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目 次

卒業論文：A Consideration that Acquisition of Preposition from the Perspective of Exemplar-Based Model.....	1
佐藤 愛	
卒業論文：Consider the difference between Japanese and English communication style from the viewpoint of politeness.....	21
外崎 美紅	
卒業論文：Learning about British Class System from Harry Potter Series.....	37
古内 比奈	
2020 年度弘前学院大学文学部英語エッセイコンテストの金賞受賞者のエッセイ	48
鈴木 滋	
2020 卒業生卒業論文概要.....	50
弘前学院大学英語英米文学会活動記録.....	61
会員活動記録.....	62
弘前学院大学英語・英米文学会会則.....	64

A Consideration that Acquisition of Preposition from the Perspective of Exemplar-Based Model

Adapted Graduation Thesis by Ai Sato, Senior

1. Introduction

It is difficult for many Japanese learners of English to learn prepositions. One of the reasons is that the preposition is a polysemous word that has many meanings in one word, and it is difficult to distinguish the slight difference (Suda & Okamura 191). Suda and Okamura investigated how the treatment of three words in, on, at in Japanese English textbooks affects students' acquisition of prepositions, a comparison was made between English prepositions and Japanese particles, the use of prepositions in high school textbooks and experiments, and discussions targeting Japanese university students (191). As a result, high school textbooks in Japan treated in compared to on and at, and in the experiment, university students used in more correctly than on and at, and misused in instead of on and at (200). From this experiment, it is clear that few Japanese learners understand the difference between multiple polysemy and nuance.

This paper will compare the experiments of learning and considerations performed in terms of exemplar-based model (EBM) and core theory. The details of EBM and core theory will be described in Chapters 2 and 3, and this section will briefly introduce learning based on those viewpoints. Extensive reading (ER) is a learning method for English learners who read a large number of books with controlled vocabulary and grammar (Yoshida 336). This is a learning method conducted from the viewpoint of EBM. Core meaning instruction using image schema narrows down many meanings of prepositions to one, and the learning method that teaches the image of the word using the diagram is based on core theory (Mithugi & Nagashima 7-12). This paper would be meaningful for English learners who find it difficult to learn prepositions to compare learning methods performed from two viewpoints and to consider more effective learning methods (Bod 24-26).

The purpose of this study is to help learners who are not familiar with second language acquisition research to understand that extensive reading carried out based on the idea of EBM is effective for acquiring prepositions as easily as possible.

First, chapter 2 will explain the outline of the core theory and experiments and considerations of the learning method based on the core theory. Next, chapter 3 will explain the outline of EBM and experiments and considerations using EBM-based extensive reading study. Finally, chapter 4 will compare these two theories and experimental results, describe the merits and demerits of each and show that EBM is effective for preposition acquisition. This study will compare studies that carried out extensive reading and studies that carried out core learning using image schema and conclude that the teaching of EBM is more effective for preposition acquisition than the teaching of core theory.

The reason why I chose this topic is because EBM is helpful for English learners, who think prepositions are difficult. This theory is that a language is not learned by an abstraction that extracts a certain pattern from various concrete events of the language, but is a collection of various concrete events of the language (Yoshikawa 964). Knowing it does not directly help the acquisition of prepositions, but showing the experimental results of extensive reading learning related to it brings new knowledge to English learners who feel that they are not good at prepositions, so I chose this topic.

2. Chapter 1: Exemplar-based Model

What kind of process do you think you are going through when learning English? Linguistics is the study of a language, and linguistic researchers hypothesize and verify the process of learning a language to create a theory (utsumi). This chapter state EBM and the ER are effective for learning prepositions of English. The following paragraph describes EBM, the next paragraph describes ER and the experiments, and the last paragraph shows why EBM is effective in learning prepositions based on ER experiments.

EBM is a relatively new theory. This language model that has been the focus of attention since it was published by Rens Bod in *The Linguistic Review* of 2006. This theory is

used in the field of second language acquisition research (SLA research), and before EBM is presented, usage based model (UBM) was the mainstream language model (Sakurai). Since this theory has some similarities to EBM, it is important to understand UBM to understand EBM. UBM is that acquisition of language from daily experience, extracts common parts while using the language (language acquisition & education). For example, a parent tells a child, "Give me the ball," while the child is playing with a ball. Then, the child first grasps the intention of the parent and hands the ball to the parent. Parents praise the child for understanding and acting, and the child plays the game many times, so that the child understands "give me •••". Eventually, children will be able to use "sweets" and "cups" instead of "balls" in the predicate (language acquisition & education). An actual language usage data such as parent-child conversations form UBM. However, UBM has two problems,

Follow the two problems:

- 1) Extraction of the basis of the learning mechanism called "schema" / The details of the learning process are not clear, and it is especially difficult to explain the "starting method" in principle; 2) The theory may not be able to correctly describe the actual state of language production / understanding due to insufficient discussion on the operational aspects of the acquired knowledge (Yoshikawa 962).

EBM is that human language acquisition works not through abstract language rules, but with a series of concrete language experiences (Bod 1) and linguistic knowledge consists of detailed and multifaceted episode and memories (Sakurai). For example, if a native English speaker learns the third person singular present form (verb + ~s), they first learn a lot of its use. At that time, they do not know in advance the conditions that "the verb has s in the singular" and "it is limited to the present form". As a result of learning many cases, including how to use the third-person singular present, they find that the third-person singular present has an s (Sakurai). In other words, the actual language acquisition is not learning the rules, but learning how to use it.

The common part of these two theories is that language acquisition requires experience in using many languages. Both theories are based on actual linguistic experience. On the other hand, the difference between the two theories is that UBM is schematized, whereas EBM is not (Langacker 46-47). Focusing on EBM's vast collection of language experiences, one of the ways to learn English is ER.

Extensive reading. Have you ever learned by reading a lot of books written in English? This way to learn English is used in examinations. The ER means that English learners can read English books without a dictionary (Yoshida 336). Since ER requires students to read many books, it is possible to input many meanings and their proper use. At that time prepositions appear frequently in sentences. There is no need to memorize the meaning while looking at the dictionary or textbook, or to translate the meaning from English to Japanese. In the next paragraph, this paper explains ER and considers the reason why ER is effective for preposition acquisition based on the results of an experiment.

First, this section will introduce the learning of ER which is a little hopeful for learning motivation. Teaching English with ER is one of the most effective ways to motivate learners and improve their English proficiency (Yoshida 335). Yoshida showed in her research notes that the effect of ER was improved by the motivation of university students who learned English. After the fall semester of 2008, Osaka University of Economics began to offer classes using extensive reading, and the number of books borrowed from the library for 4 years from 2007 to 2011 before the introduction of the extensive reading class and the number of books read by students and words read by students was converted into data. The students had written their impressions of the book in initial ER class but a questionnaire found that it was a burden for the students. Between 2009 and 2012 the students wrote a comment, the date, title, publisher, rating and reading time in a reading log. In the extensive reading class, students read books borrowed from the library every time. Moreover, the students were used to reading books outside of class for the set target number of words to be read for one year. When they gave a questionnaire to the students who completed the ER class, it was mainly written that their

weakness for English had diminished, they understood the joy of reading English, and their reading speed increased. ER was effective for reading and motivating learners to learn in this study.

Why did this learning method motivate learners? The learners could choose a book of the difficulty level that suits them, and read the books they were interested in. It is presumed that the learner's reading ability improved because of a large amount of English input (Yoshida 342-343). The student input from the book became the learner's English examples (exemplar) and the students gained more knowledge of English vocabulary and sentence structure than before.

Next, this section introduces that ER study shows a good approach to reading and writing. Mason and Krashen conducted ER and ordinary English instruction for the students learning English as a foreign language who are reluctant to learn English, students of famous universities and junior colleges, and the increase in the score of the post-test was compared. (Mason & Krashen 92-95). This study showed whether ER instruction can enhance foreign language inputs and outputs compared to traditional English learning. Extensive reading classes for both reluctant students and prominent college students achieved excellent reading and writing compared to using textbooks in the test (94-95). Comparing ER and traditional English instruction, ER approach was excellent for reading and writing (97-98). The most interesting point is that students in the ER class were more motivated to learn when they read the book of their choice than when they were given a given book (96). It is need to provide teaching materials tailored to each student's interests. In other words, the result show that extensive reading would not be effective in learning English without it.

Finally, this chapter introduces a long-term study showing the effects of extensive reading learning and the necessity for extensive reading learning by university students who do not major in English. Lee conducted three experiments over a long period of time from 2001 to 2004 on students who did not major in English at university. The experiment that introduced the ER class in 2001 was conducted only for one semester, and was divided into three groups:

experiment group, comparison 1 group, and comparison 2 group without considering the English level of each student (Lee 155). The students in the experimental group summarized the books they read once a week, comparison 1 group provided traditional English instruction, and comparison 2 group recommended reading books outside of class (155). As a result of conducting tests in each group before and after the experiment, there was little difference in the results of the from 2000 to 3000 words level test in each group. However, in the 10,000 words level test, the experimental group was clearly lower than the other groups, which was found to be due to the extensive reading period and the small amount of books (156-157).

In the 2003 study, extensive reading learning experiments were conducted over two semesters. Considering that the students become the same English levels, Lee divided the experimental group into a step-by-step extensive reading tailored to the individual's English level over the course of a year and the comparative group with textbook-based instruction (Lee 158). This experimental group had to read books recommended by the teacher in addition to the books of their choice (160-161). In the post-experimental test, the extensive reading group scored the best (159). However, for some students, reading their favorite books hindered their learning, which left the problem that it was important for students to choose the books they were interested in in extensive reading (161). In the final experiment in 2004, two experimental groups and one comparison group were created. The experimental group was divided into a group that selected students completely and a group that selected books, and the comparison group provided instruction according to the textbook for one year as before (162).

As a result, in the post-experimental test, both experimental groups performed better than the two comparative groups, and when comparing the two experimental groups, the group that chose the book by themselves performed better (Lee 163-164). In this study, (1) the curriculum of reading many books can be integrated into the curriculum of EFL. (2) ER is at least as effective as reading, analyzing, and discussing texts using conventional textbooks, but in the long run, ER is superior to conventional instruction. (3) It was shown that the effect of

extensive reading is remarkable when the learner chooses a book that suits the learner's level of English.

Why Extensive Reading Helps You Learn Prepositions. The first experiment showed the merits of extensive reading learning. ER is a learning method that is easy for learners who are not good at English to start, and the experimental questionnaire shows that learners are more aware of English. The results of Mason and Krashen's experiments showed that extensive reading is more effective for reading writing than traditional English teaching, and that reading a book of the learner's own interest motivates the learner. Lee did a long-term extensive reading study, at least extensive reading is as effective as traditional English teaching, and in the long run, extensive reading is more effective, depending on the learner's own interests and English level for successful extensive reading. The study showed that learners should choose the book themselves. It is possible that learners have acquired naturally prepositions by ER, because the concept of prepositions are vague (Wada 41-42). In other words, a preposition has a meaning when it appears in the sentence rather than having a meaning as the word itself. Therefore, extensive reading learning allows learners to learn prepositions naturally.

In this chapter, the effectiveness was considered from the explanation of EBM and extensive reading and some experimental results. Hypotheses and theories in linguistics are scientific studies of language, showing that there are language acquisition theories such as UBM and EBM. UBM is that acquisition of language from daily experience, extracts common parts while using the language. It was the mainstream language acquisition theory before EBM was announced. EBM is that human language acquisition works is not abstract language rules, but with a series of concrete language experiences and linguistic knowledge consists of detailed and multifaceted episode and memories and it is a relatively new theory in SLA research and was published by Bod in *The Linguistic Review* in 2006. ER is as a study method that is similar to the theory and is useful for learning English prepositions because English books contain many natural usages, prepositions appear frequently in sentences so they precede nouns, pronouns, verbs and noun clauses (Jimdo), and learners read English books without a dictionary

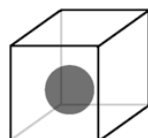
(Yoshida 336). In these three studies, learners accumulate examples of how to use prepositions in sentences and learn the result prepositions by reading extensively.

3. Chapter 2: Core Theory

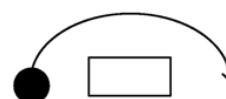
Definitely English learners who use paper dictionary ever seen these pictures.

Fig 1 and Fig 2. Image of core (weblio).

