

# 談話ジャンルと文法

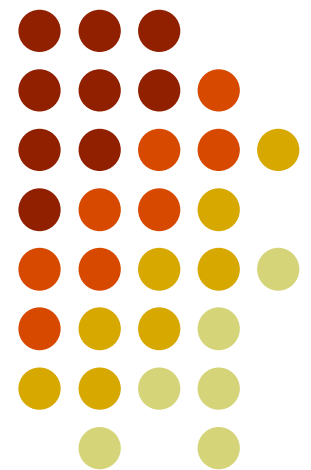
「擬似分裂文」の使用をめぐって

Genre specific grammars and  
language learning

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# Multiple literacies and genre specific lexico-grammars



- **Byrnes, H. (2006).** A semiotic perspective on culture and foreign language teaching: Implications for collegiate materials development. In V. Galloway & B. Cothran (Eds.), *Language and Culture out of Bounds: Discipline-blurred Perspectives on the Foreign Language Classroom* (pp. 37-66). Boston, MA: Heinle Thomson.
- **Swaffar, J. & Arens, L. (2005).** *Remapping the Foreign Language Curriculum: An Approach through Multiple Literacies*. New York: Modern Language Association of America.

# Commonly used Japanese language textbooks



- Model dialogs representing spoken mode of discourse

## AND

- Reading materials representing different genres of written discourse

## BUT

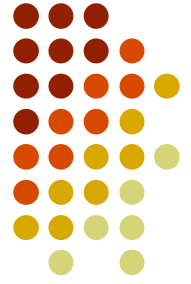
- No systematic discussion of how different genres of discourse tend to consist of different sets of vocabulary items and grammatical structures
- Explanation of newly introduced grammatical constructions developed primarily based on a series of invented examples.

# Language instructors' perspectives



- Easy for usage-based linguists to criticize existing materials. But no proposal of a concrete, systematic, alternative approach.
- Learners cannot be overloaded with abundant, detailed information. -> When to introduce what

# Classroom researchers' perspectives



- Materials suitable for explicit and purposeful instruction provided in the language classroom may not be able to fully mirror the fluid and contingent nature of real-life interaction.
- The structure of classroom interaction may make it rather challenging to replicate kinds of occasions that second language learners experience outside of the classroom.
- There might be aspects of language that can be only acquired through the engagement in the out-of-classroom interactions.

# So-called “pseudo-cleft” construction in Japanese



## (1) Iwasaki (2002:207)

[誰でも 知っている] のは  
[daredemo shitte-iru] no wa  
anyone know NML TOP

[人間は いつかは 死ぬ ] ということだ。  
[ningen wa itsuka wa shinu] to yuu koto da.  
man TOP someday TOP die QT say NML COP

“What everyone knows is the fact that people eventually die.”

Harada (2000: 439 [originally published in 1972]) asserts that the predicate component in this construction MUST consist of a noun phrase and a copula.

# Intermediate learners’ writing samples



(2) From an essay on the reasons for studying Japanese:

色々な日本語のクラスを続ける理由があるけど、  
一番大きいのは日本語のクラスと日本語を習うのは楽しくて面白い。

“There are various reasons to continue Japanese language classes, but the biggest one is that Japanese class and learning Japanese language is fun and interesting.”

(3) From a reflection paper on a chapter on advice for those who are attending a home party:

私にとって、そのチャプターの一番大切なのは外国人と話す時に国の話ばかりしゃべったら「外国人と日本人」のようなことになる。

“For me, what is most important in that chapter is that when talking with foreigners, if you continue talking about our countries, it becomes ‘foreigners versus Japanese’”

(4) From a summary of an essay written by a *kikokushijo* or a returnee:

一番苦勞したのは、新しくできた友達に「あなたの日本語、古くさい～！」と言われた。

“What she suffered most is that she was told by her new friends, ‘your Japanese sounds so old-fashioned!’”

# ***-no wa* clauses in talk-in-interaction**



- 6 face-to-face conversations and 4 interviews videotaped for the CALPER Japanese project <<http://calper.la.psu.edu/japanese.php>>.
- ***-no wa* topic clauses NOT FOLLOWED** by a corresponding comment component marked by ***-koto da*** (nominalizer+copula)
  - 27 cases in approximately 5 hours of data
  - no “well formed” sentences as shown in (1)



## (5) [Homestay 30105]

((A graduate research assistant is interviewing Aoyama, a middle-aged woman, who has hosted a number of international students.))

青山: ...

=ただ私が一番やなのは、

.hh 受け入れる時は期待と:: .hh °や:°

あの新しい方との出会いでね?

**“... but what I don’t like most is, when I take them in, because of expectations and excitement for meeting a new person,”**

質問者:

[は:い

青山:

[すごく楽しいですけど、 .hhh

帰る時がいやですねやっぱり.

**“It is really fun, but .hhh I don’t like the time when they go home, as you might expect.”**





(6) [Kokusaika 3645]

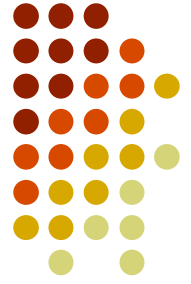
((Three graduate students in the twenties, Aya, Nori, and Shin, are talking about their international experiences.))

アヤ： 私が思ったのは、日本が、  
アメリカかぶれしているのといっしょで：：、  
韓国も：：、 (0.5) >日本人かぶれしてるみたいなく  
ところ [を感じた] ところがあるのね、

**“What I thought was, like in the same way in which Japan has been Americanized, Korea, too (0.5) has been Japanized, there are things that I felt that way.**

シン： [ああ：：：：]





(7) [Kyoiku 3510]

((A graduate research assistant is interviewing a male middle school principal on various issues concerning the on-going educational reform.))

