

# Some pragmatic advantages of utilizing linguistic and cultural analysis of learners' L1 and L2 in EFL classroom

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# TOEFL Scores in Asia

1. Singapore
2. India
3. Malaysia
4. Pakistan
5. Philippines
6. Bangladesh
7. Sri Lanka
8. Bhutan
9. Hong Kong
10. Korea
11. Kyrgyzstan
12. Nepal
13. Indonesia
14. Kazakhstan
15. Korea (north)
16. China
17. Uzbekistan
18. Azerbaijan
19. Taiwan
20. Turkmenistan

2  
0  
1  
0

# Japanese English Education

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1) English has never been an **official** language

2) English is **only for English classroom**; it is not necessary for daily life.

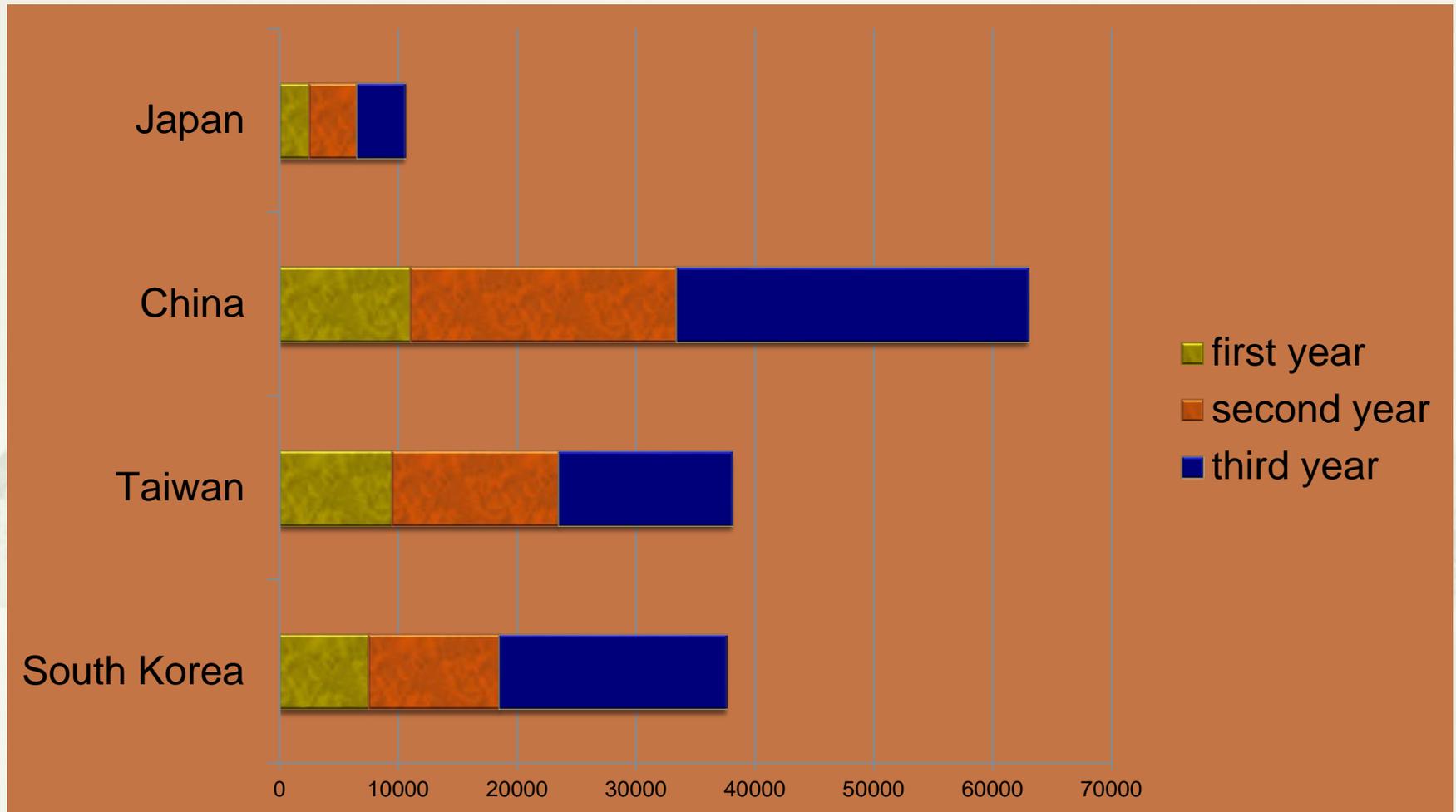
**EFL** Education

# Unfavorable environment for Japanese English education

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- \* Syntactically very different
- \* Language cultures (world views) are different
- \* Pro-western study materials
- \* Low emphasis from elementary to junior high education

# Quantity of English texts students are exposed to in junior high school



# Examples of Japanese predicate-only sentences

Kanaya (2002, 2003, 2004)

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Type of sentence  
translation

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Example

English

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(1) Verb sentence  
laughed.)

“*waratta.*”  
laughed

(I/You/We/He/  
Somebody

(2) Adjective sentence

“*tanoshii.*”  
fun

(I am enjoying  
myself.)

(3) Verb sentence

“*gakusei desu.*”  
student COP

(I am a student.)

# “Pillow Book” written by *Seishonagon*, 965A.D.

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*Haru wa akebono.*  
spring TOP dawn

(In spring, it is the dawn that is  
most beautiful.)

*Natsu wa yoru.*  
nights.)  
summer TOP night

(In summer, the

*Aki wa tsutomete.*  
autumn TOP evening

(In autumn, the evenings.)

*Fuyu wa asa.*  
mornings.)  
winter TOP morning

(In winter, the early

# Examples of common subject errors obtained from classwork

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(1) “It” subject

(ex) “Where are you from?”

\*“It is Japan.”

(I am from

Japan.)

# Examples of common subject errors obtained from classwork

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(2) “There” subject

(ex.) \*There is an experience of  
going to the U.S.