• core image of 'in'



• core image of 'over'



These two figures are the core image schema of the prepositions *in* and *over* to show the spatial relationship (weblio). The figure on the left is an image of the core of *in*, showing a round object inside a square object. The figure on the right is an image of the core of *over*, which shows the positional relationship of space, and shows how a round object crosses over a square object. The image of the core meaning of a word is called the core image schema (kawahara). The core represents the meaning of a word that does not exist in the context (Tanaka et al 6). The core image schema of *in* is represented by the concept of an internal diagram. The image is that something is in the container (41-43). For example, "the worm in the apple.", the positional relationship between "the apple" and "the worm" is indicated by *in*. The core image schema of *over* has four concepts: (1) starting point (2) moving process (3) covering the whole (4) target point (44-45). For example, (1) starting point: "The cat jumped over the fence." starting point from a cat and crosses a fence. (2) moving process: "The plane is flying over the Pacific Ocean." moving process of an airplane passes through the sea. (3) cover the whole: "He put a cloth over the table." a tablecloth covering the whole table. (4) Target point: "There is a castle over the mountain." the target point castle is beyond the mountain (44-45).

This chapter introduces an explanation of core theory and research using core meaning learning. When learning a preposition, an English learner first memorizes all the meanings of the word (Endo 256). However, memorizing all of them is a burden for the learner. There is a

core theory as an idea that does not burden the learner. The core theory is the idea that a word has a core and, a meaning of the word depends on the context. In the actual use of the language, the core of a word undergoes context adjustment, and the word is selected from among the many meanings the word has (Tanaka et al 9).

There is a core meaning instruction based on this theory. Core meaning instruction is English learning that show the core of a word to learners. Core meaning refers to the meaning of the word itself (kawahara). The leader teaches learners the greatest common divisor meaning of a word that has many meanings, and the learner infers the meaning in context from the core (Mitsugi & Nagashima 4). It is problematic to learn the meaning of English words equivalent to the learner's mother tongue using an English dictionary (Tanaka, et al 4). For example, when looking for Japanese that is paired with English take, the meanings of *toru*, *uke-toru*, and *tsukamu*. So, what kind of English does Japanese *toru*, *uke-toru*, and *tsukamu* correspond to? The following applies:

toru = take, catch, get, etc.

uke-toru = take, reserve, accept, etc.

tsukamu = take, seize, grasp, etc.

(Tanaka, et al. 4).

In this way, the learner's language and the words corresponding to the learning language do not have the same meaning. Therefore, there may be a bias in use (Tanaka, et al 5). The instructors teach the learners the image schema shown at the beginning, so that the learner can select an appropriate word in core-meaning instruction. The next section introduces some studies that have conducted core-meaning instruction. Core meaning instruction have two advantages; it is possible to show the meaning of a word with a single diagram (Mitsugi & Nagashima 8-9) and core meaning is easier to understand (Fujii 76).

First, this section introduces an experiment by Mitsugi and Nagashima comparing core-meaning instruction in prepositions with English text instruction. This experiment provided a core image schema and core-meaning instruction for the prepositions *in*, *on*, *at*, and showed

that the post-experiment test results were higher than the other instruction (9-12). The pre-test and the post-test were conducted on 119 hyphen ollege students majoring in English, and core meaning instruction and non-core meaning instruction were compared. Group A was given an explanation and extension of the core, Group B was given only the image of the core, and Group C was given an explanation as depicted in the dictionary. Group D did nothing to compare with the other groups. They performed two tests to select the appropriate prepositions *in*, *on*, and *at*. Group A were showed that each preposition has a common image (core), which is the core meaning that covers all the meanings of the word, and slides how the core to the surrounding meanings were extended (8). Group B were presented example sentences of the most basic spatial usage of *in*, *on*, and *at* with illustrations, and presented a core image as a common meaning to them. Furthermore, the instructors showed the learners that it is the core meaning that covers all the meanings of the word. However, they did not be specifically mentioned the expansion of the core (9). Group C was distributed a document describing each of these usages after pre-test and briefly explained it (9). Group A had the highest rate of increase in grades, which was significantly different from the other three groups. Furthermore, when the group was divided into the group with high pre-test results and the group with low results and the increase in post-test results was compared, the test results of group A increased in both the high-performance group and the low-performance group. Group B provided core meaning instruction in the same way as Group A, but the results did not improve much. This showed that it is more important to show the learner the explanation and meaning expansion of the core than the core image (9-12).

Next, this section will introduce an experiment showing core meaning instruction is more effective than ordinary grammar instruction. Fujii's research examined the question of whether an infinitive or a gerund follows a verb, and whether there is a difference in comprehension of the infinitive and the gerund between the core meaning instruction groups and the without the core meaning instruction group and, the core meaning instruction groups showed better test results than the group that the without core meaning instruction group (68-

79). In this study, a total of three tests were conducted for second year college students to select whether a verb is followed by a gerund or an infinitive, the pre-test, the post-test, and the delay test. The students who participated in the experiment were divided into groups A, B, and C. The grammar instruction was given to group A. Groups B and C were given core meaning instruction. Group A was taught infinitives and verbs as a form that follows the verb by explaining from a formal point of view without touching on the aspect of meaning (66). To Groups B and C were explained the semantic differences between infinitives and gerunds, touching on their core meaning (66-67). As a result, there was no difference in the results in the post-test. However, in the delayed test, groups B and C performed better than the A group (79-81).

Finally, the research by Yokoyama and Mitsugi suggested that core meaning instruction has advantages in developing vocabulary knowledge. In this experiment, English students conducted a test to select the meaning of a basic verb and a test to select the correct mean from a polysemous word (282-283). The test for choosing the meaning of a basic verb shows whether the ability to classify the meaning of a word is good or not. The test for selecting the correct word from one of the polysemous words shows the depth of vocabulary knowledge whether learns know well. The students were then divided into three groups, high-group, middle-group, and low-group according to the test results. It was shown that the middle & high-groups were rich in vocabulary knowledge and deeply understood English vocabulary knowledge because, they selected the correct meaning of polysemous words (286). Since core meaning instruction can learn the extension of the meaning of words, it can be said that it is effective for learners who have little vocabulary knowledge (289). But when learners generate cores, they need the ability to classify words (288). Although core meaning instruction helps learn polysemous words such as prepositions, it is not a benefit for all learners.

Core meaning instruction is an instruction that allows the learner to imagine the core meaning of a word using an image schema, and the learner does not have to memorize all the meanings of the word by guessing the meaning of the word from the core. Mitsugi and

Nagashima clarified that the core meaning instruction is better for learners to focus on expanding the meaning of words and explaining the core rather than just presenting an image. Fujii showed that core meaning instruction is superior to conventional grammar instruction by using infinitive and gerund core meaning. Yokoyama and Mitsugi showed that learners with excellent vocabulary knowledge and ability to classify word meanings have the ability to generate core meaning. Core meaning instruction is effective for learners with low vocabulary knowledge, but it has the disadvantage that core generation is not easy. If English learners discover core meaning by themselves and can extend the meaning from it, they may be able to think like a native English speaker because it is not necessary to correspond the learner's mother tongue with English. The next chapter will discuss the differences between EBM and core theory, and consider which of extensive reading and core meaning instruction is more effective to learn prepositions.

4. Chapter 3: Comparing Theories

This chapter compares EBM and core theory described in the previous two chapters. This chapter shows that EBM helps learners to learn prepositions. First, the characteristics of EBM and extensive reading are described, and the advantages and disadvantages of extensive reading are shown from some research results. Next, the characteristics of core theory and core meaning instruction are described, and the advantages and disadvantages of core meaning instruction are shown from some research results.

The feature of EBM is a relatively new theory. This language model that has been the focus of attention since it was published by Rens Bod in *The Linguistic Review* of 2006 (Sakurai). This theory is used in second language acquisition, and before EBM was presented, UBM was the dominant language model (Sakurai). Since this theory has some similarities with EBM, it is important to understand UBM in order to understand EBM. ER means English learners can read English books without a dictionary (Yoshida 336). Since ER requires students to read many books, it is possible to grasp many meanings and their appropriate use. There is

no need to memorize the meaning by looking of words at the dictionary or manual, or translate the meaning from English to Japanese. The advantages of ER are:

- the learning method that approaches reading and writing (Mason & Krashen 101)
- motivation continues (Yoshida 341)
- ER is good for beginners (Okoshi 95-96)

Mason and Krashen investigated which of the ER class and a control class with experimental test preparation was superior, and found that the extensive reading class was generally faster in learning reading and writing. The results were shown to be fast (101). In particular, the class that wrote their impressions of the book that was read in Japanese has the fastest reading and writing speed among the ER classes (98). In addition, Yoshida showed that extensive reading is a good learning approach to learning motivation. After the experiment, Yoshida conducted a questionnaire on ER with the subjects, and many of the responses were favorable (341). Mason and Krashen stated that learners who did not study extensive reading showed an interest in teaching materials for extensive reading, suggesting that ER is preferred (101). ER is effective for beginners in learning English because it is an interesting learning method and it is enthusiastically learned by unmotivated learners (93). The unmotivated students read an average of 30 books during the first semester, significantly increasing their test scores before and after the experiment, catching up with the average learner of English (93). A study focused on beginners in learning English states that learners enjoy extensive reading and that reading materials equivalent to the learner level encourages spontaneous learning, which are advantages of ER (Okoshi 95-96).

On the other hand, the disadvantages of ER are:

- not very effective in a short period time (Lee 156)
- not introduced in the curriculum (since 2000) (Kawakami 2)
- learners who cannot become a reading habit (Yoshida 337)

Lee shows that ER is ineffective in the short term. On the contrary, the test result of reading class was slightly lower than another comparative class (Lee 156). The experiments of ER were

conducted for at least one semester, during which the learner's grades increased, but only slightly (Mason & Krashen 93). In addition, some learners could not get into the habit of reading outside of the extensive reading class. The advices to make a reading habit by the teachers for such learners (Yoshida 337). Although the extensive reading class was sometimes conducted as an experiment, there has been no report that it is actually treated as a curriculum of the class since the 2000s (Kawakami 2). The next paragraph describes the characteristics of core theory and core meaning instruction, and shows the advantages and disadvantages of core meaning instruction.

The core theory is the idea that a word has a core and, a meaning of the word depends on the context. In the actual use of the language, the core of a word undergoes context adjustment, and the word is selected from among the many meanings the word has. Furthermore, the feature of core meaning instruction is learning English that demonstrates the core of a word for learners (Endo 256). The core meaning refers to the meaning of the word itself. The leader teaches the student the greatest common sense of a word with multiple meanings, and learners deduce the meaning in the context of the core word. The advantages of core meaning instruction are:

- be able to described in a single diagram (Mitsugi & Nagasima 8-9)
- better than grammar instruction (Fujii 64, 81)

Core meaning instruction is excellent in ease of writing and approach to learner's understanding. The need for core meaning instruction through Japanese is minimized, because they grasp the relationship between English and Japanese through the minimum meaning, so learners can learn the original meaning of English (Mitsugi 40). In addition, core meaning learning is able to capture the meaning of the target word by minimizing the influence of the mother tongue, because the core image represents a mental representation applicable to all examples (40). Fujii explained gerunds and infinitives using core meaning instruction. The explanation is that the core of gerunds and infinitives, gerunds have present-oriented nuances, and infinitives have future-oriented nuances. The learners who received explanations of the

core of the word learned their usage more than the learners who explained formal grammar (64, 81). On the other hand, the disadvantages of core meaning instruction are:

- the learners must generate the core themselves (Yokoyama & Mitsugi 281)
- understanding the meaning around the core is difficult (Fujii 76)
- the definition of core meaning instruction is ambiguous (Yokoyama & Mitsugi 281)

Core meaning instruction is inferior in that the learners must generate the core themselves, understanding the meaning around the core, and the definition of core meaning instruction is ambiguous. Yokoyama and Mitsugi state that it is difficult for learners to associate other usages with the core meaning of a word in the absence of a core. Especially learners with little vocabulary knowledge, have a low ability to choose the correct usage of polysemous words (285-287). Also, the core of a broadly used word is far from the surrounding meaning. In such cases, it is difficult to explain the meanings of the core and its surroundings, which may not be understood by the learner or may be confused with the meanings of other similar words (Fujii 76). ER instruction encourages learners to read, but core meaning instruction is ambiguous because there is no clear standard for word extension (Yokoyama & Mitsugi 281). However, this does not mean that core meaning instruction is completely useless in learning prepositions. Core meaning learning is excellent in that it deepens the vocabulary knowledge of prepositions because it helps learners understand the essence of English (Fujii 75). Understanding the core of a word in advance helps learners to understand English sensuously without going through Japanese when they gain linguistic experience (74).

Finally, this paragraph shows that ER overcomes the shortcomings of core meaning instruction, and EBM is effective in learning prepositions. From the results, it was not possible to find a direct relationship between extensive reading and the acquisition of prepositions from the study of extensive reading. This paper speculates that extensive reading helps learners learn prepositions without their knowledge. It is possible that learners have acquired naturally prepositions by ER, because the concept of prepositions are vague (Wada 41-42). However, comparing these two theories from the perspective of learning prepositions, it is possible to say

EBM is more effective than the core theory. The reason why is that ER overcomes the shortcomings of core meaning learning, which relies on the learner's vocabulary knowledge. ER only use reading books, so the learner's own abilities do not affect it. In addition, ER can grow slightly in about half a year for beginners of English learning and learners who are not motivated (Mason & Krashen 93). Even the lowest level picture book in Oxford Reading Tree handles 10 words, so if learners continue reading, they can increase their English vocabulary (OUPJ).

