

LLL310 Contrastive Study between Japanese and English

3rd and 4th quarters, Junior

Instructor	MINASHIMA HIROSHI
Style of Class	Lecture
Number of Credits	2
Day and Period	To be advised

Course Description

Contrastive linguistics is a kind of analysis that consists of taking two or more languages and compares their phonology, grammar, vocabulary and other linguistic systems as well as the linguistic acts in which these elements are used, clarifying which parts of one language correspond with which parts of the other language and which parts do not correspond to anything in the other language at all. In this field of research, the final objective is to contribute to improvements in foreign language teaching methods. In everyday speech, “contrast” is used almost as a synonym for “compare,” but ever since the 1940s, contrastive and comparative linguistics have been considered distinct fields. The importance of contrastive linguistics was emphasized, and it grew amidst the background of other developments in linguistics in the United States in the 1940s and 1950s. Therefore, the names are similar, but we need to distinguish contrastive linguistics from traditional Indo-European comparative linguistics. This course will deal with Japanese and English, and the lectures will discuss contrastive research about both languages, including the subjects, details, and methodology of this research. Major themes will include the basic vocabularies of English and Japanese, with special focus on polysemic words. Showing case study-based research about polysemic words grounded in theories of cognitive linguistics and theories of cognitive semantics concerning polysemic words will teach the students the basics of analytical methods for polysemic words in English and Japanese.

Course Objectives

- (1) Students will understand what contrastive research about language is.
- (2) Students will understand what polysemic words are and what polysemy is.
- (3) Students will acquire the essential methods for analyzing polysemic words based on theories of cognitive semantics.
- (4) Students will consider the polysemic structure of Japanese and English polysemic words in terms of contrastive linguistics.

Expected Outcomes

- (1) Students will understand the linguistics similarities and differences between Japanese and English.
- (2) Students will learn to distinguish the meanings of polysemic words in Japanese and English and understand their polysemic structures in terms of cognitive semantics.

Prerequisites

Introduction to Linguistics

Class Materials

Dirven, René and Marjolijn Verspoor (1998) *Cognitive Exploration of Language and Linguistics*. Amsterdam: John Benjamins Publishing Company.

Evans, Vyvyan (2007) *A Glossary of Cognitive Linguistics*. Edinburgh: Edinburgh University Press.

Matsumoto Yo (ed.) (1996) *Ninchi imiron: Shirizu ninchi gengogaku nyuumon, dai 3 kan* (Cognitive Semantics: Introduction to Cognitive Linguistics Series, Volume 3), Tokyo: Taishukan Shoten.

Seto Kenichi (ed.) (2007) *Eigo tagi nettowaaku jiten* (Dictionary of English Polysemic Networks) Tokyo: Shogakkan.

Takahashi Hidemitsu (2010) *Kotoba no shikumi: Ninchi gengogaku no hanashi* (How Words Work: Talking about Cognitive Linguistics) Sapporo: Hokkaido Daigaku Shuppankai.

Tsuji Yukio (ed.) (2002) *Ninchi gengogaku kiiwaado jiten* (Encyclopedia of Keywords in Cognitive Linguistics) Tokyo: Kenkyusha.

Tsuji Yukio (ed.) (2003) *Ninchi gengogaku e no shoutai: Shirizu ninchi gengogaku nyuumon, dai 1 kan* (An Invitation to Cognitive Linguistics: Introduction to Cognitive Linguistics Series 1) Tokyo: Taishukan Shoten.

Course Method

This course will basically be conducted in a lecture format. We will not use a textbook, but handouts that summarize the content of the lecture will be distributed during each session, and the content will be presented on PowerPoint slides. Students will receive assignments that require them to analyze Japanese and English polysemic words and in some cases present the results of their research.

Evaluation/Assessment

- (1) Brief reports about the content of the class: At the end of each class, students will be assigned homework: to write a report that reviews the topics presented in class (or to prepare a report about the topic of the next class). They will be required to submit their report during the next class but before the beginning of the lecture.
- (2) A final report (30%): Students will select pairs of Japanese and English polysemic words and write a ten-page paper employing the cognitive semantic polysemic analysis methods taught in class. In some cases, the students will be required to present their reports orally.

