"Connector usage in the Japanese spontaneous speech of French learners"

Madoka TANIZAWA (Tokyo University of Foreign Studies)
& Nori KONDO (Nagoya University of Foreign Studies)

Japanese conjunctive particles (*setsuzoku-joshi*)

- Conjunctive particles connect phrases (producing complex phrases)
    ex. S1 CP (subordinate clause), S2 (main clause)

- Connective particles are traditionally analyzed as variously indicating…
  - a cause or reason for an action or attitude described in the main clause (*kara / node*, 'because', 'so')
  - the expression of opposing or disjunctive ideas (*kedo / ga*, 'although', 'but')
  - The fulfillment of the action or state in the main clause is conditional upon the action or state expressed in the subordinate clause (*tara/ba/to*, 'if')

(Haugh, 2008:425)

Japanese conjunctive particles (*setsuzoku-joshi*)

" It has been widely recognized that a subordinate clause does not necessarily have to be accompanied by a main clause in colloquial Japanese."(Iguchi, 1998: 99)

(6) Ocha-ga   hairimashita-***kedo***...
     Tea-SBJ   ready-but...
   'Tea is ready, but (implying e.g. ' will you come to the table ?')'

(Mizutani and Mizutani, 1987:26)

(18) Oyatsu,   aisukuriimu   ga reizouko   ni   haitteru   ***kara*** na
       snacks-NOM icecream-NOM   SBJ fridge-NOM in-ABL   enter-PRES   PC   DM
     'For your snacks, there is ice cream in the fridge.'

(Shirakawa, 2009:10)

Learners' usage of conjunctive particles

- Conjunctive particles are the important grammatical elements for producing complex sentences.

- Conjunctive particles = Function of giving rise to various pragmatic effects（politeness, hesitation, insistence, invitation, inhibition, etc…)

Research question

- Is learners' use of conjunctive particle similar to/ different from native speakers ?

- Determine their overuse and underuse in their conjunctive particles usage.

- Examine the pragmatic use of *kedo* and *kara* by learners.

Corpus of Japanese by French learners

- **IPJC** = **Learners' Japanese speech corpus** (Interphonologie du Japonais Contemporain / InterPhonology of Contemporain Japanese)

- **Corpus Size**: 10364 words (recorded at NUFS)
- 7 French native informants (recorded at the end of their exchange year in Japan)
- **Speech Type**:
(1) Free conversation between two learners
(2) Guided conversation with a Japanese native interviewer

Corpus of native speakers of Japanese

- **CSJ (Corpus of Spontaneous Japanese) "Chunagon"**
- Online corpus provided by NINJAL (National institute for Japanese language and Linguistics)

- **Corpus Size :**
 CSJ(total): 7,479,773 words
 Free conversation: 10,900 words

- **Speech type**: Free conversation

Overuse and underuse of conjunctive particle by French learners

	learners	Occurrences by 1000 words	CSJ corpus	Occurrences by 1000 words
ga (although)	4	0.385951	4	0.354484
kara （because, since）	**69**	**7.333076**	**28**	**2.48139**
keredo (/kedo) (but)	**81**	**7.815515**	**64**	**5.671748**
shi (and, what's more)	**8**	**0.771903**	**16**	**1.417937**
te (and)	175	16.88537	159	14.09075
to (when)	6	0.578927	21	1.861042
ba (if)	2	0.192976	7	0.620347

Kedo (but, although)

- <u>Conjunctive particle *kedo*</u>
- Semantic use of *kedo* : **contrastive** or **inconsistent** meaning
  (Itani,1992:267)
- Various usages of *kedo*
  (Itani, 1992 ; Kato, 2013; Nagata & Ohama2001; Shirakawa,2009)
1. Inconsistency
2. Contrastive
3. Premise
4. Insertion
5. <u>Insubordinated</u>(at the end of the utterance)
   - **Pragmatic function**
   - **Illocutionary force**

