

# Time-Related Conjugational Error Types in TUFS Sunrise Advanced Japanese Learners' Corpus of English

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## 1. Introduction

This paper is based on material selected for analysis by the Online Dictionary of Misused English Corpus (TUFS Sunrise Advanced Japanese Learners' Corpus of English) Project Team at Tokyo University of Foreign Studies, of which the author is a member, and presents some observations on the part of the author of certain time-related conjugational error types which are frequently seen in the written English of advanced Japanese learners at the university level. It constitutes an attempt to understand the reasons as to why the errors may occur, the degree of influence of the first language upon the target language, and the characteristic differences between the two respective languages, not simply in obvious syntactical terms, but also from a cultural and conceptual point of view.

## 2. Approach

After first considering the case of errors typically made by Japanese learners in connection with the past tense in English, some examples of other time-related errors as revealed in a series of English essays by forty-two advanced learners towards the end of their first year at university will be examined. The assigned essay topic was 「もしもあなたが宝くじに当選したら、そのお金をどのように使いますか。また、その理由を教えてください。 *Moshi mo anata ga takarakuji ni toosen shitara, sono okane wo dono yooni tsukaimasuka? Sono riyuu wo oshiete kudasai.*」 (If you won [were to win] the lottery, how would you spend the money? Please explain your reasons.), wherein an immediate point of interest lies in the use of the subjunctive and modal past. Thought will be given to the cultural concept or perception of time, namely if and where the perception of tense and the perception of aspect in the two languages correspond.

## 3. Observations and Discussion

One conspicuous time-related error which is seen in the writing of even advanced Japanese learners of English is that connected with the simple past tense of the verb, which learners tend to forget to use. Notwithstanding certain irregularities of past forms in English and the fact that certain tense distinctions as in English do not exist in Japanese, the Japanese language would seem to have a similar system of indicating a clear distinction between the present and past tenses of the verb, whereby the suffix of the present tense form, 「る *ru*」, changes to the past tense suffix, 「た *ta*」. In the case of learners whose first language is Chinese, which is an entirely aspect-focused language, where the verb itself never changes its form, and aspect particle markers only follow the verb where added clarity is necessary, it might be understandable for a difficulty in forming the past tense in English to occur. This can be understood since 'tense' is defined in terms of the position and viewpoint of the speaker, who fundamentally perceives of events as: already having taken place at different stages in the past; being in the process of taking place in, or in some way relating to, the present; or yet to take place in some way in the future -- which distinctions, generally speaking, are indicated by different conjugations of the verb. On the other hand, 'aspect'

constitutes a more abstract concept of completion or incompleteness, with the notion of 'completion' referring to that which has gone before, but also to possible 'completion' yet to come about -- whereby form the verb itself remains unchanged.

Nevertheless, a similar situation to Chinese can be seen with Japanese. That is, even though verbs do appear to 'conjugate' in Japanese, the language is also, like Chinese, fundamentally aspect-focused, and the distinction between the '*ru*' and '*ta*' forms of the verb is not exactly that of past and present tense, but that of non-completion and completion. Moreover, the fact that the '*ta*' form is also used to indicate completion of an 'event' in the past creates further difficulty. Thus, without a deep understanding of the concept of the tense system in English on the part of the Japanese learner -- namely, how the speaker perceives events which have occurred before the time of speaking -- the choice of when to use which form (the past tense form or the non-past (present) form) will inevitably tend to reflect the instinctive choice rather between '*ru*' and '*ta*', in terms of the 'cultural-linguistic' concept of completion or non-completion.

