara Era, the third person singular pronouns were divided into four patterns: *kinsyou* (*ko*, *kore*), *chuusyou* (*so*, *sore*), *ensyou* (*ka*, *kare*) and *huteisyou* (*ta*, *tare*, *nani*, *itsu*).

Japanese has deictic expressions, so-called the *ko*, *so*, *a*, *do* paradigms and these pronouns have been used as deictic pronouns since the Nara Era. Till the end of the Edo Era, Japanese had not had personal pronouns which were equivalent to the third person singular pronouns such as *he* in English. During the Meiji Era, because of the urgent necessity of Japanese equivalents for words coming from foreign languages, *kare*, *kanojyo*, *karera*, etc. were suddenly introduced as the translation of *he*, *she*, and *they* in English.

Japanese did not have words which had the same functions as those English pronouns, the word *kare* which had been used as a deictic expression (i.e., that person) also began to be used as an equivalent of *he*. The word *kanojyo* or originally *kano onna* was a newly created word for

she in English in Meiji Era. It was created with the combination of *kare* (= he) and *onna* (= female). According to Chamberlain (cited in Kanzaki, 1994), *kanojyo* was used only as a literal expression, not in the colloquial one in Meiji Era, since one of the characteristics in the third person singular pronouns in Japanese is its deictic property. They are not as same as pronouns in English.

5. ANALYSIS OF JAPANESE TEXTBOOKS

As have seen so far, we understand that Japanese has an underdeveloped pronoun system. Considering word frequencies of *kare* and *kanojyo*, it is assumed that they are words that Japanese people hardly ever used in their daily conversations. Instead, they use proper nouns (e.g., *Aoki-sensei*, *Kinoshita-bucho*, *Omawari-san*, or *Kuriininguya-san*), demonstratives (e.g., *ano hito*, *sono hito* or *kono ko*) and directions (e.g., *mukoo*, *acchi* or *kocchi*).

In particular, it is certain that young Japanese children hardly ever hear and use *kare* and *kanojyo*. They learn these words as translations for *he* and *she* when they enter junior high school and start learning English. In this section, we analyze whether Japanese teenagers do not really perceive *kare* and *kanojyo* by analyzing the Japanese textbooks they use at school.

5.1 Textbooks examined

By using Balanced Corpus of Contemporary Written Japanese, as many as 412 Japanese textbooks for elementary school students and high school students were analyzed. These textbooks were published during 2005 and 2007. Those textbooks include approximately 90,000 words (Center for Corpus Development, NINJAL, 2011).

5.2 Procedure

Balanced Corpus of Contemporary Written Japanese (BCCWJ) named *KOTONOHA*, which was devised by National Institute for Japanese Language and Linguistics was used for searching the words *kare* and *kanojyo* as pronouns and *zibun* as reflexive.

5.3 Results

Table 1 shows the number of *kare*, *kanojyo* and *zibun* appeared in textbooks for elementary school, junior high school and senior high school. From the table, we see that, *kanojyo* never appeared and *kare* appeared only once in elementary school textbooks.

This implies that Japanese elementary school children are not normally exposed to *kare* and *kanojyo* in their Japanese textbooks. It is also assumed from these scarce input that Japanese children rarely produce *kare* and *kanojyo* in their daily conversation. Of course, they know the words *kare* and *kanojyo*, but they do not hear and use them before they enter junior high school. Thus, they first encounter these words when they start studying English at junior high school. *Kare* and *kanojyo* are new Japanese words for junior high school first-year students. They learn that Japanese equivalent of *he* is *kare* and *she* is *kanojyo* from their English teachers. Then, they begin to use *kare* many times in the English classroom, but still they do not use *kare* in their daily life. This peculiar use of *kare* and *kanojyo* will continue for at least six years.

On the other hand, *zibun* as reflexive in Japanese appears frequently throughout the textbooks. It implies that Japanese students more often hear and use *zibun* than *kare* and *kanojyo*.

Table 1. *The numbers of Japanese Pronouns and Reflexives in the Textbooks (n=412)*

	Elementary school Textbooks	Junior High School Textbooks	Senior High School Textbooks
<i>kare</i>	1	24	253
<i>kanojyo</i>	0	3	45
Total	1	27	298
<i>zibun</i>	128	128	452

6. DISCOURSE ANALYSIS: REPETITION OF PROPER NOUNS IN JAPANESE

In (10), a part of the diary written by a six-grader-boy at an elementary school is presented. As can be seen from (10), he did not use *kare* and *kanojyo*, but repeated the proper names. When these Japanese sentences are translated into English, *he* and *she* will be used for the proper nouns.

