

論文の英文要旨

論文題目	A Contrastive Study of Japanese and Mandarin Chinese Causative Expression - For the analysis of "saseru" and "V-R" Patterns -
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Introduction:

All those who are involved in language teaching, regardless of whether they are teaching Japanese language to Chinese speakers or teaching Chinese language to Japanese speakers, will find that students tend to unconsciously transfer linguistic habits of their native language to the foreign language they are learning. This phenomenon of transfer or interference can be observed in terms of pronunciation, grammar, vocabulary and cultural backgrounds.

As for grammar, Chinese is an analytical language with no inflection, there are no suffixal changes in adjectives or verbs. That is why auxiliaries tend to be among the most difficult areas of Japanese grammar for Chinese students of Japanese. This is because they fall under function words which convey rather elusive meanings.

The depth and breadth current linguistic research demands make it almost impossible for any single person to conduct an in-depth study of a wide range of topics in a short period time. Consequently, a great deal of effort has been made regarding Japanese causative expressions. What seems to be

lacking, however, is generalization. In fact, even the students majoring in Japanese language often fail to grasp the Japanese causative expressions.

Furthermore, only few attempts have so far been made at Chinese causative expressions, and, hence, let me here limit Japanese causative expressions to those verbal stems which are attached to -(s)aseru. We will begin by considering the sentence patterns of causative expressions in Japanese and Chinese.

Compare: **Japanese causative expressions:**

Sentence Pattern. NP1 ga / wa NP2 { ni / o } V - (s) aseru

For example:

- (1) Okaasan wa kodomo ni hon o yomaseta.
"Mother caused child to read the books."
- (2) Okaasan wa kodomo ni huku o kisasete.
"Mother caused child to put on the clothes."

In contrast, **Chinese causative expressions:**

Now observe the following sentences:

Sentence Pattern. NP1 - Vi (- NP) NP: Complements of degree or result

- (3) Ta kushi le shoupa.
she cry-wet aspect handkerchief
" She cried and caused the handkerchief to be wet. "
- (4) Shitou goupuo yifu.
rock-corner hook torn clothes
" The rock corner hooked the clothes and caused it to be torn. "

Next, in comparing the syntactical function of causative expressions in Japanese and Chinese, I will give some arguments for these sentence patterns:

① Supposing NP1 is an animate noun phrase, then the subject of causative sentences is an Agent, Experiencer or Cause case. And on the other hand, when NP1 is not an animate noun phrase, then the subject of causative sentences in Japanese is a Cause case. In contrast, the subject of causative

sentences in Chinese is Agent, Experiencer or Cause case.

② Supposing NP2 is an animate noun phrase, then the object of causative sentences in Japanese and Chinese are both Agent, Experiencer or Object case. And on the other hand, when NP2 is not an animate noun phrase, both in Japanese and Chinese, the object of causative sentences can be an Object case.

③ When NP2 is not an animate noun phrase, the causative verbs in Japanese must be self-propelled, whereas it seems that such a restriction does not exist in Chinese.

④ There are some limits to the perfect tense and person (superior) in Japanese causative sentences. Normally, the perfect tense can be used only in the "indirect imperative expression". On the other hand, when the object of a causative sentence is a superior or a guest, an expression using "gerund + verbal of giving / receiving" can be used. However, it seems that such restrictions do not exist in Chinese. Therefore, when translating a Chinese causative sentence to Japanese, the above restrictions should be considered.

Here, I reiterate my indebtedness to all of those who aided me in the preparation of this paper. Naturally, the final decisions have all been mine, and I also absolve them of responsibility for any faults that may be found. Finally, on a purely personal level, I want to thank my teachers Inoue, Hayatsu, and all of those who have given up vacations and have been sympathetic to my paper.

For my dear mother!

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