A further factor which should be taken into consideration is the way in which the first language, Japanese, is treated in terms of English education at the secondary school level -- in other words, the linguistic background which Japanese learners bring with them to the university English classroom. According to Takashima (1995), 「... 日本語の「る」形と「た」形の使い方にいかに[英語に]対応するのであろうか。現在の学校教育においては、「る」は動詞の活用の一部(終止形)として扱われ、「た」は助動詞として扱われているため完全に対応した概念とはなりえない。しかしながら、日本語の動詞の「た」形と「る」形の対立は、過去と非過去(現在)というテンスの対立ではなく、完了・未完了というアスペクトの対立とみる方が妥当である。(57)」 “. . . It is interesting to consider to what extent the function of the Japanese *ru* and *ta* suffix forms corresponds with English usage. Since, on the basis of the guidelines of current secondary school education in Japan, *ru* is treated as one type of verbal conjugational form (suffix), and *ta* is treated as an auxiliary, the notion of their corresponding completely is not possible. Rather, it would be more reasonable to consider the concept of the Japanese verbal *ru* and *ta* forms not as one of past and non-past (present) 'tense', but as 'aspectual' completion and non-completion.” Moreover, 「日本語は本来アスペクト中心の言語なのである。このため現在・過去という時間(絶対的, 客観的基準)で規定し表現するよりも、話者の主観性、すなわち話者がその時点で物事を「完結・完了しているとみる」か、「未完結・未完了と見る」かで、「る」と「た」とのいずれかの形態素を用いて表現するのである。このズレが時として学校教育の中で英語を学習者に教えるときに、誤解や混乱の原因のひとつとなると考えられる。(61)」 “Japanese is fundamentally an aspect-focused language. For this reason, rather than being expressed in terms of fixed present and past time (based on an absolute, objective standard), a speaker judges subjectively as to whether at the point of utterance the object is perceived to be 'resolved' and 'complete', or 'unresolved' and 'incomplete', choosing the suffixal form *ru* or *ta* accordingly. This difference in concept between Japanese and English, can be considered to be one of the causes of occasional misunderstanding and confusion in the teaching of English within the confines of secondary school education in Japan.” [Translation mine]

It is fascinating to consider, however, how, conversely, native speakers of English do not tend to have the same difficulty with the use of '*ru*' and '*ta*' in Japanese. This is due to the fact that the function of these suffixes is generally taught within the context of the natural English perspective of 'tense', with '*ru*' and '*ta*' being treated as equivalents of the present and past tense conjugations of the verb in English. An interesting illustration of the difference between the aspectual suffixes '*ru*' and '*ta*' is that of the last lines of the fourth, eighth and ninth verses of the NHK Great East Japan Earthquake Recovery Support Song, 『花は咲く *Hana wa Saku*』, (words by Iwai Shunji, music by Sugino Yoko), 「わたしは何を残したんだろう *Watashi wa nani wo nokoshita darou?*」. Written from the point of view of the victims of the disaster, this line can be translated literally as: “I wonder what I have left behind me?”, conveying completion. Four years on from the disaster, however, it was decided that the perspective at the end of the song should be changed to that of the survivors, and the last repetition of this line at the end of the

ninth verse was accordingly changed to 「わたしは何を残すだろう *Watashi wa nani wo nokosu darou?*」, “I wonder what I will leave behind me?”, with a sense of incompleteness and looking to the future.

#### 4. Examples for Consideration

Further examples of the influence of the cultural-linguistic context of Japanese in terms of the perception of time, were revealed in an essay assignment set for advanced learners towards the end of their first year at Tokyo University of Foreign Studies, on the topic of 「もしもあなたが宝くじに当選したら、そのお金をどのように使いますか。 *Moshi mo anata ga takarakuji ni toosen shitara, sono okane wo dono yooni tsukaimasuka?*」 This was a particularly interesting topic to select as material for analysis, as the students would inevitably be required to express the question of the title in English, and probably also to use the same construction in the first sentence and elsewhere in the body of their essays.

Out of the forty-two essays, approximately half contained the correct rendering of the title and first sentence of the essay, 「宝くじに当選したら、私は～をする *Takarakuji ni toosen shitara, watashi wa ~ wo suru*」, in terms of a hypothetical context, with the use of the pattern “If I (did) [were to do] ~ , I would (do) ~ ” (“If I won [were to win] the lottery, I would (do) ~ ”), using the past tense subjunctive and modal past (would) pattern. However, even if this was used correctly at the beginning of the essay, in several cases it was used incorrectly further on. This might possibly be an illustration of students having originally learnt the pattern as such at the upper secondary school level, and being able to reproduce it automatically, but then being unable to use it in a more flexible way. Moreover, several students who successfully used the past subjunctive pattern at the beginning of a sentence, then incorrectly combined it with either the simple present tense or the future tense in the latter part of the sentence (or vice versa). The following are some examples of this incorrect usage:

- (1) \*If I won the lottery, I can do a lot of things.
- (2) \*If I won the first prize in a lottery, I want to realize one thing *by* the money.
- (3) \*I want to use all *the* money if I won the lottery.
- (4) \*If I won the lottery, no matter how much money it *is*, I will donate (*it*) to *the* people who are in need of money.
- (5) \*If I won in a public lottery, I will use (*the money*) in two ways: (*as*) saving(s) and (*for*) self-improvement.
- (6) \*I also want to take dance lessons if I won the lottery.

[NB In all the examples presented in the paper, \*(an asterisk) is used where a sentence contains certain grammatically incorrect elements. A #(hashtag) is used in the case of a sentence which is generally grammatically correct, but which is semantically or contextually incorrect in terms of the context or discussion. Elements central to the discussion are underlined. Other grammatically or idiomatically incorrect words or expressions are indicated by means of italics, and additional corrections by the author are indicated by means of italics in parentheses.]

Several students used the present tense implying the future, together with the simple present tense, as follows:

- (7) # If I win a hundred million yen, I use 20% to buy a fixed property in (*a*) developing country.
- (8) # If I win the lottery, I use half of it and save the rest of it.
- (9) # It depends on how much money I win.
- (10) # If I win the first prize in a lottery, I want to save it *because of a lot of*

*problems that I will experience in my life.*

- (11) # If I win a lottery, I have a lot of things I want to do, but *they depend* on how much the prize in a lottery I *can get*.
- (12) # If I win (*in*) a public lottery, I have mainly three things I want to do.

All these examples are very interesting, as, apart from a few incorrect expressions (in italics), and necessary additions given by the author (italics in parentheses), they are not grammatically incorrect. The meaning, however, is undoubtedly different from that intended by the writers. Although the present tense verbs given in the first part of each sentence (win/depends), were presumably used to imply the future, due to the fact that they are followed by verbs also in the simple present tense, all convey the idea that the subject ('I') does in fact win the lottery from time to time, and explain what they habitually do when/if they win. The verb ('want') in the latter part of each of examples (10), (11) and (12) could equally be taken to imply the future, in which case the sentences would still be grammatically correct, though not contextually correct.

It should here be emphasized that the reasoning as to what constitutes an error in the discussion in English of 'the lottery' in this paper is based on the premise that there is a generally agreed idea as to the difficulty of winning the lottery, and also that, when talking in terms of winning the lottery, it is not usually the possibly more likely smaller prizes, but the first prize that one has in mind. In other words, the idea of winning the lottery is interpreted within a hypothetical context.

The majority of students used a combination of the simple present conditional tense implying the future with the auxiliary future tense form:

- (13) # If I win a prize in a lottery, I will buy books and comics without hesitation because I like to read them, and there are many books and comics I want.
- (14) # If I win the lottery, I will use half of *that* money as a donation for children suffering from poverty and (*half*) as funds to travel all over the world.
- (15) # If I win a lottery, I will spend all of *them* as soon as possible instead of saving *them*.
- (16) # Although it depends on the amount of the prize money, if I win the lottery and I get a large amount of money, I will donate *them* to some charity organizations such as the Japanese Red Cross Society and WHO.
- (17) # If I win the lottery, I am going to spend it (*on*) studying abroad or going to new places that I have never been to.

Again, although this usage of the simple present conditional tense with the future tense is not in itself grammatically incorrect, it provides a good illustration of different cultural-linguistic perceptions of 'nuance'. Since this combined use of the present and future tenses implies that there is a conceivable possibility that the matter in question will come about, it would be completely accurate in a sentence such as: "If I finish this work by the end of the day, I will come to the concert with you this evening." Or even: "If I pass the exam, I will take a few days' holiday", where there might be a varied range of possibility of success. In all of the above examples, the idea, therefore, is that there is certainly at least a 50% possibility of winning the lottery. Debatable as this might be, it is probably not wrong to say that both the Japanese and English language perception of 'the lottery', is as something which is in reality not at all easy to win. Nevertheless, with this image in mind, the combined use of the present and future tenses would appear to be the most habitually used by Japanese learners of English. The proverbial "If I were a bird" offers a good explanation as to what could be the cause of this, as follows:

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仮定法過去

「鳥だったら、空を飛べるのになあ」(If I were a bird, I could fly in the sky.)