校長： ... ただ**私自身が思ってますのはね、**

先生たちも言うんですが、.hhh

一時間中を評価のために授業をするんじゃないよ<sup>°</sup>と<sup>°</sup>。

**“... what I myself think is, other teachers say this, too, but .hhh it is not that we design the entire class hour just for the purpose of assessment.”**

質問者：<sup>°</sup>うん<sup>°</sup>



# Pseudo clefts in English talk-in-interaction



- Kim (1995)
  - Verbs marking a speaker-internal state such as *realize, want, feel, think, know, hesitate, enjoy, see, object to, bother, etc.*, and verbs marking a metalinguistic dimension such as *mean, say*, etc. constitute the majority of pseudo-clefts found in his data.
  - The initial WH clause is **often followed by background information** rather than the focused utterance.
- Hopper (2004)
  - WH-clause in these cases should be regarded as an **“emergent discourse particle.”**

## 森 (2008), Mori(forthcoming)



- “multiunit turn” (Schegloff 1982, 1996)
- “prospective indexical” (Goodwin, 1996)
- -の(は) clauses in talk-in-interaction often serve to “project” an extended talk on one’s view point and to establish an interpretive framework for the recipients of the forthcoming extended talk.

(8) JA10915

(CALPER Japanese Project: Japanese and American Colleges)



エリ : [ .hhhhhhhhh そう い-  
すっごい最初 : : すっごいびっくりしたのは : : : , =  
なんだろ、夜中の十二時とか二時とかまで-

図書館 オー- (0.3) オープンしてるじゃな : : い. .hhh=  
“Right i- what really surprised me first is:::, .hhh what can  
I say, like until twelve midnight or two, libraries are o- (0.3)  
open, right?”

マリ : [う : : : : : ん

エリ : =なんか それまでみんな さ : : : っとかいって  
一生懸命べんきょうしてるってゆうのは  
すごいな : : : と[か思った : . =

“Like everyone is studying really hard until then, and  
I thought that was really impressive.”

マリ : [う : : ん

エリ : =う : : ん.

マリ : 施設がととのってるよね[ : 充実してるよね[ :

“Their facilities are really nice, aren’t they? Very  
substantial.”





# Questions

- How do second language learners at varying levels of proficiency use the grammatical practice involving the *-no wa* clause in spontaneous interactions?
- How do they acquire such a practice?



# Oral interview test data

- Upper intermediate level course for students completed approximately 240 hours of instruction
- Some students who had studied Japanese in high school or in Japan were also placed into the course
- Summary of reading and video materials covered in class + discussion of one's own experiences and opinions (7-8 minutes per person x 16 = 2 hrs.)
- 7 cases of *-no wa* clauses followed by a unit of talk longer than a full clause
  - 2 cases -- Graduate assistant (Interviewer)
  - **5 cases -- 5 different students**  
**received higher scores**  
**had more out-of-classroom experiences**

(9) Responding to the interviewer's request to summarize the content of video clips that they watched in class.



M: う：ん，私は：，え- あの：おもしろい- (.)あの：  
ん- 一番おもしろ：い (.) と思ったのは：，  
(.)あの：：まあ いろいろクリップが出て： (0.2) たけど：，  
“Uhm, I, uhm interesting (.) uhm n- (.) what I thought most  
interesting is:, uhm well there were various clips, but,”

IR: °うん.°

M: あの： その： あの：， (0.9) あ： 性格が違う(.)  
[とゆうこと： (.) [について：，  
“Well that well (0.9) a: about the change of their character.”

IR: [°うん.°                      [°うん.°

M: は： おもしろいと思います。特にあの：：...  
“I think (that's) interesting. Especially uhm...”



# Different ways of constructing responses to the same Q



(9) 一番おもしろいと思ったのは\_\_\_\_\_

(10) [N/NP/clause+nominalizer]がおもしろかったです。

(11) 一番おもしろかったトピックは[N/NP]です。

(12) Responding to the interviewer's request to summarize the content of video clips that they watched in class.



F :     そうですね : ,   ま : **私がおもしろく思ったのは : ,**  
          [その : ,  
          **“Let’s see, well what I thought interesting is, that”**

IR:     [う : ん.

F :     何でしたっけ, (0.6) あ : **なんか、しょ- (.) しょ- (.) 正直?**  
          **“what was it (0.6) a: like ho- (.) ho- (.) honest?”**

IR:     うん.

F :     °ですか? ° (0.5) に :   あの : , **言えない?**  
          **“Is it? (0.5) (they) cannot say (honest)ly”**

IR:     [うん.

F :     [なんか思ったことを言えない**こと**ですね : .  
          **“Like (they) cannot that say what (they) thought.”**





# Summary

- The *-no wa* clause is used very differently in edited written discourse versus spontaneous spoken discourse.
- The classroom instruction has traditionally focused on one type of grammar, typically the one developed based on written discourse and invented examples.
- Some learners seem to naturally acquire the effective use of *-no wa* clause through their extensive exposure to naturally occurring interaction outside of the classroom.

# Recommendations



- It is critical to encourage learners to engage in naturally occurring out-of-classroom interactions as much as possible.
- It might be also useful to increase their awareness of the nature of grammar in interaction in general and the effective use of a particular construction in a specific environment -- through viewing video clips and analyzing transcripts.
  - The differences in the workings of *-no wa* clause between spontaneous spoken discourse versus edited written discourse.
  - The explanation of advantages in using the *-no wa* clause when answering questions in interviews.