

論文の英文要旨

論文題目

日本人英語学習者のライティングにおける結束性の特徴
Cohesive Features in the Writings
of Japanese Learners of English

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The use of connectives and referential markers in English writing is somewhat problematic for Japanese learners of English. In order to gain a hint for solving the cohesion problem in writing in English, a close analysis of how cohesive devices are used by learners of English is highly required.

This paper investigates the characteristics of grammatical cohesion in English essays written by Japanese high school and university students. The extent to which each essay is grammatically cohesive will be examined in terms of the four cohesive devices identified by Halliday and Hasan (1976); (i) reference, (ii) substitution, (iii) ellipses, and (iv) conjunction. According to previous studies that compared cohesive features in the writings of ESL/EFL learners and those in the writings of native English speakers, ESL/EFL learners tend to use more cohesive devices. Especially the use of several conjunctions such as *and*, *because*, *but*, and *so* is prominent in the essays written by learners at novice and intermediate levels both in the narrative and argumentative essays, while they tend to use fewer conjunctions like *however*, *yet*, *therefore*, and so on than native speakers of English. Other studies revealed that a variety of cohesive devices, not the total number of uses of those devices, is a sign that the learner is an advanced or a

proficient writer of English.

In order to examine cohesive features in the writings of Japanese learners of English, a study was conducted where Japanese high school and university students were asked to write both narrative and argumentative essays. For every essay, the number of cohesive ties was counted and every use was categorized into each of Halliday and Hasan's four types of cohesive elements. Then, every number of the uses of each element was put into a statistical analysis in order to seek whether there is a significant difference between the high school and university students. One of the notable results was that the high school students overused *because*. The reason might be that they were unable to keep writing within the first viewpoint that they initially posed at the beginning of the essay, while a lot of university students developed their ideas within one domain. Because the high school students changed a topic very quickly, they needed to give another point of view and supported it by using *because*. Another tendency that high school students demonstrated was they seemed to have difficulty using subordinate conjunctions such as *when*. This implies that there are several conjunctive expressions that high school students cannot use in their writing even though they learned the expressions several years ago in junior high school. Also, the university students used an adversative adverbial, *however*, more frequently than the high school students. This suggests that the only device that the high school students can use to express adversative notions is *but*, while the university students have several choices, meaning that they are a proficient user of English. As to a variety of uses of cohesive devices used as a conjunction or a reference marker, the university students excelled the high school students in both the narrative and argumentative essays. This result supports several previous studies that examined the frequencies of cohesive devices that advanced learners used. One interesting result is that the university students used *the* more frequently in the narrative essay. They may probably have used *the* to avoid an excessive use of personal pronouns such as *he*. The high school students, on the other hand, overused the personal pronoun, *he*, which implies that they were not skilled enough to use *the* as a marker that refers the person or the thing that appears in the preceding sentence. Or they possibly concentrated too much on writing one single sentence,

forgetting about what they wrote so far in the previous sentences. In either case, they didn't have any other choice but refer the same person in the same way in every sentence where the person appeared.

There was a proceeding study that was conducted to find out whether the high school students would be able to develop their ability to use cohesive devices more appropriately within that year. To examine this, the high school students were asked again to write the same narrative and argumentative essays eight months after the first study was done. As a result of the comparison between the 1st and 2nd essays, the high school students showed a tendency to use the conjunctions that were categorized into *temporal* such as *later* and *then*. This means that the use of cohesive devices of the high school students became closer to that of the university students to some extent. In the first study, the university students showed a tendency to use several cohesive devices that were categorized into the same *temporal* group.

As is shown, students at a different developmental stage of learning English shows a different pattern of using cohesive devices. By discovering tendencies that students at each level show, an insightful pedagogical suggestion can be possible, so that the problem that lies in the use of connectives will be solved. The results of this study that partially revealed a difference between the learners at different levels can be a helpful hint for learners of English to use cohesive devices more accurately and appropriately.