(I’ve been to the U.S.)

# Examples of common subject errors obtained from classwork

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## (3) Fragmented subject

(ex.) \*The problem, money doesn't exist.

(The problem is that we do not have money.)

# Examples of common subject errors obtained from classwork

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(4) No subject

(ex.) \***Can't think** about the future.

(I can't think about the  
future.)

# Examples of common subject errors obtained from classwork

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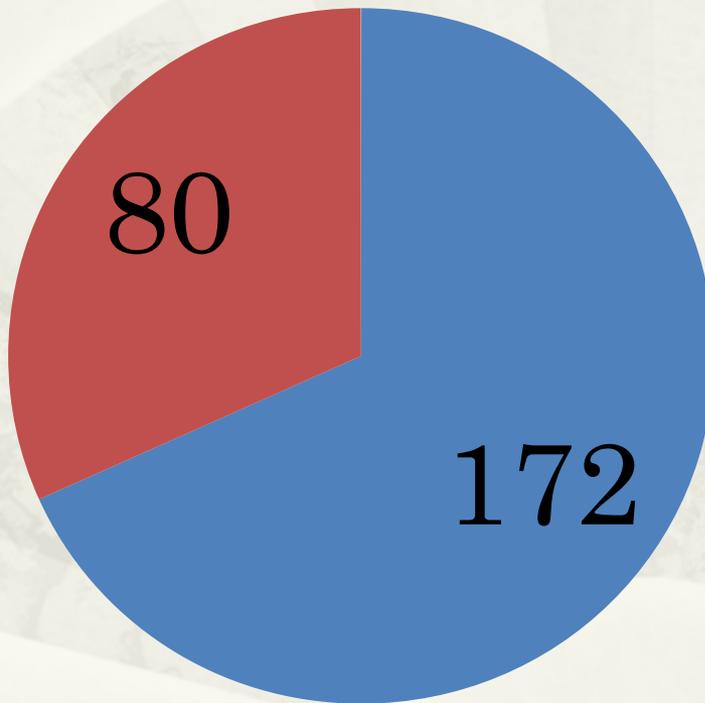
## (5) Topic Subject

(ex) \*Sunday is dating.

(I'll have a date on  
Sunday.)

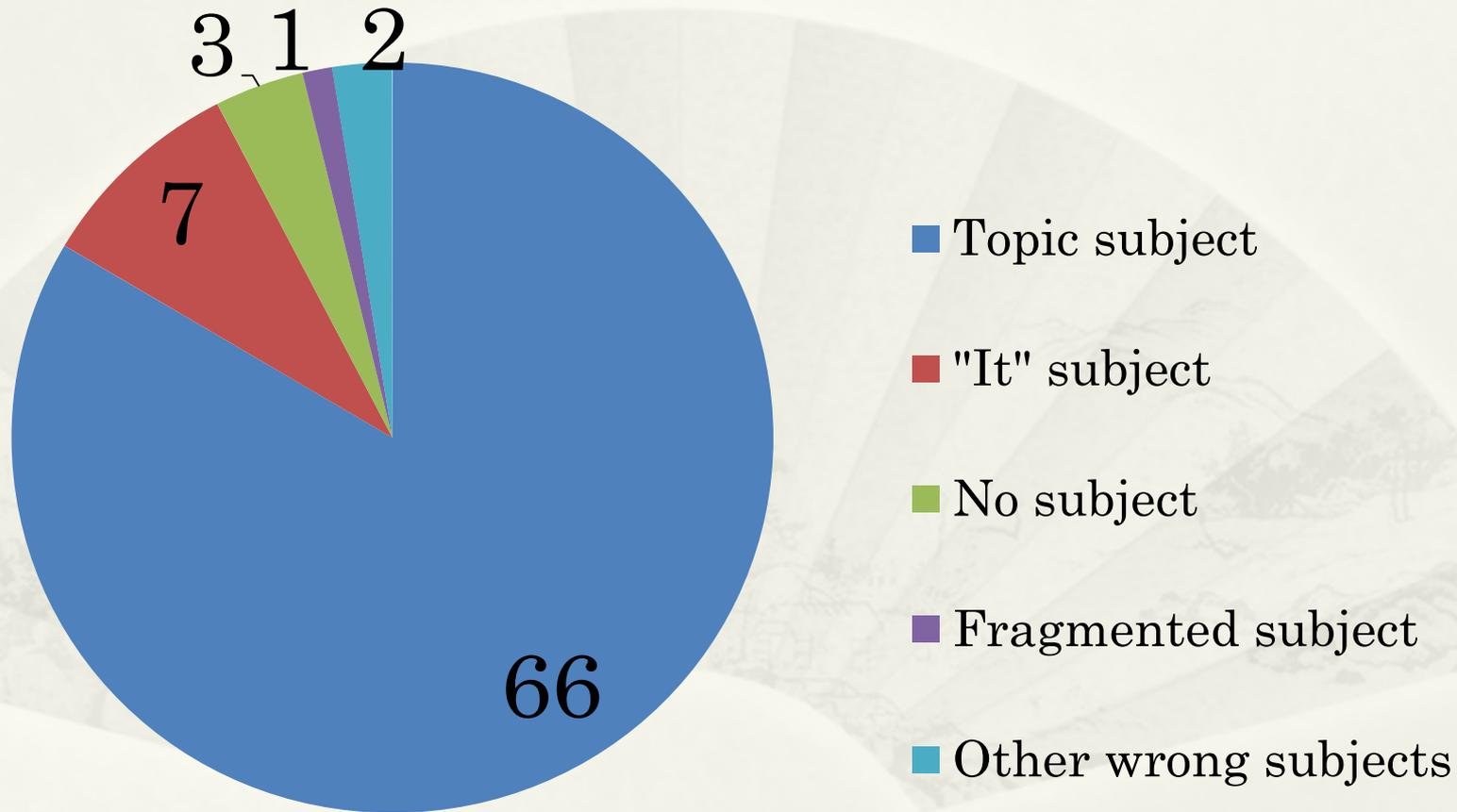
# Sentence translation test (April, 2013)

Good/Wrong subjects



- Sentences with appropriate subjects
- Sentences with wrong/no subjects

# Frequency of different types of inappropriate subjects



# English sentence subjects

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In English sentences, sentence subject is essentially important because it controls the rest of the sentence.