Usage of *kedo*

■Uterance-medial
1. Inconsistency
(1) Yamada-san-wa Osaka shusshin da-***kedo*** hyojungo-wo   hanashimasu.
    Mr.Yamada-Top Osaka come   from-but   standard Jap.-Acc speak-POL
    'Mr.Yamada comes from Osaka but he speaks standard Japanese.'
(implying. He does not speak standard Japanese, probably he has a regional accent)
  （山田さんは大阪出身だけど、標準語を話します）

<div align="right">(Itani,1992:269)</div>

2. Contrastive
(2) Watashi-wa se-ga   hikui   ***kedo***   imooto-wa   takai.
    I-Top   back-Sub   low-ADJ but   my sister-Top high-ADJ
  'I'm small but my sister is tall.' （私は背が低いけど、妹は高い）

<div align="right">(Itani,1992:269)</div>

Usage of *kedo*

3. Premise

(3) Warui   ***kedo***   okane   kashite-kurenai ?

    sorry-ADJ but   money   lend-can-NEG-Q ?   （Morita,1980)

   'I'm sorry but, could you lend me some money?' （悪いけどお金貸してくれない？)

4. Insertion

(4) Konomae kashita   hon-wo   ashita,   moshi   muri-dattara

    last time   borrow-PST book-POSS tomorrow   if   can't

  assatte-demo   iinda-***kedo*** kaeshite-kureru?

  at the day after tomorrow-even good-but   return-can-Q ?   （Morita,1980)

  'Could you return me the book I borrowed you last time tomorrow, but if you can't, at the day after tomorrow…?' （この前貸した本を明日、もし無理だったら明後日でもいいんだけど、返してくれる？)

Usage of *kedo*

■**Utterance-final**

5. Insubordinated

- It doesn't have the main clause
- implying the main clause unsaid, which has illocutionary force
- Solicit a response from the hearer, to assert softener to show politeness

(5) Moo　　　　jikan-desu-***kedo***..

　　　Now-ADV　time-is-but..

'It's time now, but (implying e.g. 'don't you have to get ready to go out?')'（もう時間ですけど）

(Mizutani and Mizutani, 1987:26)

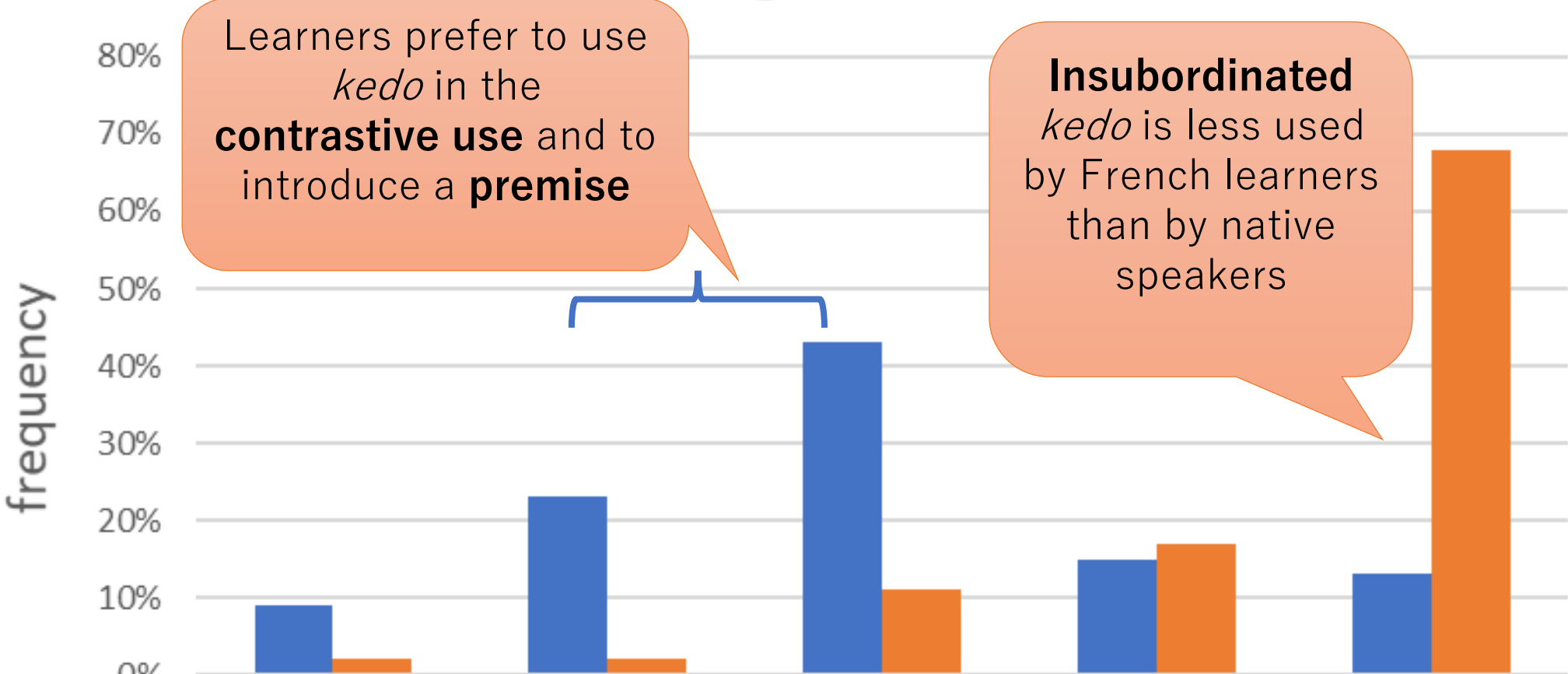(6) Ocha-ga　　　　　　hairimashita-***kedo***...