<従属節>～た(だ)ら ([\*ASPECT] = Per., [TENSE] =  $\phi$ ) + <主節>～なあ (= 現在)

「鳥であるなら、空を飛べるのになあ」(If I were a bird, I could fly in the sky.)

<従属節>～る ([\*ASPECT] = Imp., [TENSE] =  $\phi$ ) + <主節>～なあ (= 現在)

(Takashima: 87, eg.40. & 41.)

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Subjunctive Past

“*Tori dattara, sora wo toberu no ni na.*” (If I were a bird, I could fly in the sky.)

<Subordinate Clause> ~ *ta (da) ra* ([\*ASPECT] = Per., [TENSE] =  $\phi$ ) + <Main Clause> ~ *naa* (= Present)

“*Tori de aru nara, sora wo toberu no ni na.*” (If I were a bird, I could fly in the sky.)

<Main Clause> ~ *ru* ([\*ASPECT] = Imp., [TENSE] =  $\phi$ ) + <Main Clause> ~ *naa* (Present)

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In other words, English perceives this situation in terms of the past subjunctive tense, whereas Japanese perceives the same situation in terms of aspect. The English sentence “If I were a bird, I could fly in the sky”, when translated into Japanese, reflects more the idea of completion or incompleteness, or the perfect or imperfect, and can be translated thus in two different ways, either using 「だ～たら *da ~ tara*」, or 「あるなら *aru nara*」. Neither of these Japanese translations, however, would seem to contain the specific idea of the subjunctive, and the necessity in English for the past tense.

As in example (18) below, in some inverted sentences, the past modal ‘would’ was used correctly, but in a combination with the future sense of the present tense, instead of the subjunctive past, possibly revealing an incomplete understanding of the nuance of the subjunctive in terms of ‘tense’.

(18) \*I would use the money for *contribution* and for travel if I win the lottery.

Though the following example (19) similarly uses the past modal ‘would’ with the present tense, since ‘would’ is combined with ‘like’ to form the polite form ‘would like’, used in place of the present tense ‘want’, it does, of course, work grammatically. Nevertheless, contextually, it is not completely natural, as it implies a conceivable possibility of winning the lottery, as opposed to the hypothetical implication of the past modal and the subjunctive past combination.

(19) \*I would like to (*make a*) trip all over the world if I win the lottery.

Apart from the use of ‘when’, instead of ‘if’, the inverted sentence in example 20 below uses a correct combination of the modal past and the past subjunctive tense. The use of ‘when’, however, implies that the subject (I) will definitely win the lottery at some stage, and, therefore (notwithstanding that this is not the correct nuance in the context of this sentence), needs to be combined with the future sense of the present tense ‘win’.

(20) \*I would divide my money into some groups *according to the way I use it when*

I won (*in*) a public lottery.

Although the Japanese 「もし *moshi*」 is readily translated into English as “if”, since the suffix 「～したら *~ shitara*」 used independently without 「*moshi*」 can be translated into English in two ways, both as “if” and “when”, it is

understandable that the Japanese learner might be confused as to which to choose. Similarly, the English-speaking learner can face some difficulty in translating the Japanese ‘~ *shitara*’, due to its ambiguity. Furthermore, as seen in examples 13-17 above, the Japanese 「~したら、~する ~ *shitara*, ~ *suru*」, is in itself ambiguous, relating to the concept of ‘aspect’ – hence the dilemma in the choice of “If I (do) ~, I will (do) ~” or “If I (did) [were to (do)] ~, I would (do) ~”. A good illustration of the difference in nuance between “if” and “when”, and also between the subjective past and modal past combination and the present and future tense combination, might be the case of an American presidential candidate in responding to questions from the media. One can envisage the situation of their being asked: “If you were elected president, what would you do?”, and of their responding with: “You mean, **if** I am elected president, what **will** I do?”. Or, even more emphatically and effectively: “**When** I am elected president, what **will** I do?”

