

Cooperation between Japanese Linguistics and Japanese Language Education

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Abstract

In this paper, we consider the possibility of cooperation between Japanese linguistics and Japanese language education using the teaching material draft of 'citation' as a subject matter. In some instances, the work of applying new learning items added by the revision of the Government Course Curriculum Guidelines to the level of specific linguistic expression has not been done adequately. The first step in cooperation between Japanese linguistics and Japanese language education is to carry out such work on the Japanese linguistics end and to propose teaching material drafts.

Keywords: cooperation, Japanese linguistics, grammar studies, Japanese language education, citation

要旨

本稿では、「引用」の教材案を題材に、日本語学と国語科教育との協同の可能性について考えた。『学習指導要領』の改訂によって新たに加えられた学習事項については、具体的な言語表現のレベルに落とし込む作業が十分になされていない場合がある。このような作業を日本語学側で行い、教材案を提案していくことに日本語学と国語科教育との協同の第一歩がある。

キーワード：協同、日本語学、文法研究、国語科教育、引用

1. Introduction

The purpose of this paper is to illustrate how Japanese linguistics (especially grammar studies) can achieve cooperation with Japanese language education,¹ by using 'citations' in sentences to express one's own opinions as an example. Creating

the instruction method on ‘citation’ has become a task to be resolved since the Government Course Curriculum Guidelines was introduced in 2008–2009.

Although Japanese linguistics and Japanese language education are adjacent fields, they are separated by a high and thick wall. This point can be seen, for example, from the asymmetrical response of the Japanese linguistics and literary circles when new subjects such as Japanese Language (Logic) (論理国語) and Japanese Language (Literature) (文学国語) were introduced in the 2018 Notice on High School Government Course Curriculum Guidelines; that is, while there was a voice of great criticism from the literary circles, the Japanese linguistics circles were unresponsive. In order to improve this situation, in this study, we would like to consider the possibility of cooperation between Japanese linguistics and Japanese language education using ideas for realizing better citation instruction as a theme.

2. Current situation and tasks of citation teaching materials

One of the major issues in the current citation teaching materials is that ‘they stop at the introduction of the concept’. Due to page number restrictions, this paper confirms the present situation by limiting the analysis to high schools.

The 2018 Notice on High School Government Course Curriculum Guidelines (2018: 34) calls for students to acquire the ability to “deepen their understanding of how to cite, how to present sources, and the necessity of such sources” in the compulsory Contemporary Japanese Language (現代の国語) course. When we check the authorized textbook² of Contemporary Japanese Language prepared on this basis, the teaching materials dealing with citations often consist of explanations of the items shown in (1), as well as simple concrete examples related to (1c) (1e).

- (1) a. Definition of citations
- b. Purpose of citation (e.g., providing grounds for opinion, giving examples to help to understand)
- c. Distinction between direct and indirect citations
- d. How to show the range of citations
- e. How to show the source

(1) is necessary and sufficient as an item to know the concept of citation. However, it would be difficult to draw out a sentence that relates to a citation (other people's opinions) to one's opinions (to fully realize the 'use' as described in the Government Course Curriculum Guidelines) from a student using only the simple explanation in (1) or specific example related to (1c) (1e). Although "being able to use language expressions is closely tied to having a corresponding thinking ability" (Moriyama 2012: 48–49), knowing the concept does not mean that it will guarantee an appropriate language expression usage.

If it is assumed that "by acquiring linguistic expressions, one is able to develop verbalized and conscious thinking" (Moriyama 2012: 49), it is considered that teaching materials suitable to the Japanese language itself will be necessary in order to develop the thinking and expressive ability to appropriately link citations with one's own opinions.

Based on the above, the next section presents ideas for creating teaching materials that combine (1b) and (1d) with concrete language expressions, which are considered to be particularly important in cultivating the ability to appropriately realize the practice of "using (citation)" shown in the above Government Course Curriculum Guidelines.

3. Draft teaching materials to develop the ability to 'use' citations appropriately

In order to 'use' citations appropriately, it is considered necessary to develop the following abilities:

- (2) a. The ability to clearly distinguish one's opinions from another's (related to (1d))
The ability of grasping and verbalizing the writer's position on the
- b. opinions of others (related to (1b))

Regarding (2a), in Japanese language education, emphasis is placed on the instruction of direct citation, in which the original text is cited as is, using quotation marks (「 」). However, in order to cultivate Japanese language ability to write by

distinguishing one's own opinions from those of others, it is necessary to foster language awareness in indirect citation, which cannot rely on 'meta-' markers (quotation marks) that distinguish the two. A good example of this is shown by Ishiguro (2012: 195 partial extract):