English sentence subject of modern English has many vital functions; *agent/doer, topic, subjunctive mood.*

# Japanese folktale exercises

## 馬になった男

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むかし、むかし、三人の旅人が伊勢神宮に向けて旅しておりました。三人は、その旅籠に泊まることにしました。

三人は、晩ご飯に、見たこともない、おいしい饅頭を出されました。

次の朝、目が覚めると、何と、三人は、馬になっていました。

「うわ、どうなってんだ。」と一頭の馬が、瞬きしながら、馬の言葉で言宿の主人が、見知らぬの男と一緒に部屋に入ってきました。彼は、馬「いい馬じゃな。」と言うと、主人にお金を渡しました。

三頭の馬は、仲買人に引かれて、外に出ると、お金持ちの商人に売られ商人は、馬に、重い荷物や品物をお客さんの家まで運ばせました。

# Japanese folktale exercises

## The man that became a horse

Long, long ago ( ) to Ise-Shrine

After walking and walking from Edo (Now Tokyo) for s  
there.

( ) served strange but delicious 'Kusa-Mochi' (

When ( ) in the next morning, to their great su

"Wow, ( ) to us?" said ( ) in a horse

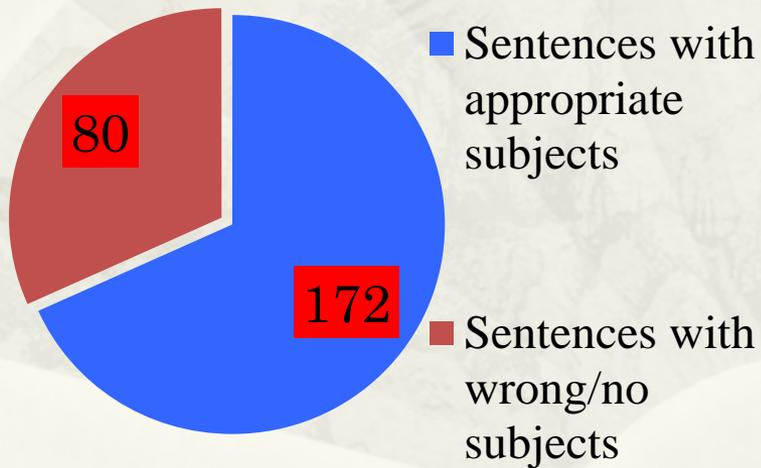
The inn keeper came into their room with another man, w

"What wonderful horses ( )!" said the (

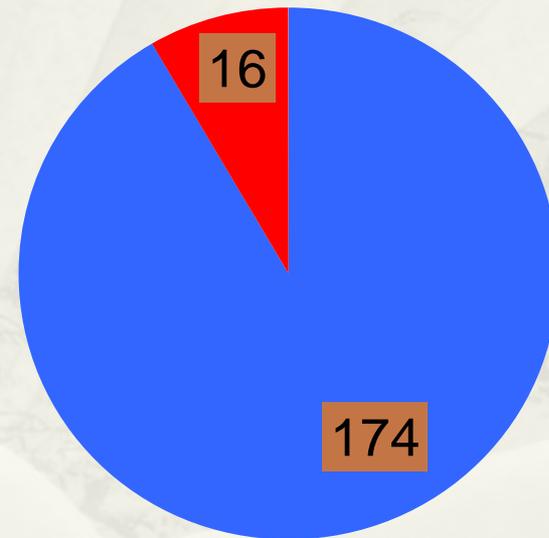
The three horses were pulled by him to the outside and so

# Japanese folktale exercises

**Before exercises**  
**(56 introductory-level learners)**



**After the 6-month exercises**



**Grammar reflects  
culture, value, mindset,  
and worldview of the  
speakers of each  
language.**

**(e.g., Kanaya, Morita)**

# Subjective Japanese vs. Objective English

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Speaker's view is inside her speech situation. She speaks based on her viewpoint.

\*Where is here?

**vs**

\*Mountains are seen. **vs**

Speaker speaks with "bird's eye objective viewpoint"

Where am I?

I see the mountains.

(Q)