The same essay topic was given to British learners of Japanese at Leeds University in the UK as an assignment in Japanese [See 『中級日本語学習者の作文における語彙使用の誤用と問題点』 (*Errors and Problems In the Use of Vocabulary In Compositions by Intermediate Learners of Japanese*), Morimoto, Kazuki]. As far as the author can see, however, on the basis of these essays, despite the ambiguity of the Japanese construction ‘~ *shitara*, ~ *suru*’ when attempting to translate back into the first language, English, it would seem that native speakers of English have no great difficulty, from the point of view of concept, in conversely translating the English “If I did [were to do] ~, I would do ~” into the target language, Japanese ‘~ *shitara*, ~ *suru*’. It can perhaps be surmised that, while the English-speaking learner approaches Japanese with inherent knowledge of, and instinctive ability to distinguish between, the nuance of the two more ‘restrictive’ or ‘prescribed’ English constructions “If I (do) ~, I will (do) ~” and “If I (did) [were to (do)] ~, I would (do) ~”, they are able to comprehend and assimilate the flexibility of the more extensively embracing aspectual ‘~ *shitara*, ~ *suru*’ when translating into Japanese with greater ease than their Japanese-speaking counterparts when translating from their first language into English. It is of further interest, thus, to consider to what degree the concept of the subjunctive exists in the Japanese mind when translating the Japanese pattern into English within a context which in English would be interpreted as, or instinctively felt, to be subjunctive, and whether the distinction between the two possibilities of meaning is consciously made.

One particular linguistic type which would tend to cause more difficulty for English-speaking learners of Japanese is the translation into English of the ‘~*ru*’ suffix of the verb, which contains the ambiguous aspectual nuances of what in English would constitute both the present and future tenses; that is, denoting ‘incompletion’ and future ‘incompletion’. A good example of this is 「花が咲く “*Hana ga saku*”」, which appears as the title and the chorus of the NHK Great East Japan Earthquake Support Song (mentioned earlier). According to the sentiment of the song, the meaning is undoubtedly intended to be as in the English translation “Flowers **will** bloom”. Without a definite context, however, the same expression could equally be interpreted as conveying the habitual present in English, and be translated as “Flowers **bloom**”, as in 春に花が咲く *Haru ni hana ga saku* (Flowers bloom in spring). Particularly within the realm of more abstract literary, or poetry translation, from Japanese into English, this aspectual nuance of the verb is always a fascinating matter for deliberation, and inevitably results in various differing interpretations and translations. (Whether the image in the mind of the poet is of ‘one flower’ or the plural ‘flowers’, is, of course, another exciting challenge in the translation of Japanese poetry.)

It is of further interest to consider possible translations of the Japanese 「もしもあなたが宝くじに当選したら、そのお金をどのように使いますか *Moshi mo anata ga takarakuji ni toosen shitara, sono okane wo dono yooni tsukaimasuka?*」 into the entirely aspect-focused language of Chinese, as follows:

1. 如果你中彩票了，怎样使用那笔钱？

*Ruguo*(2,3) *ni*(3) *zhongcai*(4,3) *le*(0), *zenmeyang*(3,0,4) *shiyong*(3,4) *na*(4) *bi*(3) *qian*(2)?

(If you won the lottery, how would you use the money?)

2. 假如 (有幸) 中了头彩, 你打算怎么花这笔钱呢?

*Jiaru*(3,2) (*youxing*)(3,4) *zhong*(4) *le*(0) *toucai*(2,3), *ni*(3) *dasuan*(3,4) *zenme*(3,0) *hua*(1) *zhe*(4) *bi*(3) *qian*(2) *ne*(0)?

(If you were (lucky enough) to win the first prize in the lottery, how would you decide [intend] to spend the money?)

3. 假如你中奖的话, 那笔钱怎么花呢?

*Jiaru*(3,2) *ni*(3) *zhongjiang*(4,3) *de*(0) *hua*(4), *na*(4) *bi*(3) *qian*(2) *zenme*(3,0) *hua*(1) *ne*(0)?