5. Conclusion

It is difficult to learn the prepositions of English for Japanese learners. One of the reasons why is that preposition are polysemous words that have many meanings in one word, and it is difficult for learners to distinguish the slight differences (Suda & Okamura 191). Chapter 1 showed its effectiveness from the explanation of the Exemplar Based Model (EBM), extensive reading (ER), and experiments. EBM is a theory published by Bod in *The Linguistic Review* of 2006. EBM consists of a series of concrete human language experiences and knowledge. ER is a learning method to read a lot of English books without using a dictionary (Yoshida 336). English books contain many natural uses. Among them, preposition words appear frequently in sentences and precede nouns, pronouns, verbs, and noun phrases so, ER is useful for learning preposition (Jimdo). This end of chapter speculated that learners learn the usage of prepositions from accumulation of practical English examples from books. Chapter 2 showed core theory and its effectiveness from core meaning instruction experiments. The core represents the meaning of a word that does not exist in the context (Tanaka et al. 6). Core theory argues that every word has a core, and that the meaning of a word depends on the context. Core meaning instruction is a learning method. instructors teach learners to infer the appropriate usage of polysemous words from the greatest common divisor meaning of words (Mitsugi & Nagashima 4). The end of this chapter speculated that core meaning instruction is able to be let thought of as a native English speaker. Because if an English learner can discover the core meaning and extend the meaning from it, then the learner's native language does not need to

correspond to English. Chapter 3 compared these two theories from the perspective of learning prepositions and stated EBM is more effective than core theory. The disadvantage of core meaning instruction is that the learning effect differs depending on the learner's original number of vocabulary and vocabulary knowledge (Yokoyama & Mitsugugi 289). Conversely, ER is able to grow slightly in about half a year, even for beginners and unmotivated learners of English learning (Mason & Krasen 93). Even the simplest picture book in the Oxford Reading Tree has 10 words, so it is possible to increase the English vocabulary (OUPJ). The end of this chapter concluded that ER overcomes the shortcomings of core meaning instruction and is effective in learning prepositions. The purpose of this study was to show learners who are not familiar with second language acquisition research and ER is effective in learning predicates. This paper could help them learn by the ER is effective learning to acquire prepositions.

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Consider the difference between Japanese and English communication style from the viewpoint of politeness.

Adapted Graduation Thesis by Miku Tonosaki, Senior

Introduction

Through classes at university, English conversation with native speakers and English movies, I was interested in the differences in the use of Japanese and English languages as well as the differences in communication style. Therefore, I realized that there are clear differences in culture and customs between Japanese and English, which have a big influence on the communicating style.

In addition, among the many differences in communication styles, I think that politeness has a big difference between Japanese and English. Politeness is various kind of considerations in communication that is conducted by speakers and listeners in order to build good relationships and to communicate smoothly. The considerations are paid for wording, facial expression, eye contact, voice strength, distance from another person, gesturing, posture and the like (Hiraga). The considerations are carried out for building good relationships and trying to communicate smoothly. That is, politeness is something that we cannot do without in our social lives, and many problems will occur if we do not understand it. I think that politeness is closely related to the problems caused by intercultural communication.

Recently, due to the progress of globalization, various problems are occurring in intercultural communication all over the world. For example, deterioration of public security, cultural conflicts, cultural disappearances, etc (What is globalization?). The problems are due to not only language differences but also differences in politeness (i.e. differences in communication style which are rooted in various factors such as environment, culture, customs, and the like.) Therefore, understanding the differences in politeness allows us to avoid and solve various problems with the intercultural communication, and to politeness in intercultural communication will lead to smooth communication.

This thesis will describe the differences between Japanese and English politeness from three perspectives. Part of this paper will describe what politeness is. The second part will describe the difference in politeness between Japanese and English from the perspectives of high-context / low-context and "Wakimae method" / "Hatarakikake method". The last part will describe the difference between Japanese and English nonverbal communication.

Chapter 1: What is politeness?

Politeness means that when a person communicates with another person, the speaker and listener consider not only the wording but also facial expressions, eye contact, strength of voice, sense of distance from the other person, gestures, and posture (Hiraga). It refers to trying to build good relationships and communicate. Hiraga describes the politeness theory proposed by Brown and Levinson as follows:

Penelope Brown, 1944, and Stephen C. Levinson, 1947, built a new theory on the premise of Grice, seeking the principle of cooperation and the motivation for deviation from the four public maxims. In their theory, to explain politeness, the sociologist Erving Goffman, 1922-1982, took the concept of face as a desire and focused on satisfying or threatening it. Whenever we interact with people, there are two faces (public self-image) involved. The first is the desire to not be forced by the negative face, the desire to not hinder freedom, the desire to depend, and the second is the desire to be well-liked and friendly to others, and the desire for solidarity. .. For example, when inviting a person, if you consider the negative aspect of the other person, you will behave as if you were willing to respect the other person's free will as much as possible, such as "It would be nice if you could come." If you consider the positive aspect, you will behave like "You must come." To keep a close psychological distance from the other person and emphasize that you are a companion (Hiraga 102).

There are two types of faces. One is a positive face and the other negative face. A positive face is a desire to get along with the others and to be recognized by the other person

by actively engaging with the other person. Negative face is the opposite of positive face, which includes the desire to maintain a certain distance without being too deeply involved with the other person, and the desire not to give a negative impression.

It can be unpleasant if someone you meet for the first time suddenly talks to you very friendly or takes an overfamiliar. That is because the negative face (i.e. the desire to maintain a certain distance) is violated. On the other hand, if someone you like ignores you or take a cold attitude toward you, your positive face (i.e. the desire to get along with and to be recognized) is infringed. Such consideration is conducted so as not to infringe on the other's two faces is called politeness (Keigakusha).

Table 1 and table 2 summarize the characteristics and examples of using positive / negative politeness strategy.

Table 1
Positive politeness strategy

Characteristic	Example
Express interest, empathy, and compliment toward others.	You must be hungry, it's a long time since breakfast. How about some lunch?
Use expression that make us share a sense of fellowship and express the feeling of solidarity	Come here, mate buddy/ pall honey/ love sweetheart/ Mom/ Dad/ Johnny/ Beth, etc.
Make a joke.	How about lending me this old heap of junk? (The truth is a cool new car.)
Avoid discrepancies and look for agreement.	A: That's where you live, Florida? B: That's where I was born.
Say optimistically.	Look, I'm sure you won't mind if I remind you to do the dishes tonight.
Ask the reasons.	Why don't we go to the seashore!

(Hiraga 106)

Table 2
Negative politeness strategy

Characteristic	Example
Use habitual indirect expressions.	Can you please post this letter for me?
Use interrogatives and soft expressions.	I rather think it's hopeless.
Say pessimistically.	Could you do X? Perhaps you'd care to help me.
Tell others to reduce the burden on them.	I just want to ask you if I can borrow a tiny bit of paper.
Say something that raises others, or something that demeans speaker.	We look forward very much to dining [eating] with you. I think I must be absolutely stupid but I simply can't understand this map.

Excuse before asking	I'm sure you must be very busy, but ... I'm sorry to bother you...
Impersonalize.	I'm sorry, but /late-comers cannot be seated till the next interval.
Speak something as a common opinion.	We don't sit on tables, we sit on chairs, Johnny.
Nominalize.	Your good performance on the examinations impressed us favorably.
Say duty and responsibilities to the other people.	I'll never be able to repay you if ...

(Hiraga 106)

In this way, the positive politeness strategy in table 1 accomplishes the purpose of wanting to getting along with others and being recognized by others by actively engaging with others. On the other hand, the negative politeness strategy in table 2 accomplishes the desire to maintain a certain distance and the purpose of not giving a negative impression.

Further famous example of negative politeness comes from Japanese exchange where someone asks to borrow a dictionary. Considering the social distance and hierarchical relationship, Japanese people should choose "Chotto jisho o kashite itadakemasenka" [Could you lend me a dictionary for a moment?], "Chotto jisho o kashitekudasai" [Please lend me a dictionary for a moment.] or "Chotto jisho kashite" [Lend me a dictionary for a moment.] Furthermore, depending on the relationship of the speaker and listener, we may add "Oisogashitokoro moushiwakenainodesu ga" [I'm sorry for bothering you when you are being busy,] or "Waruindakedo" [I'm sorry]. Moreover, after borrowing a dictionary, we sometimes add things like "Okagesamade umakuikimashita" [Thanks to you, I was able to do well.] or "Gomen-ne" [I'm sorry.].

Next, here is other example of positive politeness. When a leader of a group is young and the group member includes some elders, the leader chooses his or her words carefully so that the members can act comfortably. For example, if a leader wants a member of a group to start cleaning up. The elders members would not feel good if the leader says to them "Sorosoro tēburu o kataduketekudasai" [Please clean up the table now.] with tone of command. In contrast, if the speaker changes the expression to another one which suggests that the speaker work together with the listeners, such as "Sorosoro tēburu o katadukemasho"

[Let's clean up the table!], that expression plays the role of observing positive politeness, which works on fellowship (Dojima).

This chapter described about what is politeness. In this chapter explains that politeness means that when a person communicates with another person, the speaker and the listener have a good human relationship while considering not only the wording but also facial expressions, eye contact, voice strength, sense of distance from the other person, gestures, and posture, it refers to people are trying to communicate so that they can build up and communicate. In addition, politeness has the theory of face, , which assumes that there are positive face and negative face in the face. A positive face is the desire to get along with the others and the desire to be recognized by them. Negative face refers to the desire to maintain a certain distance and the desire not to give a negative impression. I exemplified many linguistic expression about politeness.

Chapter 2: Difference between Japanese and English politeness

This chapter will describe the difference in politeness between Japanese and English from the perspectives of high-context and low-context, "Wakimae method" and "Hatarakikake method".

HIGH AND LOW CONTEXTS

The concept of high and low context is closely related to politeness. First, I will begin with high context. In a high context culture, cultural where much information is shared between the speaker and the listener, there is no need to speak the meaning in words. Sometimes, it refers to a culture in which communication can be established without saying in words (Hiraga 121). In this culture, communication methods that rely on non-verbal messages being used, in which the content that is understood (or thought to be understood) by the other person is richer than the content that is actually expressed as words. Japanese is considered to be an extreme example. Politeness in Japanese is strongly related to the characteristic of high-context culture, "Sasshi", and plays a very important role (Keigakusha).

Table 3 summarize the differences in communication methods between low context and high context cultures.

Table 3

Differences in communication methods between low-context and high-context cultures

Low context	High context
"Self" is the center	"We" are the center
Personal excellence	Collective harmony
Self-evaluation received by individuals	Evaluation received by the group
Difference between self and others	Difference between Uchi-Soto
Speaker-centric	Listener is center
Language communication	Nonverbal communication
Direct and explicit	Indirect, suggestive
Result oriented	Process oriented
Communication skills between individuals	Uchi-soto's communication skills

(Hiraga 123)

As you can see from this table, low and high contexts have contrasting characteristics.

In addition, Japan has a culture of "Hon-ne and Tatemae" that is unique to high-context culture. This is one of the functions of politeness, and in Japan it is sometimes expressed as "reading the air", and "covering the true thoughts with an oblate". "Hon-ne" is defined as true desires and feelings. And "Tatemae" is a publicly stated opinion. For example, Japanese people with a high-context culture rarely say "NO" directly to listener when they refuse or deny something. Many people express it vaguely, such as "I will think positively about it" and "I will consider it." The reason is that Japanese people have the idea that it is rude to say things clearly. So, if you tell the other person "NO" directly, you may feel that the other person has been denied, and in the subsequent relationships may give a negative effect.

This is an example of the negative politeness that you do not want to give the other person a negative image. A communication method with a high-context culture like Japanese cannot be established unless the other people also have the same high-context culture (Hiraga 119-124).

In addition, there are regions in Japan that show these characteristics clearly, such as Kyoto. For example, in Kyoto, if you are given a cushion at the front door, it is a signal that "I don't want you to stay here as much as we talk in the house." The second example comes

from the situation where if you visit a house without an appointment, the resident will say, "Please come in.", and if you enter the house immediately, the resident will think, "What an immoral person!" So, you must refuse the first recommendation by the resident. That is, you have to obey some implicit rule in Kyoto. There are many other Japanese features in Kyoto besides these examples. This culture is not unique to modern Japanese people, it is a historical culture.