Why do you say

「*yama ga mieru*」

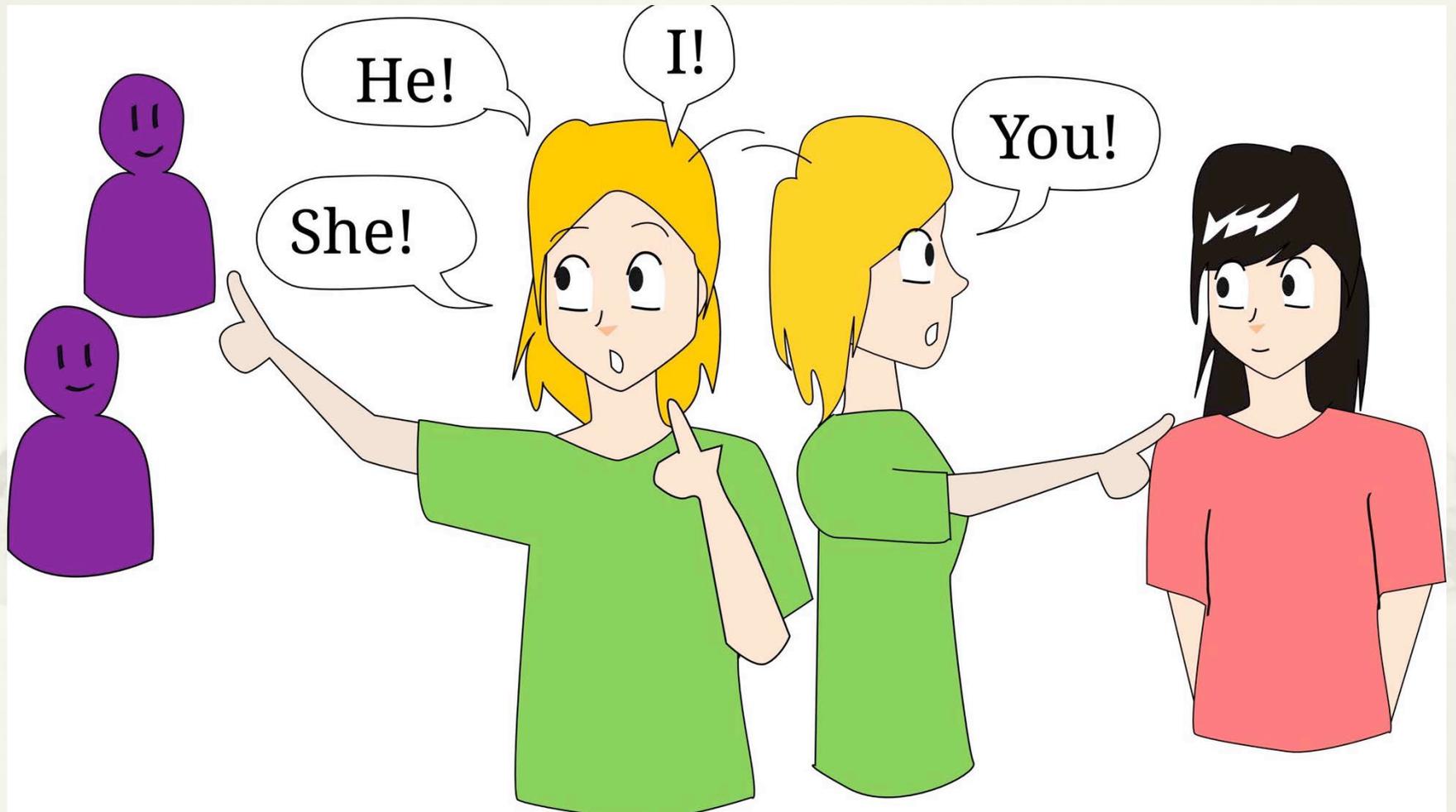
(the mountains are seen)

i/o

「*watashi wa yama o miteiru*」

(I can see the mountains)

# English: "I see the mountains."



# Japanese “mountains are seen”



# Students' observations

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- In Japanese, people just speak about the **immediate situation around them**. In English, “who, what, where, when, and others” should be explained.
- The differences between English and Japanese may **be focusing on either “the mountains” or on “It is I who sees the mountains.”**

**“Situations” > “Agents /Doers”**

- Japanese would like to involve others into the situation they are facing, while English sentences are more focused on “I”.
- In the Japanese worldview, speakers always invite their listeners into the speakers’ world.

“Information is shared”

## Japanese “topic” to English “subject”

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(Ex) *Daietto sooda wa futoranai*  
diet      soda TOP not-get-fat



\*\*Diet soda doesn't get fat. (Learners sentence)



People won't get fat by drinking diet soda.

# Discussion: Language and worldviews

- \* 20 basic-level learners
- \* 59 intermediate-level learners (2014 spring)

Learners took a “pre-discussion” test



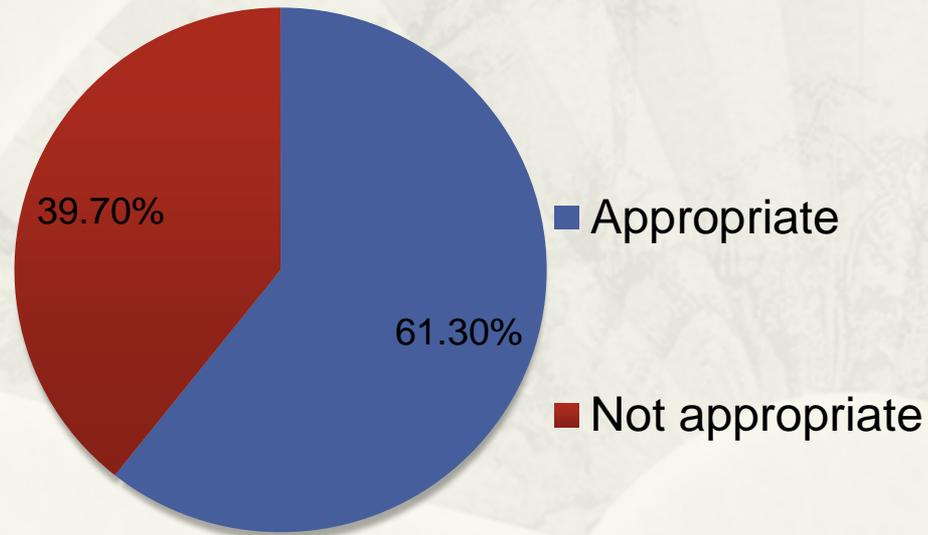
Discussion “Language” and worldviews”



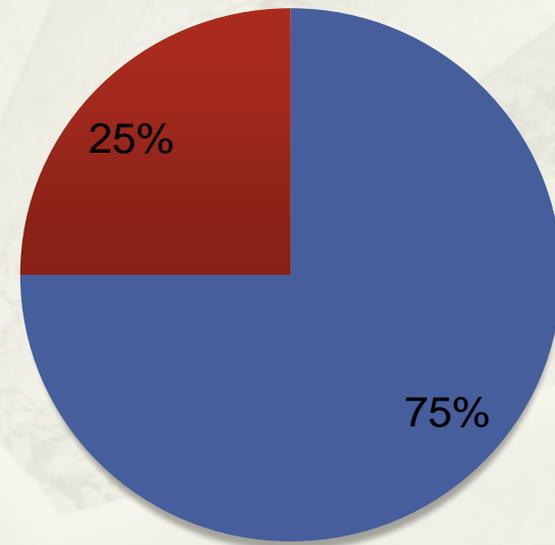
Learners’ observations: “after-discussion”