(If you were to win the lottery [a prize], how would you spend the money?)

4. 若 (有幸) 中彩, 你打算如何花?

*Ruo*(4) (*youxing*)(3,4) *zhongcai*(4,3), *ni*(3) *dasuan*(3,4) *ruhe*(2,2) *hua*(1)?

(If you were (lucky enough) to win the lottery, how would you decide [intend] to spend it [the money].)

5. 如果我中了彩票, 我会把钱都用在投资上。

*Ruguo*(2,3) *wo*(3) *zhong*(4) *le*(0) *caipiao*(3,4), *wo*(3) *hui*(4) *ba*(3) *qian*(2) *dou*(1) *yong*(4) *zai*(4) *touzi*(2,1) *shang*(4).

(If I won the lottery, I would (probably) [use all the money in investments [invest all the money].)

[NB The numbers in parentheses indicate the tone of each syllable.]

The above are a few variations by different native speakers. *Ruguo*, *jiaru* and *ru* all have the meaning of 'if', *ruguo* being the most informal, *ru* being the most formal, and *jiaru* being formal and conveying a slightly more emphatic nuance, as of '(Just) supposing', or the Japanese 「仮に *karini*」. There is in addition one other slightly emphatic informal *yaoshi* not included here. They can all be used with or without the verbal suffix *de hua*, while *de hua* can also be used on its own to mean 'if'. Like English, and unlike Japanese (where, as seen above, '*moshi(mo)*' does not always have to precede '~ *shitara*', except in more emphatic sentences), the equivalent of 'if' is necessary in a conditional or subjunctive sentence.

The noun for lottery is *cai(piao)* and the verb 'to win', or literally 'hit', is *zhong*, which, as is the case with all Chinese verbs, does not conjugate, retaining the same form, regardless of the aspect of time it conveys. The time implied, therefore, is very much dependent on, or implied by, the context, or indicated by adverbs of time, such as 'yesterday' or 'tomorrow'. Nevertheless, in none of the above examples is the idea of 'one day', or 'some time', given. This is, of course, similarly the case with Japanese, where the insertion of '*itsuka*' would, ironically, specify "(*Moshimo*) *takarakuji ni toosen shitara*," as being hypothetical. Examples 3 and 4 above, therefore, rely entirely on context as to the intended meaning. As can be seen in examples 1, 2, and 5, however, a suffixal particle, *le*, either follows immediately after the verb or comes at the end of the clause (or, in some cases, both). Yet the particle *le*, is entirely aspectual in function, denoting 'completion' or a 'change in state or situation', and can refer equally to the past (as is the case with the Japanese '*ta*' form), the simple future, or the hypothetical subjunctive past. Were example 1 above to be translated back into English, therefore, apart from the hypothetical interpretation, it could also be translated not only as "If you win the lottery, how will you use the money?", but also, "If you had won the lottery, how would you have used the money?" This latter sentence in Japanese would be "*Moshi(mo) anata ga takarakuji ni toosen shitara, sono okane wo dono yooni tsukaimashitaka?*", '(*i*)*dashita*' being the polite form equivalent of what is taught at the secondary school level in Japan as being an auxiliary suffix '~ *ta* (*tsukat-ta*)' (Takashima 1995), previously discussed. All in all, although Chinese is a wholly aspectual-focused language, similarities between Chinese and Japanese in terms of aspect can be seen.

Finally, it should be mentioned that English can also be analysed as containing 'aspect'. Strictly speaking, it has, for example, no future tense as such, since the English future forms 'will' and 'going to' are not morphologically connected to the verb as conjugational verb forms, but rather, function as modal auxiliaries. Other so-called tenses

also are composed either of combinations with the auxiliary 'have' and the past participle, '-ed/-en', as with the present, past and future perfect, or of composed of combinations with the auxiliary 'be' and the present participle, '-ing', as with the present, past and future progressive (Evans and Green, 2006:387~389). Thus, "Tense and aspect can 'cut across' one another within the tense-aspect system. In other words, they can be combined to produce a large number of different permutations." (Evans and Green: 388) In the interest of space, however, the author would like to pursue the theme of the existence of 'aspect' in English (together with the use of the gerund and infinitive, the progressive present, and the modal auxiliary) in more detail in a future paper.

