Research on Japanese Quantifier Teaching Based on Cognitive Linguistics

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Abstract. Japanese quantifiers have a large number and irregular reading, which is a difficult knowledge point in Japanese teaching. In the teaching of Japanese classifiers for Chinese students, the relevance between Chinese classifiers and Japanese classifiers should be fully considered based on cognitive linguistics, so as to maximize the positive transfer of mother tongue and guide students to master the usage of Japanese quantifiers.

1. Introduction

Cognitive linguistics holds that cognition is the result of people's perception and experience of the objective world, and it is the basis of language. The development of cognition precedes the development of language. Language is the product of cognitive ability reaching a certain stage. Many scholars have shown that semantic construction is closely related to metaphor. From the perspective of cognitive linguistics metaphor, we can explore how people's perception of the world affects the use of words in language, and how Japanese quantifiers conceptualize things. In Hirijien, the Japanese quantifier (auxiliary numeral) is defined as "quantifier, which indicates the quantity of something together with numeral, which is the element of quantifier. Quantifiers cannot be used alone in sentences. Most quantifiers used in Japanese originate from Chinese. When Chinese students learn Japanese quantifiers, they will have a certain sense of closeness. However, in the long-term use process, Japanese quantifiers have formed characteristics different from Chinese in meaning and usage. Therefore, it also brings great trouble to Chinese students.

2. How to Read Japanese Quantifiers

Compared with Chinese quantifiers, Japanese classifiers are relatively complex. There are classifiers with fixed pronunciation and those with different pronunciations. This is a difficult point for Japanese learners, especially those at the primary stage. The common quantifiers that do not change in pronunciation are: "～台", "～枚", "～番". The common quantifiers of the change of pronunciation are: "～本", "～杯", "～匹". Although it is said that the pronunciation of the quantifier should be changed according to the preceding quantifier, the change mainly occurs when it is combined with the number "1, 3, 6, 8, 10". The pronunciation change of quantifier is only the change of the first kana between voiced, semi voiced and voiced. Take "～本" as an example, such as: "いっぽん, にほん, さんぼん". The pronunciation is a little regular: for example, the half voiced sound is more behind the promoting tone (つ), and the voiced sound is more after the dial tone (ん). However, there are also exceptions, such as "よんかい". There are also some special pronunciation...
that does not conform to the rules. According to the number of people, the number of people is "ひとり,ふたり,さんにん,よにん…" The first two should be memorized in a special way, and the others should be followed by rules. In the teaching of quantifier reading method for Chinese students, we can find the similarities with Chinese classifiers, and pay more attention to their differences and the characteristics of Japanese classifiers.

3. The Collocation of Japanese Quantifiers and Nouns

There are about 130 quantifiers in Japanese. In the specific application, it is up to the corresponding noun to decide which one to use. The collocation of nouns and quantifiers is basically fixed and has certain collocation habits. For example, use "～本" for slender articles, "～冊" for books, "～頭" for large animals and "～匹" for small animals. But in practice, we can find that there are two distinct characteristics in the use of Japanese quantifiers. First, multiple nouns can use the same quantifier. For example, pencil, ball point pen and bottled beer can use "～本", cattle, horses, pigs can use "～頭". The economy of language makes it impossible for each thing in nature to correspond to a quantifier. Second, the same noun uses many different quantifiers. There are many quantifiers for fish, such as "～匹", "～尾", "～本", "～パック", "～グラム". When their forms or characteristics are different, the choice of quantifiers is also different. Large fish generally use "～本", small fish generally use "～匹" and "～尾", those packed into boxes use "～パック", and those according to weight use "～グラム". This shows the function of quantifiers to express the types and shapes of objects.

4. The Corresponding Relationship Between Japanese Classifiers and Chinese Classifiers

In the use of language, influenced by social culture, geographical environment and language habits, language gradually evolves and forms its own unique characteristics. Japanese quantifiers and Chinese quantifiers have the same origin, so they are basically the same in usage and function. The analysis and mastery of the meaning and usage of Japanese quantifiers mainly depends on the quantity of things that quantifiers can be used to express and which nouns can be used with. In Japanese and Chinese, there are some corresponding quantifiers and some different quantifiers, and there are also some totally inappropriate or unused quantifiers. For example, "一头猪" in Chinese and "一头の豚" in Japanese are corresponding. There are similarities, but not identical, between the Chinese and Japanese quantifiers for slender objects. "A cucumber", in Japanese, can be said as "一本のきゅうり", but "a dog" is used in Japanese as "一本の犬", instead of "一本の犬".