# Basic-level learners

**Before the discussion**



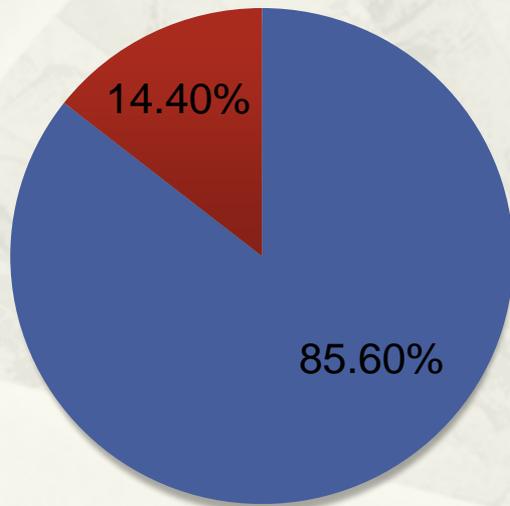
**After the discussion**



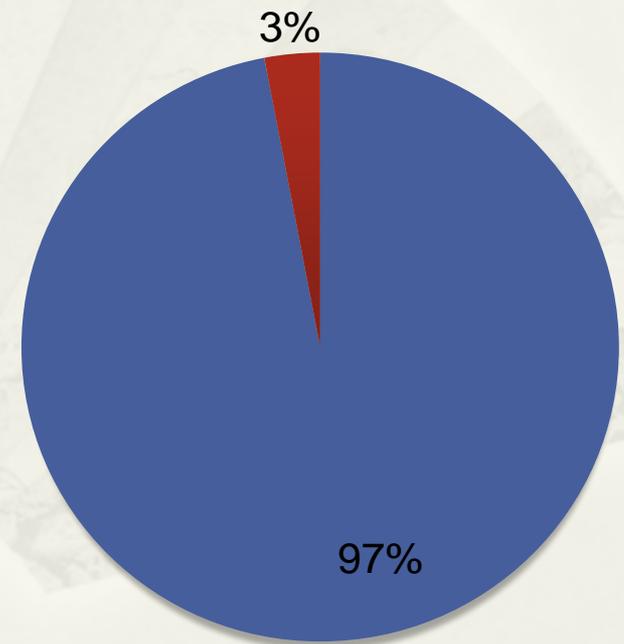
# Low-intermediate level learners

**Before the discussion**

**After the discussion**



■ Appropriate  
■ Not appropriate



# Japanese folktale exercise

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Students showed interest in **reading Japanese stories in English.**

## Observations

- (1) Japanese English learning materials are predominantly **pro-western.**
- (2) **CLIL** (Content and Language Integrated Learning) approach may work.

# English is owned by western people?



日常英会話・ビジネス英会話

TOEIC®Test対策・TOEFL®Test対策・英検対策など

あらゆる学習ニーズに対応

7/31  
まで

初心者から一歩!