On the other hand, in a low-context culture, there is little information or experience to share with each other, so it is necessary to communicate clearly in words. It can be said that individualistic cultures are often low-context cultures (Hiraga 121-122). In a low-context culture communication, only what is expressed in words is transmitted to the other people, This is expressed as "language culture" as opposed to "Sasshi culture." The United States is considered to be a very "low context" cultural area (Nobumoto). For example, Japanese people often say "it's difficult" meaning "no." Japanese would understand the intended meaning easily. However, if you tell the same thing people in a low context culture "It's difficult", people in a "low context" culture will receive it literally, . So, they think that, although they have some difficulties, the answer is yes. There is a possibility that it will be taken in the opposite way to the original intention (Nobumoto).

Wakimae method and Hatarakikake method

There are two types of politeness, the "Wakimae method" and the "Hatarakikake method" (Hiraga 108). The "Wakimae method" is a class of politeness that requires people to use linguistic expression on the basis of socially shared knowledge. On the other hand, the "Hatarakikake method" is a class of politeness according to which the speaker actively shows respect to the other person and adjusts the distance. There are two types of politeness strategies: a positive consideration strategy that positively shows that the other person is understood and recognized, and a negative consideration strategy that does not invade the other person's territory. Communicate smoothly by working to the other person, such as by making a joke.

Japanese applies to the politeness of the "Wakimae method" (Hiraga 108). In Japanese society, by observing social customs and norms with the treatment expression, it is possible to avoid conflicts with the other person and facilitate communication (Agency for Cultural Affairs). In Japanese society, due to groupism, "Wakimae" is emphasized to maintain social order, and in Japanese treatment expressions, smooth communication cannot be performed without "Wakimae" (Agency for Cultural Affairs).

There are many kinds of polite expressions in Japanese, which show the politeness of the "Wakimae method." "Sonkeigo" that enhances the movements and conditions of people and things that appear in other people and topics such as "Irassharu / Ossharu / Nasaru". "Kenjogo" that raises the other person by lowering the number of people who appear in topics such as "Ukagau / Mousiageru / Sashiageru / Oru / Itadaku" and show respect. "Teineigo" is often used when the listener, such as "Desu / Masu / Gozaimasu", is in a higher position. And "Bikago" used to give an elegant impression regardless of the hierarchical relationship with the other person such as "Ohana / Osakana / Gokatsuyaku" which is a kind of "polite word" (Honorifics from 3 types to 5 types.). There are many kinds of polite expressions such as. Japanese people use these polite expressions on a daily basis, taking into consideration the relationship with the other person and the hierarchical relationship.

In this way, we use honorific expressions on a daily basis, in which the speaker instantly considers the listener, the scene, and various other elements, and uses the most appropriate expression. Depending on the situation, sometimes a person uses "Ore" as the first person, and sometimes they use "Boku". Then, depending on what kind of mind set the speaker has and speaker's mind set and hope about the psychological distance from an addressee the expression is changed in detail. The expression is instantaneously interpreted, in the context, the moment it is used. For example, in the context of a discourse that uses "Boku", there are times when you suddenly switch to "Ore" and say "Ore ga yaru." [I will do it.] At that time, the speaker not only points to himself but also emphasizes his own strong will. (Ide 109).

On the other hand, the usage of English politeness, which involves "Hatarakikake method" politeness is different from that of Japanese. Japanese politeness is used properly according to the human relationship and hierarchical relationship with the other people. However, English politeness That is, it is not adjusted for situations but used to express one's own dignity. Although the usage is different from the "Sonkeigo" / "Kenjougo" / "Teineigo" of Japanese polite expression, there are roughly 10 levels of politeness in English (Hareyama).

- ① Lend me some money.
- ② Please lend me some money.
- ③ Can you lend me some money?
- ④ Will you lend me some money?
- ⑤ Would you lend me some money?
- ⑥ Could you lend me some money?
- ⑦ Could you possibly lend me some money?
- ⑧ I wonder if you could lend me some money.
- ⑨ I was wondering if you could lend me some money.
- ⑩ Would you mind if I asked you to lend me some money?

(Hareyama)

"Please" is an expression used in a close relationship when making a simple request.

Both "Will you" and "Can you" are casual expressions, meaning "Can you please?" There is no big difference in politeness between the two, but since "Can you" asks you to consider whether you can do it, it will be more polite than "Will you". "Could you" and "Would you" are subjunctive auxiliary verbs that are more polite. "Would you mind if" is an expression used when asking "Are you sure?" "I wonder if" can indirectly express more politeness by using the subjunctive mood. "I was wondering if you could" is a very polite and formal expression used when asking for something by making it a past progressive tense (Global square English school) ([There is a fixed way to request in English! 12 phrases in polite order]).

For example, when asking the other person to take a pen, in most cases in Japanese, "Sono pen totte." [Take that pen.] or "Sono pen wo totteitadakemasenka." [Can you take that pen.] is used properly depending on the relationship with the other person and the hierarchical relationship. However, English politeness is not used properly according to the relationship with the other person or the hierarchical relationship. Therefore, even if the

person you are talking to is a close friend, your parents, husband or wife, it may be offensive if you do not use expressions such as ④ to ⑩.

This chapter first described high-context and low-context cultures. In high-context culture, there is a lot of information shared between the speaker and the listener, and communication is possible without saying it in words. A culture in which "sense" communication is possible (Hiraga 121), and high-context and low-context have contrasting characteristics, and described that the communication method of high-context culture cannot be established unless the other person also has the same high-context culture. The chapter also described that in low-context cultures, there is little information or experience to share with each other, so it is necessary to communicate clearly in words (Hiraga 121-122).

Secondly, I described that there are two types of politeness, the "Wakimae method" and the "Working method". The "Wakimae method" is politeness that uses linguistic expressions that are socially determined according to the other person, and the "working method" is the speaker actively showing respect to the other person and adjusting the distance. He described that it is politeness, and that Japanese applies to the politeness of the "Wakimae method" (Hiraga, 108). On the other hand, the usage of English politeness, which has "working method" politeness, is different from Japanese, and Japanese politeness is used properly according to the human relationship and hierarchical relationship with the other person, but English politeness uses politeness to express own dignity, not to use it properly depending on the other person.

Chapter 3: Differences between Japanese and English nonverbal communication

The behavior of the listener in face-to-face conversation in Japanese is influenced by social factors such as the power relationship with the speaker and the degree of familiarity in the choice of language and nonverbal communication. In addition, nodding is indirect and does not interfere with the speaker, so it also functions as a strategy to protect the speaker's negative face (Miyazaki).

The Japanese use "aizuchi" and reaction expressions very often. "Aichi" means back channeling. It is characteristic that not only the voice but also the nodding that shakes the head vertically occurs at the same time by hitting the utterance everywhere in the utterance (Hiraga 111-113) (Miyazaki). The following is an example of the occurrence of reaction expressions in Japanese conversation:

A: —Konoaida no ohanashi nandesu ga ...[About what I talked about last time.]

B: —Ē [Uh-huh]

A: —Sankagetsu kuraiareba to moushiagemashitakedo ... [I said it would take about three months but ...]

B: —Hā [Uh-huh]

A: —Chotto jijo ga kawarimashite [The situation has changed a little]

B: —Hai [Yeah]

A: —Mosukoshi jikann wo itadakuwakeniha ikimasennadeshoka [Can't I take a little more time?]

(Mizutani)

In English, there are not as many "aizuchi" and reaction expressions as in Japanese (Hiraga 113). The back channelings and nodding appear in intonation breaks, grammatical breaks, and the positions of connection with conjunctions. People who are used to Japanese back channeling and nodding think that they are not listening seriously to their stories unless they show back channeling. On the other hand, from the point of view of people in the language area who do not usually use it often, there is a possibility that they may feel annoyed at the other person's back channeling (Hiraga 113).

Here are the table that summarizes typical aizuchi and reaction expressions in Japanese and English.

Table 4
Aizuchi in Japanese and English.

Japanese	English
un, ūn	hm
ā	huh
ē	yep

hā, hō	mhm
hūn	uh huh
hē	oh

(Hiraga 112)

Table 5

Reaction expression in Japanese and English.

Japanese	English
hontō, honto	oh really, really
sō, hai	yeah, yes
sugoi	gee
sō, iiyo	okay
iiyo	sure
hai, sonotōri	exactly
iine	all right
oioi, hē	man

(Hiraga 112)

Also, in intercultural communication, it may not be possible to communicate correctly due to differences in gestures. For example, when Japanese say "NO", many Japanese move their hands from side to side, but in Europe and the United States, it is correct to shake their heads sideways instead of shaking their hands. This movement means the "bad smell" of Western culture (Hiraga 140-151).

In this chapter, I showed differences between Japanese and English nonverbal communication. Japanese are characterized by using aizuchi and reaction expressions very frequently, striking aizuchi everywhere in the utterance, and not only speaking but also "nodding" that shakes the head vertically at any time in conversation (Hiraga 113). This chapter also explained that Japanese aizuchi is like a signal that prompts the speaker's speech, and that Japanese aizuchi may have a positive face (Mizutani).

On the other hand, in English, aizuchi and reaction expressions do not appear as much as in Japanese, and they appear in intonation breaks, grammatical breaks, and places connected by conjunctions, from people in languages that do not usually use aizuchi frequently (Hiraga 113). This chapter also described that many people have a negative image of the fact that the other person frequently hits the intonation (Hiraga 113).

Conclusion

Among many differences in communication styles, politeness has a big difference between Japanese and English languages. Politeness is various kinds of considerations in

communication . The considerations are carried out for building good relationships and trying to communicate smoothly. That is, politeness is something that we cannot do without in our social lives, and many problems will occur if we do not understand it. Politeness is closely related to the problems caused by intercultural communication.

Recently, due to the progress of globalization, various problems are occurring in intercultural communication all over the world, for example, the deterioration of public security, cultural conflicts, cultural disappearances, etc. (What is globalization?). The problems are due to not only language differences but also differences in politeness (i.e., differences in communication style which are rooted in various factors such as environment, culture, customs, and the like.)

Chapter 1 described what politeness is. This chapter, explained that politeness is that when a person communicates with another person, the speaker and the listener to have a good human relationship while considering not only the wording but also facial expressions, eye contact, voice strength, sense of distance from the other person, gestures, and posture, it refers to people are trying to communicate so that they can build up and communicate. In addition, politeness has the theory of face, which assumes that there are positive face and negative face. A positive face is the desire to get along with the others and the desire to be recognized by them. Negative face refers to the desire to maintain a certain distance and the desire not to give a negative impression (Hiraga 102). This chapter exemplified many linguistic expressions about politeness.

Chapter 2 described the difference between Japanese and English politeness. The first part of the chapter explained high-context and low-context cultures. In high-context culture, there is a lot of information shared between the speaker and the listener, and communication is possible without saying it in words. A culture in which "sense" communication is possible (Hiraga 121). Low-context cultures have contrasting characteristics, and described that the communication method of high-context culture cannot be established unless the other person also has the same high-context culture (Hiraga 119-124). The chapter also described that in

low-context cultures, there is little information or experience to share with each other, and it is necessary to communicate clearly in words (Hiraga 121-122).

The second part of chapter 2 explained that there are two types of politeness, the "Wakimae method" and the "Hatarakikake method". The Wakimae method is politeness that uses linguistic expressions that are socially determined according to the other person, and the "Hatarakikake method" is the speaker actively showing respect to the other person and adjusting the distance (Hiraga 108) (Ide). Also, Japanese applies to the politeness of the "Wakimae method" (Hiraga, 108). On the other hand, the usage of English politeness, which has "Hatarakikake method" politeness, is different from Japanese, and Japanese politeness is used properly according to the human relationship and hierarchical relationship with the other person, but English politeness is used politeness to express one's own dignity, not to use it properly depending on the other person (Hareyama).

Chapter 3 described the Japanese as characterized by using aizuchi and reaction expressions very frequently, striking aizuchi everywhere in the utterance, and not only speaking but also "nodding" that shakes the head vertically (Hiraga 113). "Aichi" means back channeling. This chapter also described that Japanese aizuchi is like a signal that prompts the speaker's speech, and that Japanese aizuchi may have a positive face (Mizutani).

On the other hand, in English, aizuchi and reaction expressions do not appear as much as in Japanese, and they appear in intonation breaks, grammatical breaks, and places connected by conjunctions, from people in languages that do not usually use aizuchi frequently (Hiraga 113). This chapter also described that many people have a negative image of the fact that the other person frequently hits the intonation (Hiraga 113).

The reason that I chose this topic is because through classes at university, English conversation with native speakers and English movies, I was interested in the differences in the use of Japanese and English languages as well as the differences in communication style. Therefore, I realized that there are clear differences in culture and customs between Japanese and English, which have a big influence on the communicating style. The reason that among

them, I thought that politeness was particularly deeply involved in the various differences in communication style. So, I chose this topic.

Through this paper, I want to the reader understand about that in order to avoid problems in intercultural communication, it is necessary for each person to have an attitude of recognizing and understanding different cultures. Especially, politeness is important to avoid and solve various problems with the intercultural communication. By understanding the difference politeness, we will lead to smooth communication and build a better relationship.