　　　Tea-Sub marker　ready-but...

'Tea is ready, but (impluing e.g. ' will you come to the table ?')'
（お茶が入りましたけど）

(Mizutani and Mizutani, 1987:26)

Variable usage of *kedo*

Learners prefer to use *kedo* in the **contrastive use** and to introduce a **premise**

Insubordinated *kedo* is less used by French learners than by native speakers

	inconsistency	contrastive	premise	insertion	insubordinated
Learners	9%	23%	43%	15%	13%
Native Speakers	2%	2%	11%	17%	68%

Contrastive use of *kedo* by French learners

☐**Why do learners use more *kedo* in the contrastive usage ?**

• Simple construction
• A ha X *kedo*, B ha Y ('A is X but, B is Y')

(7) 例えば、えー、フランスでは、えー、あの、気持ち、あの自分の気持ちを表す表すことが、え、良いことなんですけど、日本では、あんまり、良くないことですね(015, interview)

Tatoeba,   eee, furansu deha,   eee, ano, kimoti,   ano jibun-no
For example, filler France in-LOC filler filler feelings filler oneself

kimoti   wo   arawasu arawasu-koto-ga, ee, ii-koto   nandesu ***kedo***,
feelings wo-POSS express- expressing-TOP   filler good-thing is-POL   but

nihon deha,   anmari yokunai   koto desune
Japan in-LOC so   not good thing is-POL

'For example, hum in France, hum, well, the feelings, you know, expressing your feelings is hum good thing but, in Japan, it's not so good'

kedo to introduce a premise used by French learners

(8) [⋯]俺も一回 大阪に行ったことあるけどー、でもなんかまあ全然なんか 　楽しかったけどー、なんかちょっと
ーその街の雰囲気は　あんまりー合わなかった　気がする (013, interview)

His experence

Fillers and an unplanned utterance

[⋯] Ore　　mo　　　ikkai　　　Osaka ni　　　itta　　　koto　aru　　*kedo* demo　　　nanka maa

　　　I-TOP also-ADV once-ADV Osaka to-LOC go-PST thing have but　 although filler　　filler

zenzen　　　nanka tanoshi-katta *kedo* nanka chotto　　　　　sono mati-no　　funiki-ha

at all-ADV filler   fun-COP-PST but　 filler   a little bit-ADV the　 city-POSS atmosphere-TOP

anmari awanakatta　　　kigasuru

so　　　go well-PST-NEG feel

'I also have been to Osaka once but although, it was fun at all, but a little bit… I feel that the atmosphere of the city was not so good.'

kedo to introduce a premise used by French learners

☐ Why do learners use more *kedo* to introduce a premise?