Grading

- (1) Brief reports about the content of the class (50%)
- (2) Final report (30%)
- (3) Class participation (20%)

Course Schedule

Week 1: An Outline of Contrastive Study between English and Japanese

- (1) Comparison of Japanese and English
- (2) What is polysemy in language?

Week 2: Overview: What is Contrastive Linguistics?

- (1) Definition of contrastive linguistics and research objectives
- (2) The characteristics of Japanese and English viewed in terms of contrastive linguistics

Week 3: Overview: Contrasting the Vocabularies of Japanese and English:

- (1) Words and their correspondence relationships
- (2) Japanese and English words whose meanings do not match up exactly

Week 4: Analysis of Polysemy based on Cognitive Semantics (1)

- (1) Concepts of cognitive linguistics and cognitive semantics
- (2) The workings of cognition as used in analyzing polysemic words

Week 5: Analysis of Polysemy based on Cognitive Semantics (2)

- (1) Methods for cognitive semantic analysis of polysemic words
- (2) An example of research in cognitive semantic analysis of polysemic words: the English word “bar”

Week 6: Analysis of Polysemy in Japanese and English (1)

- (1) Nouns (i) Analysis of Japanese *gakkou* and English “school”
- (2) Contrasting Japanese and English with respect to the polysemic structures of these words

Week 7: Analysis of Polysemy in Japanese and English (2)

- (1) Nouns (ii) Analysis of Japanese *ie* and English “house”
- (2) Contrasting Japanese and English with respect to the polysemic structures of these words

Week 8: Analysis of Polysemy in Japanese and English (3)

- (1) Nouns (iii) Analysis of Japanese *mushi* and English “bug”
- (2) Contrasting Japanese and English with respect to the polysemic structures of these words

Week 9: Analysis of Polysemy in Japanese and English (4)

- (1) Adjectives (i) Adjectives that describe taste: Analysis of Japanese *amai* and English “sweet”
- (2) Contrasting Japanese and English with respect to the polysemic structures of these words

Week 10: Analysis of Polysemy in Japanese and English (5)

- (1) Adjectives (ii) Adjectives that describe color: Analysis of Japanese *kuroi* and English “black”
- (2) Contrasting Japanese and English with respect to the polysemic structures of these words

Week 11: Analysis of Polysemy in Japanese and English (6)

- (1) Verbs (i) Analysis of Japanese *kuu* and English “to eat”
- (2) Contrasting Japanese and English with respect to the polysemic structures of these words

Week 12: Analysis of Polysemy in Japanese and English (7)

- (1) Verbs (ii) Analysis of Japanese *nomu* and English “to drink”
- (2) Contrasting Japanese and English with respect to the polysemic structures of these words

Week 13: Analysis of Polysemy in Japanese and English (8)

- (1) Adverbs: Analysis of Japanese *mada* and English “still”
- (2) Contrasting Japanese and English with respect to the polysemic structures of these words

Week 14: Analysis of Polysemy in Japanese and English (9)

- (1) Case particles and prepositions: Analysis of Japanese *to*, *ni*, and *de* and English “with”
- (2) Contrasting Japanese and English with respect to the polysemic structures of these words

Week 15: Summary of Contrastive Analysis of Japanese and English

- (1) Methods for distinguishing the meanings of polysemic words
- (2) Analysis of polysemic words and methods for acknowledging the motivations for extensions of meaning

Week 16: Students will be assigned a final report instead of a final exam

Preparation and Follow-up

- (1) Preparation: Since I will assign homework (a brief report) concerning the content of the next session, be sure to note anything that is unclear to you in the process of answering the questions
- (2) Follow-up: Reread the handouts related to the lecture content that were handed out in class, solve the problems that arose during your preparation for the class, and reinforce the points that you do understand.