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Learning about British Class System from Harry Potter Series

Adapted Graduation Thesis by Hina Furuuchi, Senior

Introduction

The class system has been existing for a long time in the U.K. It is still rooted in British culture and sometimes causes social problems. There are a lot of ways in which we learn about the idea of the British class. For example, we can study with textbooks about the British classes, or checking British history in libraries and so on.

However, I recommend the way of learning the British class system from English books and movies because it is easier than any other ways for learning about British lifestyle and ways of speaking which are peculiar to each class in Britain. Especially, I have learned these things through the Harry Potter series. The Harry Potter stories are a series of seven magical fantasy novels written by the British female author J. K. Rowling. The first novel, *Harry Potter and the Philosopher's Stone*, was published in 1997, and the novel became popular immediately. Its main story is about the lives of a young wizard, Harry Potter, and his close friends, Ron Weasley and Hermione Granger. They are students at Hogwarts School of Witchcraft and Wizardry. From reading these novels or watching their movie versions, we are able to just learn the British culture and the British class, and the British school system.

In this paper, I would like to write about the characteristics of each rank of the British class system in detail in the first chapter. Then, I would like to analyze their lifestyle in the second chapter, and finally consider how it is described in the Harry Potter series in the third chapter.

Chapter 1 The British class system

In the U. K., there has been traditional rank culture from old days. It is said that the British class system has been disappearing these days. However, according to a survey by the recent government, the result has been given that the consciousness about the British class

is becoming stronger and stronger. The British class system is consisted of five main groups. They are the lower class, the working class, the middle class, the upper class and aristocrats. According to *Introduction to British Culture through Movies*, class was one of the determinants of British identity in the past. People were rated by their hypothetical position in an unwavering class system. Everyone thought that each class was clearly different from the other. The British class is often absolute and people have difficult in rising the ladder of class. They can move to other rank, but it is not detected by the world unless they maintain it for several generations after they rise or fall in rank. The rank impacts their standard of life. The high-ranked people can receive advanced education and get white collar jobs. In contradiction to it, it is difficult for the lower-ranked people to receive advanced education. And they usually get blue collar jobs. In this way, it is a huge influence that the British class system gives to people. In this chapter, I would like to write about the characteristics of each rank of the British class system.

1.1 The lower class

Most of them have grown up in poor families who could not receive education. They usually become unemployed, homeless, and so on. In the Harry potter series, house elves belong to this class. House elves are small magical creatures that work as servants for wealthy wizards. House elves dress themselves in rags and show complete subjection and loyalty to their masters.

1.2 The working class

It includes the basic and low level people, especially unskilled or semi-skilled workers, such as those with no university or college education. They are workers and laborers. Some of them who have received basic education, thereby getting the skills of reading and writing, can take an office job and become a member of the lower middle class.

1.3 The middle class

The vast majority of British people fall into this category, such as shop owners, white-collar professionals (literally those who wear a white collar like businessmen and office

workers), teachers, journalists, nurses and so on. The middle class people get a large amount of income, so they can let their children receive top notch education.

1.4 The upper class

Someone with a good job such as being a barrister can be considered the upper class. However, if their parents are of working class, they may be considered to have “new money” by those that come from families who they have “old money” which means they have been rich for a long time.

1.5 Aristocrats

The royal family and those with titles, such as lords or barons, fall into this group. They are a few people who occupy only less than 1% of the British citizens and they own about 70% of the country. The current royal family inherit a trait or talent from the German royal family, but it never occurs that they are seen to have fallen down into the lower class. They are people of old families, having noble titles. As the noble title is inherent from generation to generation, common people can never use it even if we make an effort.

J. K. Rowling who is the author of Harry Potter series is from the middle class. Her father is an official engineer, which is the high quality engineer who has received the permit of the royal family, and her mother is an experiment engineer. J. K. Rowling, who is a single mother, works as a teacher. When she started writing the Harry Potter series, she got welfare for a year but she returned to work before she had finished writing *Harry Potter and the Philosopher's Stone*. Because her rank is placed in the middle class, the characters in Harry Potter series have values peculiar to the middle class.

Chapter 2 Lifestyles of each class

British People's lives are completely different, depending on the class they belong to. The working class people speak local dialects, live in public apartments, join in trade unions, and prefer pubs, soccer, and fish and chips. The middle class people have an elegant language, live in suburban houses, and highly value education. The upper class people speak

uniquely and elegantly, usually study at an independent school, live in a magnificent mansion, and have a kinship with aristocrats. Even if they meet for the first time, the British people see through the class of the other person from various things: for example, the way of their speaking. Accents and vocabulary vary by class. For the British people, houses, cars, clothes, etiquette, cuisine and places for spending vacations are all the British class markers.

2.1 The working class

The working class has been studied more than any other British classes. Karl Marx defined the working class or proletariat as those who sell their labor for wages. However, such a definition would also include much of the middle class people, so in industrialized nations it is defined as people who make a living from unskilled labor and spend most of their income on food and housing. In Harry Potter series, Rubeus Hagrid, Dobby, and kitchen-working elves belong to the working class. They are uneducated and engaged in manual labor. They speak with a dialect having a strong accent, and their emotions are rough and simple. So, they easily get angry and cry. Because of these characteristics, they are portrayed as comical characters.

2.2 The middle class

The middle class people usually spend their income more on entertainment than on daily necessities. Most people in the middle class are highly educate, graduated from college and have a master's degree. People of various occupations belong to the middle class, including doctors, lawyers, engineers, teachers, civil servants, self-employed people and so on. The typical middle class people are proud of their normal condition. Despite being proud of their normal condition, they also buy luxury cars and large houses and try to show their wealth to others. In Harry Potter series, Dursle family is typical, and it is portrayed as apparently a collection of the negative side of the middle class. They show off their new cars to their neighbors and buy a ton of birthday gifts as Dursle does for his son Dudley. And Hermione is also born in the middle class family. Her father is a dentist, and she speaks clearly, her English being close to the Received Pronunciation. The Received Pronunciation is a way of

speaking for the upper class and the middle class people with large lip movements, and with pronunciation in front of the mouth and clear sound.

One of the characteristics of the lifestyle of the middle class people is the public school. Private junior high schools in the U. K. are called public schools. There are about 2,400 public schools, which require tuition fee, and they teach with a policy and a system which are different from the national curriculum. Traditional public schools attach great importance to boarding schools. Currently, about 700 public schools are boarding schools. Eton College and Harrow school are typical examples. There are many advantages of a complete boarding school. For example, it is possible to effectively utilize weekends and night time zones. Public schools like Eton College were originally founded as educational institutions for underprivileged boys. However, due to educational reforms in the 19th century, it was limited to the children from the upper class and the upper-middle class. Even today, it is difficult to send children to a public school without a significant income. It costs about 1.5 million yen on average in 2006 for sending a child to a public school for one semester. According to *You can See the U. K. from the Public Schools*, at Eton college, the method of admission has changed significantly since the 19th century. Before this change, there was a system called “House List” that allows parents to register their children in the dormitory desired by the parent as soon as possible and pass the national entrance examination for private schools. In parallel with this, there was a “General List” that does not specify a dormitory for people who have applied after the house list gets full. And also, students selected as 70 scholarship students are called “Kings Scholar” and can receive tuition support from the government. In *Harry Potter and the Prisoner of Azkaban*, a student named Colin Creevey is such a student. He states that his father is a milkman, indicating that Hogwarts is an elite school, but non-discriminatory school that can accommodate the working class children. From the 18th century to the 19th century, public schools played a role as educational institutions for raising gentlemen who became the ruling class of the U. K. Boys were raised as masculine and patriotic gentlemen and girls were raised to become obedient. Public schools have been well

received for their attachment to tradition, loyalty to the country and a spirit of self-discipline. They still teach Greek and Latin and encourage sportsmanship. Public schools have been recognized nationwide because the students can learn the traditional spirit of the U. K. by studying the classics. It is customary for public school graduates and the upper class people to write a registration request letter to the dormitory of the school, which would allow them to go on to school from 11 to 13 years, once a boy is born in the family. However, even if the name of the applicant for admission is included in the list of applicants for admission, the family status will be rigorously examined before the child is actually in the school enrolls. Class consciousness in the U.K. is still deep-rooted, and the author seems to be also influenced by it. J. K. Rowling was from Widine Secondary School and she was elected a head girl in the final year. She took the General Certificate of Education for college admission and achieved top notch results. However, she was not from public schools, so she was not admitted to a prestigious private university. In this way, discrimination based on the class of birth and the school from which elite people still exists.

2.3 The upper class

According to *British Cultural Identities*, the upper class was originally composed of royal families, aristocrats and people with other titles. Upper class status could be often obtained through family traits and the inheritance of wealth and land. In such an inheritance-based society, it was difficult to rise the ladder of the rank. The royal family is the only remnant of the traditional upper class society that can be witnessed now; the aristocratic society has become less noticeable. In *British Cultural Identities*, the authors have pointed out that with the exception of the famously known events of royal families, people used to be defined as the upper class. The upper class is now being defined simply as the wealthy. In the Harry Potter series, not only aristocratic people, but also right-blooded people are considered to be belonging to the upper class. The pure-blood people fall into two types. One group includes people like the Malfoy family, who value their pure-blooded identity and hate others. The Malfoy family who are rich as one of the pure-blood old families, can be said to be the

pinnacle of the upper class. They have special connections and have various privileges like being able to watch the Quidditch World Cup in special seats. In *Harry Potter and the Chamber of Secrets*, Draco's father Lucius buy the newest brooms for all Quidditch players in his son's dormitory. The upper class people have huge financial resources and use them generously for their children. The other group has people like the Weasley family, who while they value being pure-blood, also cherish others. The Weasley family has long been the pure-blood magical family. However, they have many children and are now poor, and they are considered to be a family that has fallen down into the middle class.

Chapter 3 Depiction in the Harry Potter series

In *Harry Potter and the Philosopher's Stone*, Harry meets Draco Malfoy for the first time at Madam Malkin's shop. Then, Draco asks Harry if he has his own broom or has ever played Quidditch. Draco proudly talks about having played Quidditch and says that his family is from Slytherin which is one of the houses of Hogwarts for generations. Draco says that "Well, no one really knows until they get there, do they, but I know I'll be in Slytherin, all our family have been – imagine being in Hufflepuff, I think I'd leave, wouldn't you?" (p. 60) He also asks Harry if his parents were a witch and a wizard, and he thinks Hogwarts should only allow admission to the old wizarding families. As we can see from this part, Draco is proud to be a member of the historic wizarding family and looks down on other witches and wizards. In *Harry Potter and the Chamber of Secret*, there is a scene where Draco shows off the newest brooms. Then, " 'At least no one on the Gryffindor team had to buy their way in,' said Hermione sharply. 'They got in on pure talent.' " At the time, " 'No one asked your opinion, you filthy little Mudblood,' Draco spat." (p. 86) From this conversation, it is clear that Draco hates and despises Muggles. The way of his thinking shows that the upper class people looked down on the middle class and the working class people and thought they were special. Draco is proud of Slytherin which has a remarkable selection idea, and he hates Hufflepuff where discrimination is considered to be evil and

equality is their motto. Voldemort is depicted as the most evil character in Harry Potter series, who the Malfoy family believe in, has a policy of cleaning the Muggles, and it reminds us of Hitler's persecution of the Jews in the Nazis regime. The results of the battle between Harry and Voldemort also show that the author strongly criticizes racism, and class racism in particular. Harry Potter, Albus Dumbledore and Lily Potter, the three people who protect the peace of the world from Voldemort, were born of a half-blood or a Muggle family. From their family background, I feel the author's opinion that the good and the evil, superiority and inferiority of people are not determined by race nor class. Harry Potter, Ron Weasley and Hermione Granger, who are the main characters in this series, were born in a half-blood, a pure-blood and a Muggle family respectively. It is the clearest message that the author wants a world without discrimination because they are depicted as friends. I think J. K. Rowling tries to express through her characters that the distinction between right and wrong is not innate in race or class, but in individuals' idea of discriminating or not individuals' admitting discrimination.