英会話お試しコース

最大5回

8,000円

# English is owned by western people?



# English is owned by western people?



# English is owned by western people?



# English is owned by western people?



# English is owned by western people?



# English is owned by western people?

ボはすべてが  
マンツーマンレッスン

マンツーマンレッスン専門。  
あなたのレベルや目的にあわせて  
レッスンがカスタマイズできます。

マンツーマンレッスン



# English is owned by western people?



笑五胡也来U可J





W.E.C梅田校

5月開校! Welcome to kids class

## 語を好きになって らいたいから

【数で、レッスン時間が2タイプ。

・極力飽きずに楽しく続けられるように  
いたします。

【では「児童英検」合格を目指して学ぶお子様も大歓迎です。

・極のペースでしっかり英語力を習得・補給させたい方には

・プライベートレッスンもおすすすめです。







Andrew E. Bennett

# Reading Pass

## Intro



# Reading Pass

## 1

SECOND EDITION

# Reading Pass

## 3

SECOND EDITION

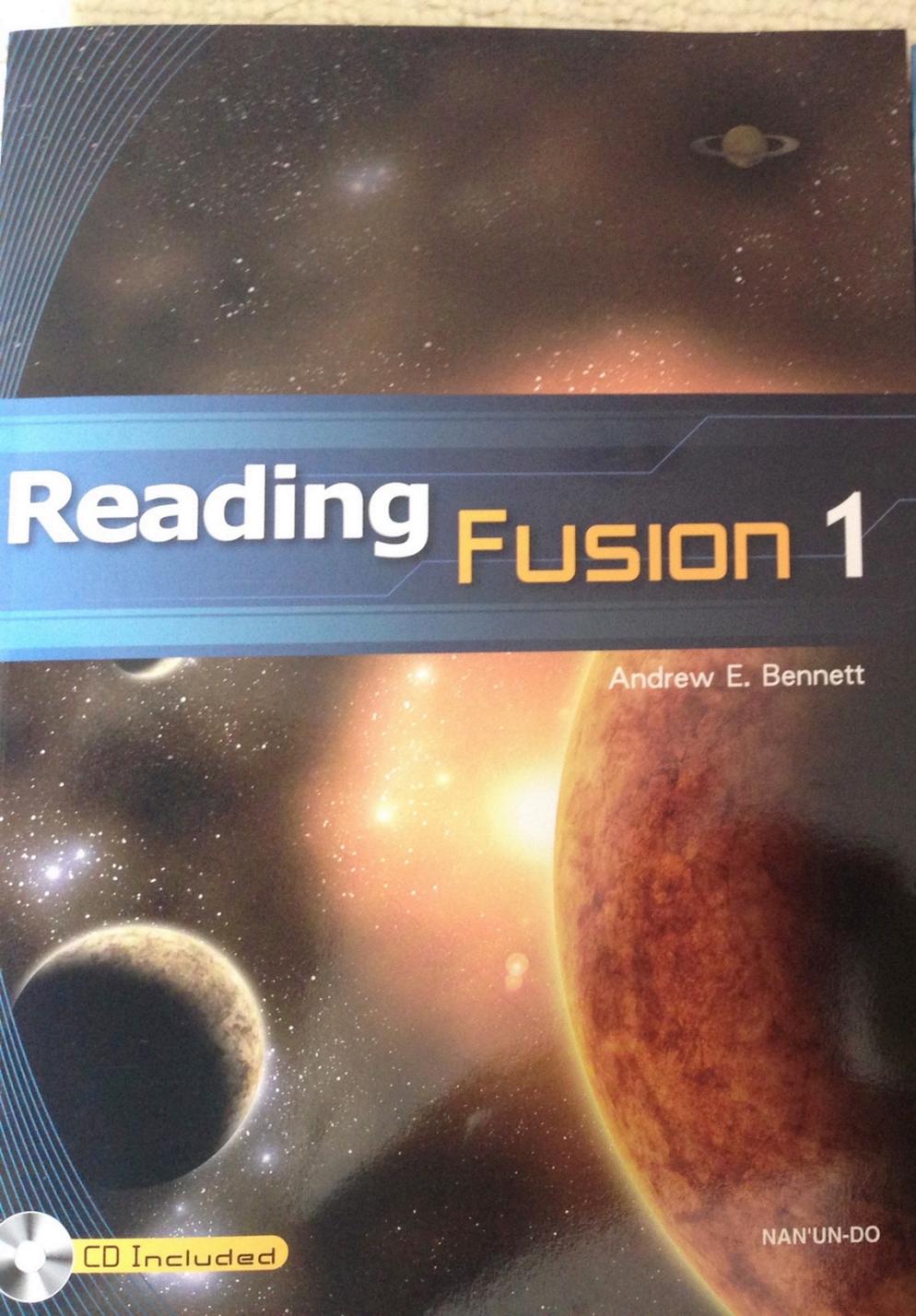


# Reading Pass

## 2

SECOND EDITION



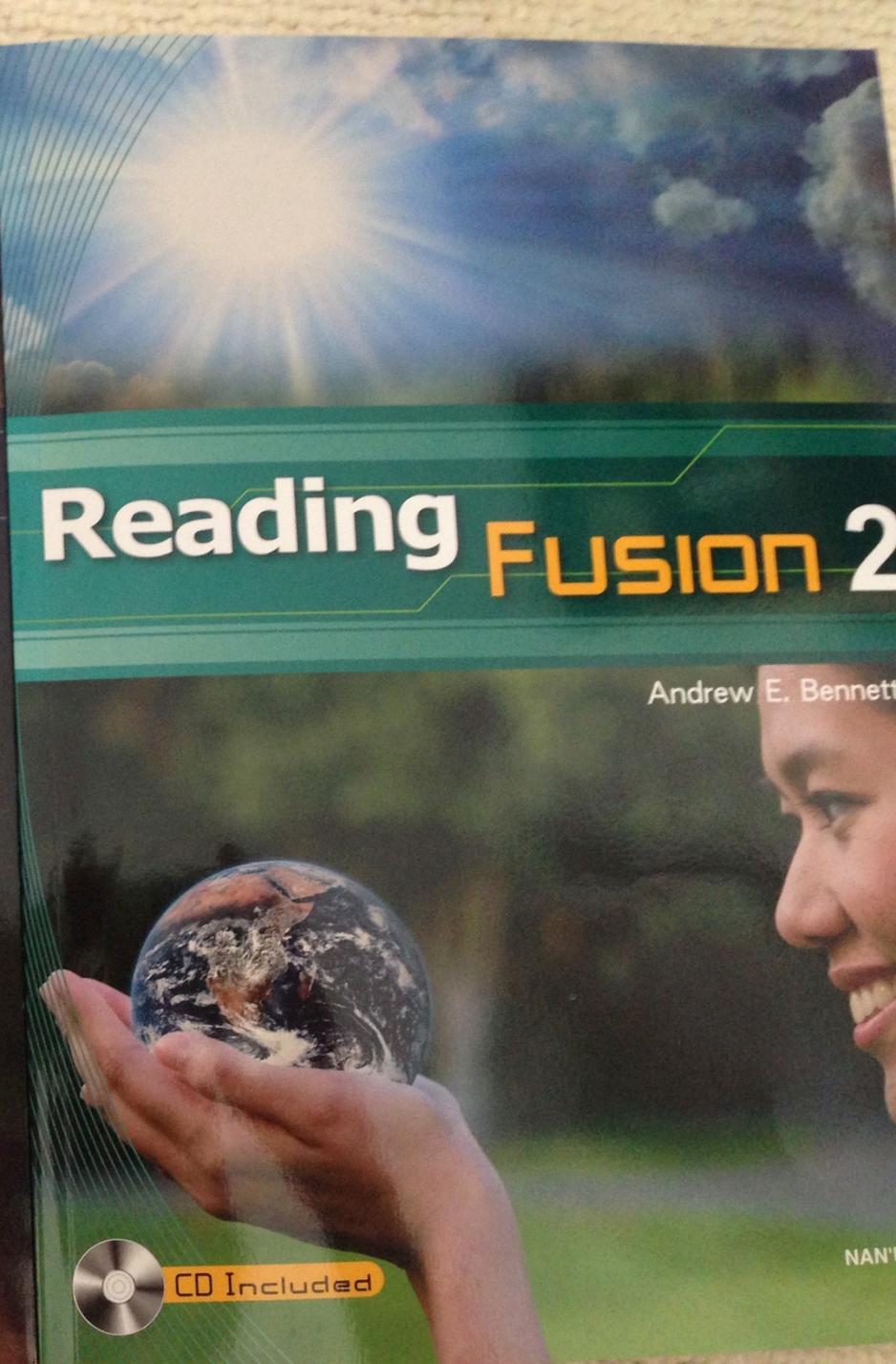
The cover for 'Reading Fusion 1' features a dark space theme. At the top, a ringed planet like Saturn is visible against a starry background. The title 'Reading FUSION 1' is prominently displayed in a blue and orange banner. Below the title, the author's name 'Andrew E. Bennett' is printed. The lower half of the cover shows a large, reddish planet (Mars) and a crescent moon in the foreground. A CD icon and the text 'CD Included' are located in the bottom left corner. The publisher's name 'NAN'UN-DO' is at the bottom center.