## 5. In Conclusion

The above discussion constitutes merely an initial stepping stone in an attempt to understand, from the point of view of the complex topic of tense and aspect, certain time-related conjugational errors typically produced by advanced Japanese learners of English, and to provide some 'food for thought' thereby. Nevertheless, on the basis of the above discussion, it can probably be concluded that the first language exerts a considerable influence in the process of 'assimilating' English on the part of Japanese learners. Furthermore, in terms of discrepancies which exist in the concepts of tense and aspect, the influence of the relation between cultural background and ways of perception in the first language of the writer (speaker) in the conveyance of ideas in the target language, can be seen to be very great. It therefore follows that the apparent hesitation to use the simple past tense, and the subsequent difficulty in comprehending the distinction in nuance between the simple future conditional and the hypothetical subjunctive past tense in both the spoken and written English of Japanese learners can be better understood when considered against the cultural-linguistic backdrop of Japanese. Moreover, the fact that time-related conjugational errors in English are made by even advanced Japanese learners at the university level, could be seen to reflect some difficulty in the learning process at the upper secondary school level. Though the teaching of basic linguistic patterns is in itself certainly important, in order to facilitate more confident communication and clearer delivery of written (or spoken) ideas on the part of the learner, there might possibly be a need for more consideration to be given to the influence of the first language on the target language, and for more flexibility in the way in which both Japanese and English are presented, in the language classroom.

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### Natural Renderings of Above Example Sentences

1. If I won the lottery, I would be able to do a lot of things.
2. If I won the first prize in the lottery, I would like to realize one thing with the money.
3. I would like to use all the money if I won the lottery.
4. If I won the lottery, no matter how much money it was, I would donate it to people who are in need (of money).
5. If I won 「in a [the] public lottery, I would use the money in two ways: as savings and for self-improvement.
6. I would also like to take dance lessons if I won the lottery.
7. If I won a hundred million yen, I would use 20% to buy a fixed property in a developing country.
8. If I won the lottery, I would use half of it and save the rest (of it).
9. It would depend on how much money I won.
10. If I won the first prize in the lottery, I would like to save it 「to use in the case of any problems (which) I might experience [in case I (were to) experience any problems] in my life (in the future).
11. If I won the lottery, there would be a lot of things I would like to do, but it would depend on how much lottery prize money I could win.
12. If I won 「in a [the] public lottery, there would mainly be three things I would like to do.



13. If I won a prize in the lottery, I would buy books and comics without hesitation because I like to read [reading], and there are many books and comics I want [would like] (to have).
14. If I won the lottery, I would 「use half of the money as a donation for [donate half of the money to] children suffering from poverty and (use) half as funds for travelling all over the world.
15. If I won the lottery, I would spend all of the money as soon as possible, rather than saving it.
16. Although it would depend on the amount of the prize money, if I won the lottery and got a large amount of money, I would donate it to some charity organizations such as the Japanese Red Cross Society and WHO.
17. If I won the lottery, I would spend it on studying abroad or going to new places「that I have never been to [where I have never been].
18. I would use the money for making donations and for travel if I won the lottery.
19. I would like to make a trip all over the world if I won the lottery.
20. I would divide the money into different amounts, and use each amount in a different way if I won「in a public [the] lottery.

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# 東京外国語大学上級英語学習者コーパスにみられる 接続表現におけるテンス誤用

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キーワード：上級英作文、英語誤用、時間関連動詞活用、テンスとアスペクト、オンライン英語誤用辞典

本論文では、東京外国語大学の上級学習者の英作文における時間関連動詞誤用の例を挙げ、学習者の母語や文化的背景がどのように第二言語習得に影響を与えるかを探る。特に、上級学習者の英作文によく見られる過去形や仮定法過去に関する誤用をテンスとアスペクトの観点から分析し、日英それぞれの言語の異なった概念から、テンスとアスペクトとは何か、また、なぜ誤用が起こるのかを考察する。