From these contents, it can be seen that Quidditch is an indicator of the position of the rank in the magical world, and also Draco Malfoy is discriminating against witches and wizards from Muggle. Quidditch is a popular and historic sport in the magical world. According to *Harry Potter and the Philosopher's Stone*, Quidditch needs seven players on each side and three of them are called Chasers. The bright red ball of about the size of a football is called the Quaffle. The Chasers throw the Quaffle to each other and put it through the hoops to score a goal. Ten points can be gained every time the Quaffle goes through one of the hoops. And there is another player on each side called the Keeper. They have to fly around their hoops and stop the other team from scoring. Each team has two Bludgers who rocket around trying to knock players off their brooms. The last member of the team is the Seeker who has to catch the Golden Snitch. It is the most important ball of the lot. It is very hard to catch it because it is so fast and difficult to see. (pp.124-125) Hagrid says that Quidditch is witches' and wizards' sport which is like football in the Muggle world. (p. 61)

According to *The History of Football that can be Seen from the Beginning*, football began under the environment of class consciousness at a public school and is said to have spread from the upper class. Harrow School was the first to make football a compulsory subject. Although Quidditch is not a compulsory subject in Hogwarts, there is a Quidditch team in each dormitory and many students are excited at the game, which suggests that Hogwarts is an elite school. In addition, Quidditch is played in a mixed team. And in *Harry Potter and the Goblet of Fire*, the Triwizard Tournament is held. Of the four players participating in this tournament, one is a woman. From these, it is considered that the author insists that there is no difference between men and women in sport and that they are equal with no gender discrimination.

In *Harry Potter and the Goblet of Fire*, the fact that students from wizardry schools are different from those at Hogwarts makes clear at The Triwizard Tournament. Dumbledore explains that “The Triwizard Tournament was first established some seven hundred years ago, as a friendly competition between the three largest European schools of wizardry – Hogwarts, Beauxbatons and Durmstrang. A champion was selected to represent each school, and the three champions competed in three magical tasks.” (p.165) As you can see, many students from European wizardry schools appear in this story. According to *The Racism in Europe - Thinking about the Racism from Living Overseas*, Europeans are particularly nationalistic. So, many problems such as ethnic conflicts and discrimination against the Jews have long existed there. In Europe, many people think that white people are only a race of civilization. Therefore, there is still a tendency to look down on other colored people. In Central Europe and Eastern Europe, racial discrimination has been tolerated nationwide until recent years, and there is a racial discrimination against the people originally from their own country and the white people. In particular, the Asians and the Africans tend to be discriminated against. This kind of consciousness has been rooted in Europe, including the U. K. and is expressed in Harry Potter series. Hogwarts is said to be a British school, so white people make up the majority of the population like in the real world. However, in this

story, there is no expression like racist discrimination that exists in Europe. The reason is that Harry's partner at the Christmas party is Parvati Patil, and Harry's first love partner is Cho Chang. Parvati Patil is an Indian girl who has beautiful long black hair and black eyes, and Cho Chang is a beautiful Chinese girl with lustrous black hair. I think the author wants to criticize racism and class discrimination. So, she makes Asians like Parvati and Cho appear Harry's partners who are often discriminated against in reality.

In *Harry Potter and the Goblet of the Fire*, it reveals that the Dursley family belongs to the middle class. One morning, by the time Harry arrives in the kitchen, Uncle Vernon seats around the table and he is reading *the Daily Mail*. (p. 29) According to *Basic Knowledge for Reading Newspapers in the U. K.*, there are two main types of the British newspapers, broadsheet and tabloid. Reading broadsheet gives an intellectual impression and it focuses on well-analyzed political topics. This newspaper is read only by the middle class and the elites with a college or higher education. On the other hand, tabloid has a lot of sensational news and gossips, and it is mainly read by the middle class people. *The Daily Mail* was the first tabloid to be published in 1896 for the middle class people. It is a conservative newspaper that dislikes welfare policies and tends to be harsh for poor people and immigrants. There are many gossips on *the Daily Mail*, so there are many female readers who like rumors. In general, tabloid such as *the Daily Mail* are often judged to be less intellectual than broadsheets. British people judge the class from visible information such as houses, cars, occupations and so on. The newspapers people are reading are also one of the indicators of the British class. Since the author had been on welfare, she has a stern look at the Dursley family, who subscribes to *the Daily Mail*. Furthermore, she uses the discriminatory words which are used in *the Daily Mail* like "scrounger." "Scrounger" is used for the people who depend on social security in the U. K. I would like to point out that she deliberately uses these illiterate words to criticize the attitudes of the upper class and the middle class people towards the poor people and the working class people. Knowing the background of the British newspapers such as *the Daily Mail*, I suppose, J. K. Rowling does

not want to criticize the middle class people, but the conservative people in the middle class. And also, I feel her passion to eliminate prejudice and discrimination caused by the idea of the British class.

Conclusion

In this paper, I have analyzed the British class system and their lifestyle. Then, I have examined how the British class system is described in the Harry Potter series. Throughout all the series, the author J. K. Rowling criticizes the British class and racist discrimination, which are still strongly rooted in the U. K. In the U. K., there is traditional rank culture from old days and it is still rooted in the minds of British people. The British class system is consisted of five main groups: the lower class, the working class, the middle class, the upper class and aristocrats. Their lives are completely different, depending on their class. Even if they meet for the first time, the British people see through the class of the other person from various things like the way of speaking. Houses, cars, clothes, etiquette, cuisine and places for spending vacations are all the British class markers in the U.K. The Harry Potter series has also these British class markers' expression. For example, Hagrid and Dobby, who are belonging to the lower class and the working class, wear shabby clothes and speak with a dialect accent. And the Malfoy family, who are belonging to the upper class and the pure-blood group, have always the newest things, and the way of their speaking is almost Received Accent. In general, the higher class people have more ideas about the British class, race and gender discrimination than the lower class people. It is reflected in the Harry Potter series, and I feel the author's strong criticism of discrimination based on the British class. At the end of the story, Harry defeats the legendary dark wizard, Lord Voldemort, who plans to wipe out the Muggles. From this ending, I feel the author's message of expelling the British class culture that is rooted in British people for a long time. Throughout this paper, I strongly pray that discrimination and prejudice will disappear not only in the U. K. but in all over the world.

Shigeru Suzuki, Junior

A question and two people shaped my life

I had a blank period for a few years between graduating from high school and entering the university. It was an important opportunity. In other words, a blank period posed me a serious and important question. What should I do? I did not need dreams or goals because they are secondary. The first thing to think about is a fundamental attitude. The question is in other words. What is a fundamental attitude to me? I believed dreams or goals would be determined when I did the attitude. I thought the question was most important and started self-dialogue, although I had to prepare for the entrance exam. It was the first time to think myself seriously because I lived my life going with the flow until I graduated from high school. Two people helped me think the question.

One day, I found an interesting part when I read an essay of Chuya Nakahara, who was a Japanese poet. He wrote something similar in his diary and letter. To summarize what is written on them, it is important to be open mind for feeling things. He also said it is a good way to wander around or be absent-minded for being open mind. I was fascinated and I wanted to adopt it as the attitude. You may say “Why did you want so?”, but I do not know and all I can say is my intuition wanted so. As the result of various thoughts, doing nothing became my attitude. Certainly, I feel things keenly while doing nothing. ‘Try to wander around.’ he said in the essay, ‘In the meantime, you may see things that you have not been able to see before and you may feel things that you have not been able to feel before.’ I thought it is true. In addition, I found that I feel artworks very well with the attitude. I was satisfied.

However, I was getting to feel that something was lacking in my attitude. One such a day in 2019, I watched a video on Youtube. It was a segment of the Japanese evening news program. The program introduced a book and the author of the book. The author was Akiko Ikeda, who was a Japanese philosopher and writer. I was interested in her and the book. Immediately, I bought the book online. A few days later, I got and read it. The title is “14 歳からの哲学”

Philosophy from the age of 14. I learned what it means to think from this book. I was thrilled and I wanted to adopt it as the attitude. As the result of various thought, expressing in my own words became my attitude. I was satisfied. I had a feeling that something lacking was filled up. I realized that the balance between thinking and feeling is important.

Based on this attitude, I created some goals. It is things-to-do-list of everyday life. For example, reading academic books and thinking things I experience in a day are based on Expressing in my own words attitude. In detail, there are more things and I fine-tune it sometimes. In contrast, I try to take Doing nothing attitude when I feel like it. I enjoy spending every day because I have things to do and recognize the value of them. Anyway, if I did not encounter the question and them, I would have been troubled by something pointlessly, considering the personality of myself.

2020 卒業生卒業論文概要

石岡 愛美 セレブリティの影響力について

本論文では“celebrity”という言葉が持つ広い意味について考察した。「第一章 セレブとしてのイギリスの王室」では、王室の人たちは日頃どのような活動をしているのかを調べ、レセプション、州の宴会、ガーデンパーティーなどの開催者としてのホストの役割を担うだけではなく、しばしば女王は連邦または他の国の国家を代表する存在であることがわかった。そして「第二章 イギリスのセレブ」では、デイヴィット・ベッカムやジョン・レノン、エマ・ワトソンなどを調べ、彼らはスポーツや音楽、女優など本職の成功を収めた人物であることはもちろん、慈善活動やボランティアなどの社会活動に力を注いだり、政治に対し声を挙げたりするセレブが多いことがわかった。最後に「アメリカのセレブ」ではテイラー・スウィフト、ジョニー・デップ、カイリー・ジェンナなどを題材に、100万ドルを超える莫大な寄付をしたり、小児病院を訪れ、病気と闘う子供たちやその家族を激励するなど、チップ文化のように「他人に自分の気持ちをお金に乗せて届ける」というアメリカらしいセレブの特徴があることがわかった。それぞれの時代や地域におけるセレブリティの定義は異なるものの、その背景には、影響力のある人物たちが、その土地や時代に求められる役割を演じ続けた結果がセレブリティそのものなのではないかと考える。

石塚 柊人 **About meanings and role of movies from point of the view of the history of movies and transitions between American movies and Japanese movies**

The first chapter is about history and transitions between American movies and Japanese movies through movie related events. The second chapter explained some Japanese and American movies companies. American movie companies are Sony Pictures Entertainment, Walt Disney company and Warner Bros Entertainment, and the Japanese movie companies are Toho. Co. Ltd., Toei Company, Ltd. and Shochiku Co., Ltd. Chapter 3 is about Japanese and American movies directors and their masterpieces. The first American director is Steven Spielberg; his masterpiece is “Jaws.” The second director is Quentin Tarantino; his masterpiece is “Pulp Fiction.” Last is George Lucas; he is famous for the “Star Wars” series. Next, the first Japanese director is Akira Kurosawa; his masterpiece’s “Rashomon.” Also, Hayao Miyazaki is a famous director and his work “Spirited Away.” Yasujiro Ozu’s masterpiece is “Tokyo Monogatari.” Through three chapters, this paper has shown that movies have some sides. Movies’ history is short, however, among it , the role of

movies as entertainment was established. The entertainment and its satire to society are movies' roles and meanings.

加藤 芹菜 時代の変化を背景としたファッションブランド

この論文ではブランドとは何かという疑問からイギリスを中心とするヨーロッパファッションの歴史と、さらには現代における新しいファッションブランド化という文脈でファストファッションについて考察した。第1章ではファッションの歴史について考察した。ヨーロッパにおける衣服のファッションの歴史を概観していた。スカートやエプロン、帽子や手袋など様々な衣服について見ていった。第二章ではブランドについて考察した。ヴィヴィアンウエストウッドやディオールについて見た。第3章ではファストファッションについて考察した。現代においてトレンドになっているファストファッションを取り上げ、そのブランドの方向性について考察した。ユニクロやH&Mの歴史、発展について展望した。この論文を通して、ブランドができるまでに様々な人たちの関わりがあっただけでなく、これから洋服を乞う時やブランドを見つけた時に背景を感じながら買い物をしたかった。ファストファッションが流行の今、日本のユニクロも世界的に人気があり、私が好きなH&MやZARAも海外から来たショップだと思えば今こうして世界が昔より平和になっている象徴であると感じた。これからはもっと何かのブランドが世界で活躍して欲しいと思った。

駒井颯汰 アメリカ禁酒法の歴史、成立から廃止まで

私は、アメリカで禁酒法がどのように成立し、どのようにして廃止に至ったかを研究しました。

禁酒の運動は主にアメリカ北部で1810年代から1820年代かけて組織されていきました。全面禁酒のグループ（ドライ派）と一部禁酒または節酒のグループ（ウェット派）の2つのグループがありました。卒業論文ではこの2つのグループの動きについて述べています。

アメリカでは飲酒の増加という問題があり、過度の飲酒を押さえることを目的にまずは州レベルで禁酒法が成立していきました。その後1919年に合衆国憲法第18条が成立し禁酒の時代が始まりました。しかし、様々な問題も出てきました。

（執行官の腐敗、密輸入酒、密造酒、禁酒法を無視する社会風潮）このような問題があり、世論が禁酒法に対し不満を抱いているところに1929年の大恐慌があり、多くの失業者が出ました。アメリカ政府は禁酒法をなくし酒場での雇用やアルコール

による税収を目的と禁酒法はなくてよいという世論の考えがあり禁酒法は1933年に廃止になりました。

もし、執行官の腐敗などの問題が一切無く大恐慌もなければアメリカは今もお酒を飲むことが出来ない禁酒の時代だったかもしれないと私は考えます。

佐藤 愛 **A Consideration that Acquisition of Preposition from the Perspective of Exemplar-Based Model**

It is difficult to learn the prepositions of English for Japanese learners. One of the reasons why is that prepositions are polysemous words that have many meanings in one word, and it is difficult for learners to distinguish the slight differences. Chapter 1 showed its effectiveness from the explanation of the Exemplar Based Model (EBM), extensive reading (ER), and experiments. This chapter speculated that learners learn the usage of prepositions from accumulation of practical English examples from books. Chapter 2 showed core theory and its effectiveness from core meaning instruction experiments. This chapter speculated that core meaning instruction is able to be thought of as that of a native English speaker. Because if an English learner can discover the core meaning and extend the meaning from it, then the learner's native language does not need to correspond to English. Chapter 3 compared these two theories from the perspective of learning prepositions and stated EBM is more effective than core theory. The disadvantage of core meaning instruction is that the learning effect differs depending on the learner's original number of vocabulary and vocabulary knowledge. Conversely, ER is able to grow slightly in about half a year, even for beginners and unmotivated learners of English learning. This chapter concluded that ER overcomes the shortcomings of core meaning instruction and is effective in learning prepositions. The purpose of this study was to show English learners that ER is effective in learning predicates and prepositions.