- Various functions (previse the background on the history, avoid the misunderstanding, emphasis the negative idea which is just after *kedo*)

- In this usage, speakers just report a fact or their experience in the subordinated clause

- Continuing the utterance with *kedo,* speakers can keep their speech turn

- 59% of *kedo* of this usage were followed by some fillers or a pause

→It shows that speakers have not yet planned the following utterance

→sometimes utterance is abandoned by *kedo*

Insubordinated *kedo* by French learners

(9) なんかやっぱりその、違いは俺もわかるけど、なんか、<なんか説明できない>なんか言葉で表すのはちょっと、どうだろうなんかやっぱり違うけど

(013,015, free conversation)

nanka yappari sono tigai-ha   ore mo   wakaru   *kedo* nanka
filler filler   the difference-TOP I also-ADV undersatand but filler

<nanka setumei dekinai>nanka kotoba   de arawasuno-ha chotto
<filler explain can-NEG>filler   words   by expressing   a little bit

doudarou nanka yappari tigau   **kedo**
filler   filler filler   different-COP but

- It doesn't have the main clause
- It is difficult to imagine the implying as the main clause unsaid
- weak illocutionary force
- too direct

'I understand the difference but hum <We can't explain it> it is a little bit different to express it by words, but'

Nda+kedo（んだ＋けど）

- ~***nda*** (assertion,**conscious judgement**)+***kedo***
- Add some emotional connotation
- Assert softener

(10)フェナーもうちょっと近ければよかったんだけど
Fena   mou   chotto   tikakereba   yokatta   **nda-*kedo*…**
Fena-NOM more-ADV a little bit-ADV near-COND good-PST but
'It was better if Fena was near but…(implying, but…unfortunately it wasn't)'

(Lee & Yoshida,2002:234)

(11)フェナーもうちょっと近ければよかったけど
Fena   mou   chotto   tikakereba   yokatta   *kedo*…
Fena-NOM more-ADV a little bit-ADV near-COND good-PST but
'It was better if Fena was near but it wasn't'

(Lee & Yoshida,2002:234)

Insubordinated *kedo* by French learners

■Insubordinated kedo by French learners

• Some learners can use *kedo* in this usage

• Give some direct assertive impression to the interlocutor

• They use 'nda+kedo' less than Native spearkers
　　Native Speakers: 60% of the use of *kedo*
　　Learners: 19% of the use of *kedo*

☐Why is it difficult to use insubordinated *kedo* for learners?

• Learners don't learn *kedo* as the pragmatic usage

• They have not yet acquired well the other form of *kedo* (*nda+kedo*)

Kara

- ***kara*** mainly introduces a clause of **<u>reason</u>** and connecting it to a main clause. However, *kara* also introduces a clause of conditioning an action (Shirakawa, 2009).

- S1 *kara*, S2. (because S1, S2)

(10)Ame ga   furu *kara*, hayaku kaeru (雨が降る**から**、早く帰る)

　　rain SBJ fall PCC, early   go home（Because it rains, I go home）

Kara (because, since)

- Use of **kara** (Akihiro, 2016: 6)

(1) Canonical (Subordinate clause with *kara* (S1) and main clause (S2))
(12) Ame   ga   furu *kara*, hayaku   kaeru (雨が降る**から**、早く帰る)
    rain-NOM   SBJ   fall   PC,   early-ADV   go home (Because it rains, I go home)

(2) Inversion (Main clause (S2) and subordinate clause with *kara* (S1))
(13) Hayaku   kaeru,   ame   ga   furu *kara* （早く帰る、雨が降る**から**。）
    early-ADV   go home,   rain-NOM   SBJ   fall   PC （I go home, because it rains）

(3) *Kara* utterance final (S1 *kara*)
(14) Mo   kaeru   *kara*！（もう帰る**から**！）(I go home!)
    already-ADV   go home   PC

Shirakawa (2009:11) : 3 types of final-utterance (cf. Kato, 2013:11)

1) **Interrupted/suspended/unfinished** *(iinokoshi*, 言い残し): unfinished sentence leaving some part of the content unknown

2) **Relating** (*kankeidzuke*, 関係付け): incomplete sentence consisting of subordinate clause(s), which can be fully interpreted by considering the formal context.

