

**Pedagogical Implications for College Level JSL Education:
An Analysis on Negative Expressions from "Shinsho Library"**

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1. The purpose of the study

JSL (Japanese as a second language) students in Japanese universities need to acquire not only technical Japanese for their own major field of study, but also basic academic Japanese, in order to successfully conduct their course work. The reading support system "Shinsho Library", consisting of eight texts from *Shinsho* books, is designed for those students who have finished an advanced Japanese course and who want to further develop their vocabulary by extensive reading of college level reading materials.

Though vocabulary as a limiting factor in reading comprehension is emphasized, many other factors also apparently make students' reading comprehension difficult. One of these is the complicated usage of negative expressions in the texts. This study, therefore, attempts to clarify how negative expressions are used in the *Shinsho* books and attempts to provide pedagogical implications for college level JSL classrooms. Specifically, this study will analyze the following aspects of the negative expressions in relation to the text types: frequency, grammatical patterns of high frequency, archaic expressions, and rhetorical expressions.

2. Data

The eight texts of the "Shinsho Library" were classified into four text types: essay (*ronsetsu*), expository (*ronjutsu*), explanatory (*kaisetsu*) and theoretical (*kijutsu*). All the negative expressions that include negative adjectives (*nai, ikenai*), auxiliaries (*-nai, -mai, -zu, -nu*) or suffixes (*-nikui, -kaneru, -zurai*) were extracted from the texts and quantified in frequency.

3. Analyses

First, the frequency of negative expressions (i.e. the number of

negative expressions per sentence) among the text types was compared. Second, the negative patterns of high frequency that appear in more than three texts out of eight, were identified for the further analyses. Third, the usage of archaic negative expressions that include archaic auxiliaries *-zu*, *-nu* and *-mai* were compared among the text types. Finally, rhetorical expressions such as rhetorical questions and double negatives were analyzed and their usage was compared among the text types.

4. Findings

First, the frequency of negative expressions seems to be high in essay and expository texts and low in explanatory and theoretical texts. Second, the archaic auxiliary forms *-zaru*, *-nu*, *-neba* and *-mai* never appear in explanatory and theoretical texts, while *-zu* appears in all the text types. Noticeably characteristic of essay type texts is the tendency for *-neba* and *-mai* to be used when a writer emphatically states his/her subjective opinions. Finally, the analyses on rhetorical expressions or rhetorically used expressions indicate the following: (1) In the contrastive emphatic X *dewanaku* Y, the negation of X functions not simply to emphasize Y, but also to clarify and restrict the meaning of Y. (2) Rhetorical questions such as *dewanaika* and *dewaarumaika* have different rhetorical effects according to the manner of usage. (3) The rhetorical effects of double negatives tend to either emphasize or weaken the affirmative meaning. (4) *Kamoshirenai* can be used rhetorically when a writer is concerned about his/her readers' reactions. (5) All these rhetorical usages appear to be characteristic of essay and rather subjective expository texts. In contrast, they tend to be avoided in explanatory and theoretical texts. In short, these findings suggest that negative expressions should be taught in terms of text type differences and writer's intentions.

5. Conclusions

As indicated from the analyses on the negative expressions of "*Shinsho Library*," it is necessary to make students more aware of contexts (e.g. text types) and the intentions behind a particular expression or discourse pattern to be chosen. This is one of the most important points that should be emphasized in college level JSL classrooms.

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