- (3) 以下の文章で、どこまでが野田（2002）の引用かがわかるように、表現を調整してください。

野田（2002: 5-6）によれば、複文には、従属節と主節が対等に並んでいると考える考え方と、単文のなかの一部分が拡張して節になるという二つの考え方がある。後者の場合、文がさきに存在するので、主節という名称のかわりに主文が採用される。文という単位を基準に考えると、後者の立場が有力になるが、節という単位を基準にした前者の立場のほうが日本語の実態に合う。

[Trans. Please adjust the expression so that you can see how far the citation from Noda (2002) is in the following sentences:

According to Noda (2002: 5–6), complex sentences have two thought approaches: the approach that subordinate and main clauses are aligned equally and the approach that a part of a single sentence is extended to become a clause. In the latter case, the main sentence is adopted instead of a name known as the main clause, because the sentence exists first. Considering the unit called 'sentence' as a standard, the latter standpoint becomes dominant, but the former standpoint based on the unit called a 'clause' is more suited to the actual situation in Japanese.]

According to Ishiguro (2012: 200), up to the second sentence in (3) is a citation from Noda (2002), and in the same book, it is stated that there is a way to clearly indicate that it is a citation by adding *to-iu* (という) (auxiliary verbs of reporting) or *to-noberareteiru* (と述べられている) ('stated') at the end of the citation, or to distinguish it from a citation by adding 'seems to me' in the third sentence, which is the writer's opinion.

What can be learned through this question is the linguistic awareness of ‘showing, in a form that readers can understand’, underlying ‘writing ability’ including (2a). This kind of linguistic awareness will not be something that students can acquire through merely an explanation of concepts.

Concerning (2b), sentence patterns often used in introducing opinions of others in the Japanese language are shown in (4) (5).

- (4) ～は、と述べている。 (... stated.) [Quotation expression]
- (5) a. ～によれば、…。 (... according to, ...) [Reporting expression]
- b. ～によれば、～という。 (... according to, s/he states ...) [Reporting expression]

(4) only reproduces the opinions of others in a neutral position, whereas (5) can express the implication of ‘I don't know directly’ by attaching auxiliary verbs of reporting, such as *to-iu* (という). Tanaka (2021), who analyzed (5), researched the 209 examples of sentences of (5) that were used in 411 academic papers in Japanese linguistics and Japanese language education, and noted that (5b) with an auxiliary verb of reporting was easier to use in the context of pointing out the lack of opinions of others and problems than (5a), in which such verbs are not attached. In other words, the meaning attached by an auxiliary verb such as *to-iu* (という) can also affect the purpose or context in which the sentence pattern is used.

Knowing the differences in the various sentence patterns used in the same task of citation is an opportunity to think about which expressions should be used to express one's opinions and position more accurately when writing and ask why the writer of the sentence in question chose such an expression when reading. Such learning, too, cannot be accomplished simply by explaining concepts.

4. Conclusion

In this paper, we show an example of putting abstract learning items into the level of concrete linguistic expression. The fact that the word ‘citation’, even after more than ten years since it was added to the Government Course Curriculum Guidelines, and that the teaching materials ‘stop at the introduction of concepts’ suggests that this task of ‘putting into the level of concrete verbal expression’ is

harder than imagined. However, it is highly possible that Japanese language researchers who routinely come into contact with phenomena in the Japanese language can contribute to the task. This is probably the case with the newly added ‘logic’ (論証) and ‘reasoning’ (推論) in the 2018 Notice on High School Government Course Curriculum Guidelines.

As long as we think in Japanese and express ourselves in Japanese, we cannot avoid interfacing with the Japanese language itself in order to develop our thinking and expressive abilities that support thinking and expressing ourselves in Japanese, and such thinking and expressive abilities are not naturally acquired as we read and write. The ideas presented in this paper are not entirely complete to stand on their own, but in order to find out how to use the knowledge of Japanese linguistics in the course of Japanese language education and the possibility of cooperation between Japanese linguistics and Japanese language education, I think it is necessary to continue proposing ideas for consciously acquiring and becoming proficient in the Japanese language from the aspect of Japanese linguistics.

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¹ The term ‘Japanese language education’ in this paper refers to the teaching of Japanese to students whose mother tongue is Japanese.

² In Japan's primary and secondary education, textbooks that are judged to conform to the Government Course Curriculum Guidelines, which are the standards for the curriculum defined by the Ministry of Education, Culture, Sports, Science and Technology (MEXT); that is, textbooks that have passed the textbook authorization by the MEXT (authorized textbooks), are used as the main teaching materials.

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