（15） oisii ! (delicious !)

delicious-ADJ

（16） oisii   ne! (delicious !)

delicious-ADJ   DM

（17） Kyo   ha yoku   hataraita   *kara* ! (Because I worked so hard to day)

today-NOM   SBJ well-ADV   work-PAST   CP   (Shirakawa, 2009:9)

3) **Autonomic** *(iitsukushi*, 言い尽くし）: all the content needed is expressed in th subordinate clause only. (utterance-final *kara* introduces also a condition, to give rise to an order, a prohibition, an invitation, a request.)

（18） Oyatsu,   aisukuriimu   ga reizouko   ni   haitteru   *kara* na (For your snacks, there is ice cream in the fridge.)

snacks-NOM icecream-NOM   SBJ fridge-NOM in-ABL   enter-PRES PC   DM   (Shirakawa, 2009:10)

French *parce que*

- French *parce que* has the same function as **dependent on preceding utterances** (*kankeidzuke*, 関係付)

- *Parce que* without main clause introduce a cause or reason which is related to preceding utterances (Akihiro, 2016).

Usage of *kara in conversation*

- Japanese native speakers' syntactic order in utterances with *kara* (Akihiro, 2016: 7)

Table : : Proportion of syntactic order in utterance with kara(Akihiro, 2016:7)

(1) Canonical	(2) Inversion	(3) utterance-final
34,5% (116)	51, 8% (174)	13,7% (46)

Usage of *kara* by French learners

- Syntactic order of utterances with *kara* (Akihiro, 2016: 7)

Table : Proportion of syntactic order for *kara* usge

	(1) **Canonical**	(2) **Inversion**	(3) **utterance-final**
Native speakers' usage (Akihiro, 2016:7)	34,5% (116)	51, 8% (174)	13,7% (46)
Learners' usage	69.33% (52)	4%(3)	26.67%(20)

Native speakers' usage : (2) reverse > (1) canonical > (3) utterance-final
French learners' usage : **(1) canonical** > **(3) utterance-final** > (2) inversion

Usage of *kara* by French learners

(1) Canonical

(19) 名古屋 は 日本 の 真ん中 に あるから […] どこ に も 行き やすい と 思い ます

Nagoya   wa   nihon no mannaka   ni   aru   ***kara***
Nagoya   TOP   Japan of center   in-ABL   be-PRS   CP

Dokonimo   iki yasui   to   omoimasu
everywhere   go   easy   CP   think-POL

(006,interview)

" Since Nagoya is located at the center of Japan, it's easy to go everywhere."

Usage of *kara* by French learners

(1) Canonical usage

- *kara* is mainly employed for introducing a reason or a cause of the main clause.

- In some utterances, *node* can be appropriate.

 ⇒ *node* is especially preferable in guided conversation because of the formality. (*node* could be also used for expressing some objectiveness (the situation which causes an action (cf. Akihiro, 2016:7))

- *shi* is more appropriate in some utterances.

  In some canonical examples, subordination with kara is repeated more than twice (maintaining the speakers' right?)

⇒ a reason for the learners' underuse of *shi* compared to native speakers ?

Usage of *kara* by French learners

(20)[…] やっぱり例文を作ったりする**から**、なんか実際の会話と違う**から**、なんか やっぱりか、なんか違いがありましたと […] (013, interview)

Yappari reibun   wo tsukuttari suru   **kara**,
        exemple   OBJ make   do-PRS PC
nanka jissai no   kaiwa   to   tigau   **kara**,
 filler   reality POS   conversation ABL different PC
nanka yapparika, nanka   chigai   ga   arimashitato
 filler   I expect   filler   difference SBJ   be-PRES-POL

'we make examples, it is different from real conversation, there are a differenc'
(between the situations of studying Japanese in France and Japan)

shi can be used in this context for avoiding the repetition?