(10)

a. . . . その内の一人に松うら仁と君がいます。仁と君はぼくと同じ〇〇幼稚園出身なので、ぼくとは知り合いです。

b. 先生の給食を作ってから、先生を呼んで給食を食べながら自己紹介をしました。

c. 今日、ぼくの友だちのみーみという子の家に行きます。その子は4年生なので、この間心電図検査を受けました。その結果、みーみは心ぞうに穴があいているのがわかりました。

In English, the repetition of nouns sounds unnatural because there is a pragmatic principle regarding English pronouns: Native English speakers preferably use pronouns and do not normally repeat proper nouns when referring to them for the second time.

JLEs tend not to use pronouns in discourse. Therefore, one of the major errors in terms of pronominal usages for JLEs is that they use proper nouns repeatedly. The examples listed in (11) and (12) show this trend. The data are from essay writing by Japanese undergraduates. In (11), a writer wrote about himself while in (12) another writer wrote a story called "Frog Story." These JLEs repeated the proper nouns, *kotatsu* in (11) and *Bob*, *John and Lucky* in (12) without using the pronouns, *it*, *he/him* and *they/them*. These tendencies are probably due to transfer from their L1 Japanese pronominal systems.

(11)

Recently, I bought an electric *kotatsu*. So my life style is so sloppy. *Kotatsu* is sloppy. *Kotatsu* is so pleasant. I suggest buying *kotatsu*. The

temperature of Shizuoka is so low. *Kotatsu* is the necessities of life. People who invented *kotatsu* is genius.

(12)

He named the frog *Bob* and put *Bob* into a bottle. *John and Lucky* loved *Bob*. But that night, *Bob* ran away when *John and Lucky* were sleeping. Next morning, *John and Lucky* woke up and noticed that *Bob* is nowhere. 'Where is *Bob*?' *John and Lucky* ran around looking for *Bob*. *Bob!* *John* stepped onto a rock and grasped a branch in front of him.

When we translate Japanese sentences into English, we have to use pronouns. Kanzaki (1994) presented an example of this case by demonstrating the English version shown in (13).

(13)

a. 自由が丘の駅で、 $[\phi_{i+j}]$ 大井町線から降りると、ママは i 、トットちゃんの手をひっぱって、 ϕ_i 改札口を出ようとした。トットちゃんは、 $[\phi_j]$ それまであまり電車に乗ったことがなかったから、 $[\phi_j]$ 大切に握っていた切符をあげちゃうのは、 $[\phi_j]$ もったいないなと思った。

b. $They_{i+j}$ got off the Oimachi train at Jiyugaoka Station, and $Mother_i$ took Totto-chan $_j$ by the hand to lead her $_j$ through the ticket gate. She $_i$ had hardly ever been on a train before and was reluctant to give up the precious ticket she $_j$ was clutching.

(Kanzaki, 1994, p.31)

7. ZERO PRONOUN IN JAPANESE

In Japanese, (14a) is a standard Japanese bi-clausal sentence. We omit an embedded subject *he*, while we always put a subject *he* in the same position in English. Kuroda (1979) claims that real Japanese pronoun is a zero pronoun, which is not phonetically realized. Therefore, the equivalent of the English pronouns is the zero pronoun in Japanese (cf. Hoji, 1991).

(14)

a. Taro $_i$ -ga $[\phi_i$ hirugohan-o tabeta] to itta.
Taro-Nom lunch-Acc ate Comp said

“Taro said that he ate lunch.”

b.*Taro_i-wa [kare_i-ga hirugohan-o tabeta]
Taro-Top he-Nom lunch-Acc ate

to itta.
Comp said

“John said that he ate lunch.”

As Hoji (1991) points out, Japanese *kare* cannot be construed as a bound variable, whereas English pronouns can. Instead of *kare*, Japanese *zibun* and zero pronouns can be construed as a bound variable as illustrated at (15). Therefore, the true pronoun of Japanese can be said to be a zero pronoun. Therefore, the equivalent of *he* in English is a zero pronoun in Japanese.

(15)

Daremo_i-ga [DP [TP zibun-ga / *kare_i-ga / ϕ]
no one -Nom self-Nom he-Nom

yatta] syukudai] -wo mottekonakatta.
do homework-Acc did not bring.

“No one_i brought the homework that he_i had done”

8. CONCLUSION

This study has discussed the linguistic knowledge JTEs should have when they teach the anaphoric expressions in English. In conclusion, we would like to highlight the following three points in order to suggest for JTEs to practice. First, it is necessary for JTEs to realize that *he* and *kare* are linguistically quite different. *He* in English is a pronoun while *kare* in Japanese is a demonstrative. In fact, the real pronoun in Japanese is “zero pronoun”, which is phonetically not realized. Second, it also should be emphasized that Japanese has a reflexive *zibun*, whose behavior is similar to *himself* in English, but not exactly the same. Finally, it is important that JTEs should not excessively use *kare/kanjyo* thoughtlessly. JTEs should skillfully use *kare*, *kanjyo* and *zibun*, personal pronouns and zero pronouns for *he/him* according to the contexts because *kare/kanjyo* are new Japanese words for junior high school

students and they are not exposed to them until they enter junior high school.

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