澤村周吾

『007』から見るイギリス文化の問題点

この論文では、『007』から見るイギリス文化の問題点と題して3つの課題を設定して論じてきた。まず、第一章として産業革命とボンドカーについて、第二章では、ジェームズ・ボンドから見るイギリス社会について、第三章ではジェントルマンとは何か、今日のジェントルマンについて論じた。

まず、映画『007』シリーズに登場する「ボンドカー」といわれる特殊装備を携えた車と車が誕生する要因となる産業革命とを結び付けて現代のイギリスを推察した。

次に、第二章で明らかになったことは、ソ連を悪役としたものが主流であり、そのような悪い印象を与えるような印象付けは『007』は東西冷戦時の名残のプロパガンダ的要素だ。

また、現代では「ジェントルマンの心」と礼儀作法が重要でありそれが備わっていると紳士性のある人間であると評価される点が明らかになった。

さらに、これからも『007』シリーズは作中において時代を反映させたイギリス人とは英国紳士とはどのようなものをボンドをはじめ作中に登場するキャラクターによって発信すると考える。

最後に、今後の見通しとしては、新型コロナウイルスに対してのイギリスの対応や見解が『007』シリーズに反映され、新たなイギリス文化の問題点を『007』シリーズから推察できると考える。

田澤 周平

Language as a Window of Society

いつの時代も言語というものはその時代の影響を受けて流動的にその体系を変遷させてきた。まさに言語というのはその時代を覗くことのできる窓としての機能を果たしているのかもしれないと考え、本文においてはイギリスのヴィクトリア時代を研究の対象として位置づけ、その時代の人々の階級による言語の違いや、上流気取りと呼ばれるスノッブ現象、言語そのものの揺らぎについて考察した。この論文では、特に『不思議の国のアリス』、『マイ・フェア・レディー』、『鏡の国のアリス』を通してヴィクトリア時代の人々の中にある深層意識や社会的な要因などを分析した。Chapter 1 では、主に『不思議の国のアリス』における上流気取り文化（スノッブ現象）について考察した。アリスのこぼれの中の上流気取り文化を思わせるような言語を取り上げることによって当時の人々の上流階級への憧れや、その習慣や言語を真似ることによって、他人よりも優れたという競争意識から来る上昇志向がうかがえることを明らかにした。Chapter 2 では、映画『マイ・フェア・レディー』という作品を通じて、階級による言語の違いについて深く分析した。イギリスにはそもそも三つの階級が存在し、その中で話されている言語はそれぞれ違っていた。その階級による言語の違いを本文ではイライザとヒギンズ教授によるエロキューション・レッスンというものを例に挙げて考察した。Chapter 3 では『鏡の国のアリス』における、言語の記号性や言語自体の揺らぎを考察した。本文ではハンプティ・ダンプティが述べる言語自体が持つ意味や、その言語に自分なりに意

味を付与することによって言語そのものを作り出すことができるという実にナンセンスで、言語の持つ可能性を示唆するような事柄を取り上げた。

外崎 実紅 日英のコミュニケーションの違いをポライトネスの観点から考察

異文化間コミュニケーションの諸問題を回避・解決するためには、ポライトネスが重要である。ポライトネスの違いを理解することで、コミュニケーションを円滑に行い、より良い関係を築くことに繋がる。ポライトネスとは、話し手と聞き手が良い人間関係を築き上げ、意思疎通ができるようにコミュニケーションを取ろうとすることを言う。日本語と英語のポライトネスの違いは、話し手と聞き手の間に共有されている情報が多く、言葉に出して話す必要がない「高コンテキスト文化」と、共有する情報や経験が少ないため、はっきりことばに出さなければならない「低コンテキスト文化」の違いによるもの、また、相手に応じて社会的に決められている言語表現を使用する「わきまえ方式」と、話し手が積極的に相手に敬意を示したり、距離を調節したりする「働きかけ方式」の違いによるものである。日本語と英語の非言語コミュニケーションの違いを、違いの大きい「あいづち」を元に考察する。日本人は、頻繁にあいづちや反応表現を使い、発話のどこでもあいづちや反応表現をするのに対して、英語は、イントネーションの切れ目や文法的な切れ目、接続詞でつながれるところのみに出現する。

豊川 遼 イギリスにおける視覚芸術の影響と価値観

この論文では、イギリスの視覚芸術、主に建築と美術に焦点を当てて考察してきた。第1章では、イギリスの建築史と時代ごとの建築の特徴について展開してきた。ローマから流れ出た建築様式であるため、どちらもキリスト教の教会として造られており、キリスト教に影響がどれほど大きいかもわかる。柱の大きさや有無が異なる点であり、他の国を意識して建物を用いて権力の大きさや宗教への信仰心を示すようになったと考えられる。ゴシック建築は初期イングランド、装飾、垂直ゴシックに分けられ、それぞれ大きな特徴としては窓の造りである。そこから、イギリスのゴシック建築は窓のトレーサリーに力を入れることによって発展したと思われる。第二章では、イギリス美術の歴史とその背景について展望した。イギリス国内の美術は、チャールズ一世や、ジャーナリズムの流れに乗って風刺画を描いて有名になったホガースなど芸術に力を注いだ人々の力によって、発展することができた。その後もイギリスは素晴らしい芸術家を輩出し、現代ではバンクシーというイギリスを拠点とする匿名アーティストが世界で高い人気を誇っている。バンクシ

一も風刺画を主に描いていることから、もしかすると、同じイギリスで活躍し、風刺画で有名になった Hogarth の影響があるのかもしれない。この論文を通してイギリスは、時代の流れや他国に乗ろうとする風潮があると感じた。他の国の作り方、やり方を見て、それをうまく我流にすることで自分たちの文化を形成してきたように感じる。

中山 知美 イギリス児童文学のルーツを探るー日本児童文学との比較からー

本論文では、イギリスの児童文学と日本の児童文学の比較を通して、児童文学の特徴を考察した。17世紀以前までのイギリスの子ども用の文学は、宗教教育のための教訓的なものが多かった。18世紀に入ると、低価格なチャップブックなどの出現により子どもにも物語を楽しめる環境が広まり、次第に子ども向けのものも書かれるようになった。18世紀末のロマン主義運動の影響で子どもの無垢な存在が理想となり、児童文学の教訓性が後退していった。「古き良き」時代の雰囲気を残しながらも改革が進行していった19世紀後期のヴィクトリア朝時代にはイギリスの代表的なファンタジー作品が多く発表され、作家たちは当時の時代の流れを汲み取りながら、作品を通して子どもたちに明るい未来を伝えようとした。同じ言語を保ちながら1400年も歴史を刻んできた日本の文学は、日本特有の神話を基に様々な物語が誕生し、昔話として語り継がれてきた。子ども用に物語が作られるのは明治期に入ってからで昔話が固定教科書に載せられたり、その後も様々な児童文学が創作された。しかし、イギリスの児童文学とは大きな差があり、イギリスの児童文学がこれ程までに大きくなった背景として、基本的な要素の他に、イギリスの児童文学には「親の不在」、「子どもの退屈」が大きな要素として指摘されている。その理由はイギリスの伝統的な家庭環境やその時代の社会情勢が関係している。

バリオス・キャラ

English Education in Japan

Japan is one of the countries that have been learning English as their second language. There are other languages that is taught in Japanese school such as French, German, and Chinese but most of the schools in Japan are prioritizing English language. Many people in Japan are interested in learning English. Also, there are people in Japan who can speak and understand English language very well. In Japan, English language is as important as other classes such as Mathematics, Science, and History because it is included in major examinations for high schools and universities. There are three chapters in this paper. First chapter explains about how and where the history of English language and English Education started. Second chapter will discuss how English education started in Japan. The last chapter

describes the Japanese Education System. It also explains how students study English language. This research paper focuses on how English Education is taught to Japanese children in classes. English classes in other countries and English classes in Japan are compared in this paper. Written in this paper are some of the changes that happened in Japan education regarding English Language. Students are required by the Ministry of Japan to learn and study English language at the early stage compared before. Because of that, the number of Japanese people who can speak in English fluently increased. They become more interested in learning English because of their interests in learning other cultures. This paper focused on how English language in Japan different to other countries.

藤田 舞緒 **The Comparison between British Originals and Disney Versions**

本論文では、イギリス作品の中で有名な、『不思議の国のアリス』と『ピーターパン』の原作とディズニー版の違いについて調べた。私たちがこれらの作品の名前を聞いて思い浮かぶのは、ディズニー版での現実世界と大きくかけ離れたファンタジーの世界や、夢や希望を与えるような内容だろう。しかし、原作の『不思議の国のアリス』では作品中の絵が何か不気味な雰囲気だったり、読者に恐怖を与えるような内容であり、『ピーターパン』では悲しく、感動的な内容で描かれている。このように私たちの想像とは違い、原作とディズニー版では内容が大きく異なっていることが多い。また、文章で表現しなければならない原作では、表情や感情を言葉で巧みに伝えられているが、それに比べ、ディズニー作品ではキャラクターの動きや作品中のミュージカルシーンで表情や感情を表現されている。今回の論文からウォルトは原作の怖く悲惨な内容から、夢のある楽しい内容へ書き換え、子供たちに夢や希望を与え続けているのだと改めてわかった。しかし、全ての「毒」を取り除くのではなく、奇妙な要素を加えることで子供たちの好奇心を刺激しているのだ。ディズニーの中に度々現れる強力な魔法は人間の愛と力であり、魔法ですらなし得ない奇跡を起こし、幸福を生む。愛と夢は全てに打ち勝つと人々に信じさせることができるのがディズニーの本当の魔法だと私は考える。

三上 萌加 **The Existence of Children in Romanticism: From English Arts and Children's Literature**

この論文ではロマン主義時代に注目された子供の存在について、イギリスのロマン主義時代に描かれた絵画や文学を通して考察した。ロマン主義時代に人々の「個性」や「感情」が開放されたため、子供の存在が注目されてからは子供は純粹

かつ神聖な存在とみなされた。ロマン主義の時代背景として、様々な芸術家達の出現によりロマン主義運動が始まったとされる。

かつて、絵画や詩の中では子供は主人公として登場してこなかったのであるが、ロマン主義時代には主人公として登場するようになった。イギリスにおけるロマン主義はヨーロッパ啓蒙主義の強い影響を受け、ウィリアム・ブレイクの詩を萌芽とし、ウィリアム・ワーズワースとサミュエル・テイラー・コールリッジらで本格的に始まる。

そして文字だけだった本に絵が加わったピクチャーブックが生まれた。少しずつ子供の存在が認められていき、19世紀に児童文学が登場した。多くの文学作品がある中、『不思議の国のアリス』や『ピーターパン』などがイギリスに広まった。

子供の存在はロマン主義時代の文学運動で芸術が広まったことで認められてきたことがわかった。特にウィリアム・ワーズワースやウィリアム・ブレイクは「子供の象徴は若さ」であると詩の中で表現している。子供についての考えはロマン主義の芸術に良い影響を与えた。

山口尚人

Solving Riddles in Sports

スポーツの中にはイギリス発祥のものが数多い。そこで本論文では、スポーツにおける謎について明かしたいと考えた。

第1章では、なぜボールがスポーツにおいて重要なものとなったのかについて推測を試みた。

第1章前半では、ギリシャ神話でボールが関与しているものをいくつか取り上げ、ボールがなぜスポーツにおいて重要な道具となったのかを考察した。

運命の女神フォルトゥーナの話、それからシーシュポスの話、そしてアトラスとヘラクレスの話を例に挙げ、いずれにもボールが関係していることを示した。

第1章後半では、古代におけるボールスポーツを考察し、ボールスポーツの初期の形態をいくつか見た。例えば、紀元前530年頃のレリーフや、壺の一種であるアンフォラに描かれていた黒絵である。