Usage of *kara* by French learners

(3) ***Kara* utterance-final** : 26.67% of total of *kara usage*

* Our learners' sentence-final use of *kara* is almost exploited for relating *kara* utterance to preceding ones.

    ⇒Language transfer ? i.e. *parce que* (because since) can be used also without main clause when subordination with *parce que* is related to preceding utterances. (cf. Akihiro, 2016; Akihiro, 2017)

* **No Autonomic exemple** *(iitsukushi*, 言い尽くし)

⇒ Acquisition difficulty ?

Usage of *kara* by French learners

(3) *Kara* utterance-final

 (21) ビーチとか ほんとに 美しい なんか あのー
　　　 え 、 それ は 人 が 少ないから ？

013: Biichi toka hontoni utsukushii nanka ano
　　　Beech　　　 really　 beautiful　 filler　filler
015: e,　　soreha hito　　ga　 sukunai ***kara*** ?
　　　filler　 it is　 people SBJ　few　　 CP

"Beeches are really beautiful. "
"Is it because there are few people ?"　　(013,015, Free conversation)

Conlusion

- Learners can use various conjunctive particles in their utterances
- We could observe the overuse and underuse in certain conjunctive particles comparing to native speakers' usage
- Learners prefer to use conjunctive particles as the 'basic' usage that they have learnt in textbooks or in Japanese classes.
- We could find out some difficulties in pragmatic usage of conjunctive particles (*kedo*, *kara*)
- For insubordinated usage, learners know its syntactic form but they cannot add pragmatic effects.

Future perspective

- Increase the size of our corpus

- Need to know how they learn conjunctive particles in classes (the process of learning Japanese)

- Longitudinal study to examine the development of learners' conjunctive use and pragmatic competence.

Bibliography

- Akihiro, H. (2016). « Parce que et kara, Etude contrastive entre français et japonais basée sur des corpus oraux », *SHS Web of Conferences 27*, Congrès Mondial de Linguistique Française. https://www.linguistiquefrancaise.org/articles/shsconf/abs/2016/05/shsconf_cmlf2016_14002/shsconf_cmlf2016_14002.html

- Haugh, M. (2008). "Utterance-final conjunctive particles and implicature in Japanese conversation" *Pragmatics*, 18, pp. 426-451.

- Iguchi, Y. (1998). "Functional variety in the Japanese conjunctive particle *kara* 'because'" In T. Ohori (ed.), *Studies in Japanese Grammaticalization Cogtinive and Discourse Perspectives.* Tokyo: Kurosio, pp. 99-128

- Itani,R. (1992). "Japanese conjunction Kedo in Utterance-final Use: a relevance-based analysis" *English linguistics*,9,pp265-283

- Kato, S. (2013). "Insubordination types in Japanese What facilitates them ?" *Asian and African Languages and Linguistics*, 8, pp. 9-30.

- Lee,D. & Yoshida,A.(2002). " Kaiwa ni okeru *nda+kedo* ni tsuite no ichi kosatu" *Sekai no nihongo kyoiku*,12,pp223-237.

- Mizutani, Osamu and Mizutani, Nobuko (1987) How to Be Polite in Japanese, Japan Times, Tokyo.

- Morita,R.(1980). "Kiso nihongo 2". Tokyo: Kadokawa Shoten

- Nagata,R. & Ohama,R. (2001). "Setsuzokushi kedo no ouhoumon no Kankei ni tuite –hatsuwa bamen ni chakumoku site-" *Nihongo kyoiku*,110,pp62-71, Nihongo kyoiku gakkai

- Shirakawa, H (2009). "Iisashibun" no kenkyuu" ［A study of "Suspended Sentences"］. Tokyo: Kurushio Shuppan.

Acknowledgement