5. The Teaching of Japanese Quantifiers

The creation of Japanese language environment is first in the Japanese classroom. Among the elements of teaching activities, human is the most active one. Teachers are the initiators of teaching activities and complete the task of teaching. In order to make students get more training, teachers should try to teach in Japanese in class, use language suitable for students' Japanese level to teach classroom content and organize classroom activities. Students are the object of teaching, but also the main body of learning, to complete the task of learning. In teaching activities, students should not be passive. In the Japanese classroom, teachers should not only create Japanese language situation, but also guide students to actively participate in the classroom and express themselves in
Japanese. Make the Japanese classroom a real place and opportunity to use Japanese. There are many specific methods in teaching. Only by paying attention to the cooperation between various teaching methods can we effectively promote students' desire for learning. Situational teaching, task-based teaching and discussion teaching have their own functions and characteristics. Reasonable use can give full play to the function of teaching methods.

In the process of Japanese quantifier teaching, we should not only make use of the interlinkage of language to help students understand the overall characteristics of quantifiers, but also pay attention to the differences between them and master the meaning and usage of specific quantifiers. We should avoid the negative transfer of mother tongue. In the basic stage of learning Japanese, you will come into contact with quantifiers. However, the explanation of quantifiers remains at the level of grammatical function. As for the collocation of quantifiers and nouns, it is only a general frame without specific guidance. This leads to errors in the use of quantifiers by students and poor mastery of quantifiers. In the teaching of Japanese quantifiers, we should pay attention to the following aspects.

5.1. Give Full Play to Students' Initiative

Foreign language learning is different from children's learning mother tongue. We can't blindly input passively. We should give full play to students' initiative. In the teaching process, which aspect of students and teachers is dominant depends on the specific situation. In the primary stage of quantifier teaching, teachers are in a dominant position. However, with the change of learning stage, it is necessary to cultivate students' ability of summarizing rules and comparative analysis. From the general situation to the special situation, from the commonly used quantifiers to the rarely used quantifiers, which not only conforms to the law of language learning, but also helps students gradually establish the confidence in learning Japanese. Students are encouraged to express themselves in their study and to ask and solve problems actively and boldly.

5.2. Carry out Quantifier Teaching in Stages

It is generally easier for people to master words with single meaning and high frequency. The order of Quantifiers in textbooks is limited by the content of the text, and it is not entirely from easy to difficult. In the process of teaching, teachers should sum up and sum up the quantifiers in time and teach them in stages. In the primary stage, students should first understand that the word order of quantitative phrases in Japanese is different from that in Chinese. Chinese word order is "Numeral + quantifier + noun", while Japanese is "Numeral + quantifier + の + noun" or "noun + numeral + quantifier". In the case of verbs, Chinese is "Verb + numeral + quantifier", while Japanese is "Numerals + quantifier + verb". In the intermediate stage, students should pay attention to the choice of weight words. At this stage, students will find that a quantifier can be used with several nouns or verbs, and the same noun and verb can be matched with different quantifiers. Students will be confused. Therefore, the problem to be solved at this stage is how to select quantifiers correctly. At the advanced stage, we should pay attention to emotional factors. This stage of teaching has no longer stayed in the correct use of quantifiers, but how to use quantifiers vividly and vividly.

5.3. The Influence of Culture on the Use of Quantifiers

While strengthening the study of Japanese quantifier knowledge, we should also analyze and explain the Japanese cultural characteristics and national thinking mode. Different languages and countries have different perceptions of things. As the saying goes, language is the carrier of culture,
and culture will affect the use of language. Quantifiers also reflect how humans perceive the world. For example, the Japanese prefer implicit and euphemistic expressions in their daily life, and try to avoid making things straightforward. This is also reflected in the use of Japanese quantifiers.

6. Conclusion

Cognitive linguistics holds that language, like cognition, is based on the experience of objective things. When children learn their mother tongue, they first have cognition and thought, and then acquire language. Before children master the language, they express their ideas with the help of voice, action, gesture, etc. In the process of Japanese acquisition, language and thinking are not synchronized, and mother tongue plays an intermediary role. Especially in the early days of Japanese learning, when you want to express your ideas, you should first form your mother tongue in your mind, and then convert your mother tongue to Japanese. The conversion process in thinking is time-consuming and affects accuracy. Because language is a cognitive behavior, we should consciously cultivate Japanese thinking habits in daily training, so as to establish a connection between thinking and Japanese, and directly link life scenes with Japanese. In Japanese, the sense of using Japanese is conducive to communication. There are many quantifiers in Japanese and their reading is irregular, which makes the teaching of quantifiers one of the difficulties in teaching. Quantifiers exist in both Japanese and Chinese, and most of them come from ancient Chinese. However, with the continuous development of language, Japanese classifiers have their own characteristics, which are not completely corresponding to Chinese classifiers. When teaching Japanese quantifiers to Chinese students, we should give full play to the initiative of the students and the positive transfer of their mother tongue.

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