# Reading FUSION 1

Andrew E. Bennett

NAN'UN-DO

CD Included

The cover for 'Reading Fusion 2' has a bright, natural theme. The top half shows a sun with rays shining through a blue sky with white clouds. The title 'Reading FUSION 2' is in a green and orange banner. Below the title, the author's name 'Andrew E. Bennett' is printed. The lower half features a close-up of a person's hand holding a small globe of the Earth. A CD icon and the text 'CD Included' are in the bottom left corner. The publisher's name 'NAN'UN-DO' is partially visible at the bottom right.

# Reading FUSION 2

Andrew E. Bennett

NAN'UN-DO

CD Included

# Quality of Life

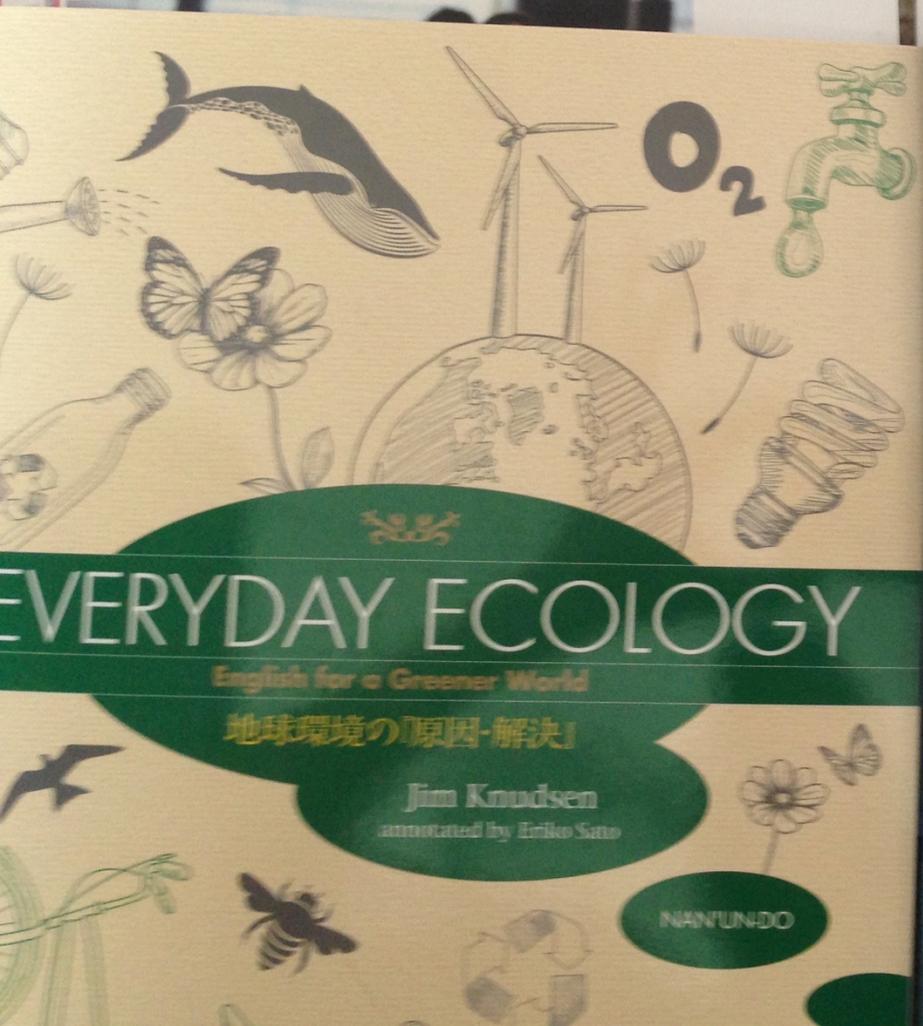
Making Smart, Healthy Choices

Yasuko Onjohji Eriko Nagita Yoko Kashihara  
Mami Inoue

# What a Story!

Readings in Easy English

Brian Powle Kenneth Kendrick  
Marehisa Furukawa Isamu Nobuta



# Life Topics

総合英語 ライトトピック

Takashi Shimaoka  
Jonathan Bern...