また、古代エジプトでは、様々な素材から作られたボールも見つかっている。

第1章を通してボールが重要なものとなった理由のひとつとして、どの方向に転がるか予測しにくく、コントロールできないボールをコントロールしたいという

人間の潜在意識が関与しているのではないかと私は考えた。この意識がスポーツにも影響を及ぼし、ボールを使うスポーツに発展したのではないだろうか。

第2章では、狐狩りとラグビーとバスケットボールのルールの変遷をみた。その結果、どのスポーツも自由と規制の繰り返しを重ねることでルールが変わり続けてきたと考えられる。そのため、現在のスポーツも今後ルールが変わり続けていくだろうと私は考えている。

横山芳乃

Homosexuality between Japan and England

近年、LGBTという言葉をよく耳にする。LGBTとはレズビアン、ゲイ、バイ、トランスジェンダーの頭文字をとったセクシャルマイノリティの一部の人々を指した総称のことで、知っている人は多いだろう。今回私が論じたのはLGBTの中ではゲイ、つまり男性の同性愛を主にイギリスと日本の歴史を比較しながら、現代に至るまでの道筋である。

イギリスは同性愛を禁止する法律の存在や、キリスト教の観点から、同性愛を忌み嫌う時代が長く続いていた。それに対して日本は、ほとんどの時代で同性愛が許容されており、同性愛を通して様々な文化が形成されたといっても過言ではない。

現代に近づくにつれ、近代社会におけるアイデンティティが確立されるようになり、人間の内面について考えることができる時代になった。かつて同性愛は異常であり、病気であるとされていた。だが、同性愛への見方は徐々に変わりつつある。イギリスでは同性結婚が可能になり、社会的権利が保障された。日本では、同性結婚は未だ承認されてはいないが、地域間で結婚と同等の関係を保証する制度が導入された。同時に、同性愛を取り巻く問題は増えており、それが性的少数者への理解の欠乏を引き起こす。私たちに必要なのは知識と配慮であり、無知なまま偏見を抱き続けることはあってはならないのである。

吉川 もも

A Comparison of Plague and New Coronavirus

この論文では、ペストと新型コロナウイルスの比較により、新型コロナウイルス終息の見通しを立てることを試みた。チャプター1ではペストと新型コロナウイルスの基礎的な特徴についてまとめた。また、それらの特徴と過去の感染症を比べることで危険性を明確にした。チャプター2ではペスト流行時の生活や対処法などについて調査した。チャプター3では、新型コロナウイルスのパンデミックの現状について記述した。

ペストと新型コロナウイルスに共通して、パンデミックは良くも悪くも革新をもたらしている。生活様式の変容に伴い、人々の心は荒廃し、社会に混乱が起こった。一方で効率的な労働の仕組みが生まれ、労働者の負担が軽減された。そして感染症の対処法が進化を遂げた。ペストという壮絶な感染症を乗り越えた人類は優れた対処法を編み出した。現在確立されている対処法は新型コロナウイルスのパンデミックにも十分通用すると考えられる。従って、新型コロナウイルスはいつか必ず終息するという結論に至った。早期の終息のために、私たちはこれからもよりよい対処法を探求すべきである。そうすることで現在の私たちが救われるだけでなく、未知の感染症が発生した際に私たちの行った対処法が役に立つ未来がある。人類の未来のために、私たちはコロナ渦のなかで足掻くべきだ。

佐々木希美

The female Image of the plays of William Shakespeare

ウィリアムシェイクスピアは、世界的に最も知られた、また英語圏で最も偉大な劇作家である。シェイクスピア劇の女性像は、『ロミオとジュリエット』のジュリエットが、父親から命ぜられた縁談に抵抗し、ロミオと結ばれるために自ら行動したように、伝統的価値観に抵抗する、また超えようとする志向がある。なぜシェイクスピアは400年以上も前に、このような新しい女性を創り出したのか。シェイクスピアの生きた時代は、近世の始まりで、伝統的な中世からルネサンス、また宗教改革によるカトリックからプロテスタントへと、古いものから新しいものへ変化する過渡期であった。伝統的価値観に、新しい思想が入り込み、女性の価値観もそのような時代の流れに合わせて変化していった。

論文では、「女性の純潔」、「男女の平等性」、「男装した女性」という3つの観点で、当時の社会背景と合わせて見ていった。シェイクスピアは劇の中で、自分の心に誠実な、精神的に男性と対等である、また従来 of 女性らしさを超えた生き生きとした、新しい女性を書いていたと考える。

古内 比奈

Learning about British Class System from Harry Potter Series

この論文では、イギリスの階級制度と、階級ごとの生活スタイルを分析し、ハリーポッターシリーズでイギリスの階級制度がどのように記述されているかを調べた。ハリーポッターシリーズは、イギリスの作家 J. K. ローリングによる作品で、児童文学・ファンタジー小説に属する。この物語は、1990年代のイギリスを舞台に、主人公である魔法使いの少年ハリーポッターとその友人たちとの学校生活がメインで描かれている。すべてのシリーズを通して、著者 J. K. ローリングは、イギリスに

強く根ざしているイギリスの階級と人種による差別や偏見を批判している。イギリスには、昔からの根強い伝統的な階級文化があり、それは今でもイギリスの人々の心に根ざしている。イギリスの階級制度は、下層階級、労働者階級、中産階級、上流階級、貴族の 5 つの主要なグループで構成されている。彼らの生活は階級によって完全に異なり、初めて会ったとしても、イギリス人は話し方やイントネーションなどの様々なことから相手がどの階級に属しているか見抜くことができる。一般的に、上流階級の人々は、下層階級の人々よりもイギリスの階級、人種、性別による差別についてより多くの考えを持っている。それは本作にも反映されており、イギリスの階級に基づく差別に対する作者の強い批判を感じる。物語の終わりに、ハリーはマグル掃討計画をし、純血以外の一族を絶滅しようと企てる、伝説の闇の魔法使いヴォルデモートを打ち負かす。この結末から、長い間イギリス人に根ざしたイギリスの階級文化を廃止するという作者のメッセージを感じる。世界中の人々に愛されている作品だからこそ、多くの人々に作者のメッセージが伝わり、階級や人種などによる差別や偏見が、イギリスだけでなく世界中のからなくなることを祈る。

山形瑞紀

第二言語習得における発音の特徴

今日、外国語を学習する人は多い。また、近年、義務教育として英語が必須科目となったこともあり、日本では、第二言語として英語を選択して学習する人がたくさんいる。第二言語習得において環境というのは大切な習得要因である。

本稿では、第二言語習得で日本人の英語はどうしてカタカナ英語に聞こえてしまうのだろうかということを念頭に置きながら、言語のメカニズムや日本語と英語の音を比較して各々にどのような特徴があるのか、それぞれの特徴を踏まえたうえで日本人にベストな教育方法はどのようなものがあるかということ进行调查していく。日本人が効率よくネイティブスピーカーになるにはどのような方法があるのかということ伝えていく。

弘前学院大学英語英米文学会活動記録

- **2020年度弘前学院大学文学部英語エッセイコンテスト 2020年12月**

課題：An important experience that shaped your life

1位：鈴木 滋 (英語英米文学科3年)

2位：佐藤 木香 (英語英米文学科1年)

3位：寺澤 昂輝 (英語英米文学科1年)

- **4年生卒業論文ポスター発表会 2021年1月30日**

(1号館ラーニングコモンズ)

会員活動記録

佐々木 正晴

論文

「ステレオカメラを有するハイテク歩行器 -注視点と自己位置推定-」、共、2020年12月、『感覚代行』第45号、30-34

フォーサイス・エドワード

著書・論文

「Teaching with Technology 2020」、著書の編集長、2021年2月、JALT CALL SIG 出版、URL: <https://jaltcall.org/publications/teaching-with-technology-2020/>

「The Current State of MALL in Japanese Universities」、本の章単著、*Teaching with Technology 2020* (フォーサイス・エド編集長)、2021年2月、JALT CALL SIG 出版、pp. 33-36。URL: <https://jaltcall.org/publications/teaching-with-technology-2020/>

口頭発表

「The Current State of MALL in Japanese Universities」、JALTCALL2020、2020年6月、オンライン学会。

マックウィニー・スティーブン

論文

「Places of Death: Dying in Northern Japan」、単著、2021年1月、Rogue 第1号、25-38

「Death: Agora The Japanese Experience」、単著、2020年3月、弘前学院大学大学院 社会福祉学研究科 社会福祉学研究 8号、109-122。

口頭発表

「Teaching English as a Foreign Language in Japan」、Aomori Prefecture JET Programme Orientation、2021年1月。青森県、オンライン。

「A trip to the Crematorium: edifice and environment」、Death & Culture III、2020年9月。イギリス、オンライン学会。

「Places of death: Dying in Northern Japan」、The Conference at the End of the World、2020年7月。イギリス、オンライン学会。

その他

月刊「弘前」エッセイ、単著、2019年5月から

川浪 亜弥子

論文

「ロバート・グリーン」の散文作品におけるオヴィディウスの要素について — *Alcida : Greenes Metamorphosis* (1588)を中心に — 弘前学院大学紀要 第56号 (2020年3月)、pp. 1-11

齋藤 章吾

論文

「Phonological Effects of Silent Elements」単著、2019年9月30日、東北大学英語学研究室, *Explorations in English Linguistics* 33, 島越郎 金子義昭, 85-116.

「Labeling Algorithm and Copy Deletion」 単著, 2020年2月28日, 日本英語学会, JELS 37, 日本英語学会大会運営委員会, 113-119.

「*Derivations from Syntax to Phonology and Their Constraints*」 単著, 2020年3月25日, 東北大学

口頭発表

「前置詞残留に対する音韻的分析」, 日本英文学会第91回大会, 2019年5月, 安田女子大学, 広島市

「Labeling Algorithm と Copy Deletion」 (Labeling Algorithm and Copy Deletion), 日本英語学会第37回大会, 2019年11月, 関西学院大学, 西宮市

弘前学院大学英語・英米文学会会則

第1条 本会は、その名称を弘前学院大学英語英米文学会とする。本会の事務局は、弘前学院大学文学部事務室におく。

第2条 本会は、英米文学・英語学・欧米文化の研究、英語教育の促進、および会員相互の親睦を目的とする。

第3条 本会は、その目的を達成するために次の事業を行う。

1. 大会（年1回）。
2. 機関誌を発行。
3. その他、研究発表会、講演会の開催等必要と認められる事業。

第4条 会員は、次のいずれかに該当し、所定の会費を納めた者とする。

1. 弘前学院大学文学部英語・英米文学科所属の専任教員。
2. 弘前学院短期大学英米文学卒業生ならびに弘前学院大学文学部英語・英米文学科学生および卒業生。
3. 本会の趣旨に賛同する人。

第5条 本会に次の役員をおく。

1. 会長 1名
2. 委員 若干名
3. 会計 1名
4. 監査 2名

第6条 役員を選出は次の方法による。

1. 会長は、弘前学院大学文学部英語・英米文学科所属の専任教員の互選による。
2. 委員は、第4条1項および第2項の中から会長がこれを委嘱する。
3. 会計は、第4条1項および第2項の中から会長がこれを委嘱する。
4. 監査は、第4条1項および第2項の中から会長がこれを委嘱する。

第7条 役員任期は1年とし、再任をさまたげない。

第8条 本会に名誉会長をおくことができる。

第9条 本会は、会費、寄付金、補助金によって運営する。会費は年額 2,000 円とする。

第10条 本会の会計年度は毎年4月1日に始まり、翌年3月31日に終る。

第11条 会則の変更は、大会出席者の過半数の賛成をもって成立する。

付 則 この会則は 1971 年 4 月 1 日より施行する。

付 則 この会則は 1986 年 7 月 4 日より施行する。

付 則 この会則は 2004 年 4 月 1 日より施行する。

付 則 この会則は 2017 年 4 月 25 日より施行する。

弘前学院大学英米文学

第45号

2021年3月25日

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Contents

A Consideration that Acquisition of Preposition from the Perspective of Exemplar-Based Model.....	1
Ai Sato	
Consider the difference between Japanese and English communication style from the viewpoint of politeness.....	21
Miku Tonosaki	
Learning about British Class System from Harry Potter Series.....	37
Hina Furuuchi	
2020 Hirosaki Gakuin University English Essay Contest Winning Essay.....	48
Shigeru Suzuki	
Summaries of 2020 Graduation Theses	50
Hirosaki Gakuin University Department of English and English Literature Association Event Information.....	61
Research Activities of the Faculty of the Hirosaki Gakuin University Department of English and English Literature Association.....	62
Constitution of the Hirosaki Gakuin University Department of English and English Literature Association.....	64

The Association of the Hirosaki Gakuin University
Department of English and English Literature