A Critical Thinking Approach  
to English Proficiency



# WORLD OF WONDERS SHAPING TOMORROW

Anthony Sellick John Barton Ai Ogasawara



## Pathways to Knowledge

Anthony Sellick John Barton Ai Ogasawara



# Searching the Future, Reviewing the Past

David Dykes Kenichi Kadooka



## Knowledge in the Making

John Barton Anthony Sellick Norio Shimamura



# Different Perspectives

Understanding Current World Issues

# Discoveries

*Strategies for Academic Reading*

Ohikado Masayuki David Laurence Cameron Smith

YOSHINOBU NOZAKI / KAZUKO MATSUMOTO / ALASTAIR GRAHAM-MARR / KEVIN CLEARY

# SCIENCE MATTERS!



# Global Leadership

Case Studies of Business Leaders in Japan

Yasuo Nakatani Ryan Smithers





On Board for More

# World Adventures

Scott Berlin Megumi Kobayashi



KINSEIDO



# Reading Wonders

Food for Thought and Communication

Robert Juppe Yukio Umaba



KINSEIDO



# READING EXPLORER

NATIONAL GEOGRAPHIC

HEINLE CENGAGE Learning

# Reading EXPLORER

1

# READING EXPLORER

2

NATIONAL GEOGRAPHIC LEARNING | HEINLE CENGAGE Learning

# READING EXPLORER

1

READING EXPLORER

Second Edition

# PATHWAYS

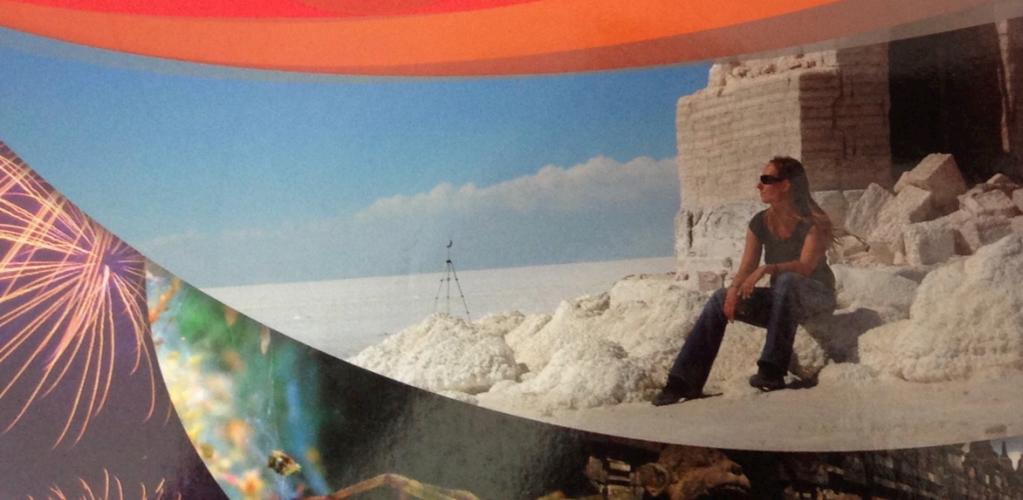
Reading, Writing,  
and Critical Thinking

1

# Reading Advantage

THIRD EDITION

1



# PATHWAYS

Reading, Writing,  
and Critical Thinking

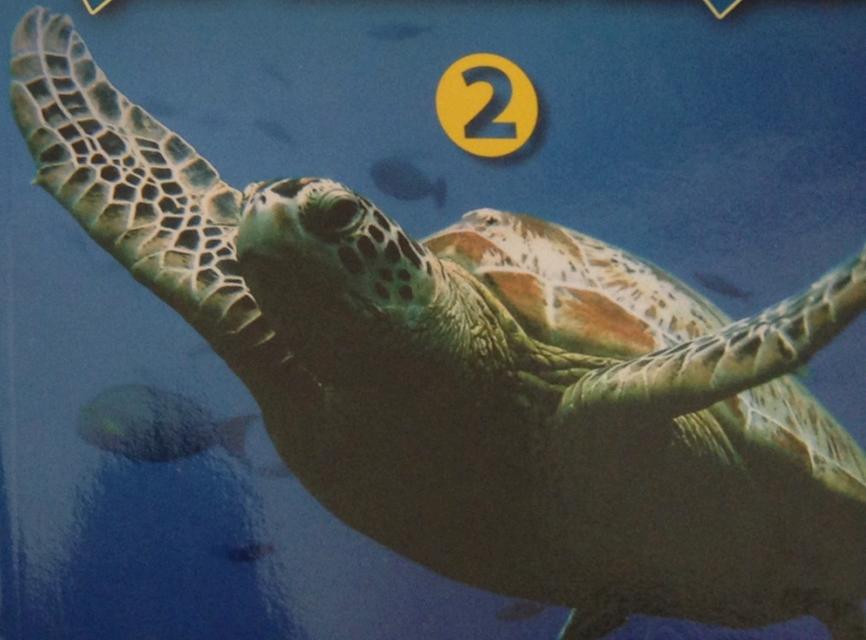
2

NATIONAL  
GEOGRAPHIC  
LEARNING

CENGAGE  
Learning

# Reading ADVENTURES

2



# English textbooks in Japanese colleges (chapter topics)

Publisher	Western topics	Japanese topics	Universal topics Incl. Japanese	Universal topics not incl. Japanese	Other ethnic cultural topics	Total chapters
A (8 books)	56	4	28	6	23	110
B (7 books)	38	20	7	10	11	87
C (6 books)	55	8	44	21	2	120
Total	149	32	79	37	46	317

# Pictures in English textbooks in Japanese colleges (people)

Publisher	“White”	Japanese	Hispanic	Black	Middle-East	Asians other than Japanese	Mixed groups
A	133	31	6	13	3	22	16
B	51	5	11	11	16	13	11
C	16	12	1	3	1	10	0
D	181	25	4	13	1	54	2
Total	<b>381</b>	<b>73</b>	22	40	21	99	29

# Pictures and drawings in textbooks (Scenery, events, things, etc.)

Publisher	Western	Japanese	Others
A	71	14	74
B	166	25	40
C	43	12	9
D	270	12	130
Total	<b>550</b>	<b>63</b>	<b>253</b>

# CLIL (Content and language integrated learning)

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Learners learn academic subjects (e.g., history, geography, politics) in a target language.

(1) Learning target foreign language  
(because

they are interested in subject matters.)

(2) Developing learners' awareness of global use of target language.

# Conclusions

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(1) Japanese English learners' unfavorable learning environment:

Syntactical and cultural differences of two languages

Pro-western teaching/learning materials

No everyday-use of English

# Conclusions and suggestions

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(2) Positive use of analysis of Japanese and English

syntactical

anthropological

(3) Development Pro-Japanese English learning materials