

# Grammar Lesson Plans with Special Attention to Differences in ‘Construal’ between Japanese and English

Division of Curriculum Development Ryoya SHINOZAKI

The differences in perspective between Japanese and English are posited to stem from variations in how native speakers of Japanese and English perceive situations, drawing upon the principles of cognitive linguistics. These differences are most conspicuous in linguistic expressions, particularly in terms of subject choice. However, in current grammar education in Japan, the differences in subject choice between Japanese and English are frequently presented as mere superficial distinctions, often lacking references to their underlying reasons. This approach can readily lead learners to form an impression that “grammar is all about memorization.” Therefore, this research introduces a grammar teaching plan which focuses on the disparities in perspective between Japanese and English. This plan utilizes language expressions commonly encountered in everyday life as teaching materials, with the objective of helping students recognize the practicality of grammar.

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### 1. Introduction

Grammar is a topic which is most likely to be avoided by English teachers as well as students. In fact, both in English and Japanese education, much practice has been carried out regarding teaching reading, listening, writing, and speaking, which is not necessarily the case with teaching grammar (Akita, 2019: p. 290). It has also been pointed out that in the context of secondary education, few students are interested in learning grammar and find grammar learning meaningful. A number of those students feel that they do not understand grammar, English grammar in particular. Tamura (2009) has researched to what extent first-year students in high school acquire basic English grammar, which is supposed to be taught in junior high school. The result shows that only ten percent of the subject students have acquired basic English grammar. In addition, according to a questionnaire by him, about ninety percent of the students feel that they are not good at English, mainly because they cannot ‘memorize’ English vocabulary and grammar. This shows that most Japanese (high) school students regard grammar learning as rote learning.

In order to improve this situation, a team of researchers, Akita et al. (2013a, 2013b, 2015) and Saito et al. (2013, 2014), assume that teaching and learning meta-grammar needs to be introduced in secondary education. Unlike traditional grammar education methods, meta-grammatical teaching/ learning requires students to analyze the target language using their mother language, which enables 'creative' grammar learning. They also claim that learning meta-grammar means learning grammatical rules applicable to any language, making it much easier to learn other languages after graduation or in college education.

While meta-grammatical awareness positively influences students' language learning, it also has a role in developing or improving a good relationship between teachers of Japanese and English. Currently, collaboration between the two subjects is rarely seen in secondary education, but historically, it has been pointed out that collaboration is essential in developing students' linguistic ability (Masaki, 2012; 2015; 2016a; 2016b). In fact, the Japanese Ministry of Education, MEXT, proposes that English teachers organize their lessons to help students realize the differences between languages (MEXT, 2018).

However, introducing the use of the learner's first language (or mother language) is not always effective for their language learning because it makes them aware of the differences between L1 and the target language and face those differences, which might give them the impression that learning a foreign language is difficult and easily give up acquiring it. This means that just making them notice the similarities and differences between the two languages is not enough for them to 'overcome' the differences. It is also necessary to consider what drives the differences, which is not seen in current grammar education, even in the practice of meta-grammatical education. It is significant that students have a question of 'why' because this shows that they are learning actively and comparing their prior knowledge, including knowledge about L1, with new knowledge (Morizumi, 2020: 85). Therefore, this paper will present lesson plans to teach students in secondary education a way to 'overcome' the difference with special attention to the difference in 'construal' between Japanese.

## 2. Theoretical Background

### 2.1. Students' Difficulty in Learning the Difference and its Consequence

It is frequently pointed out that the structures of the Japanese language and English are significantly different. It is, therefore, quite easy to imagine that Japanese students learning English are faced with difficulty in acquiring the target language.

One of the major difficulties is the subject's presence in an English sentence, meaning that English is a subject-prominent language while Japanese is a topic-prominent language (Li & Thompson, 1976; Shibatani, 1978). This leads Japanese Learners of English to produce sentences as in (1).

(1)

a. Type 1: Topic + Null Subject + V

e.g.: \*The test did better than I expected.

(= I did better on the test than I expected.)

b. Type 2: Topic + be verb + Subject + V

e.g.: \*This bag was my father bought me.

(= My father bought me this bag.)

c. Type 3: Overgeneralization of the verb

e.g.: \*My family is six people.

(= My family has six people.)

(Shirahata, 2013: 163)

It is inferred that the cause of the errors seen in (1) is L1 transfer. (Wakabayashi & Negishi, 2003; Kuribara, 2004; Shibata, 2006; Nawata & Tsubokura, 2010; Shirahata & Shibata, 2012). Although the English sentences in (1), which were written by Japanese university students, are all ungrammatical, they are grammatical when directly translated into Japanese. This suggests that the students wrote these ungrammatical sentences, referring to Japanese sentence structures. Shirahata (2013) concluded that explicitly teaching these differences is effective only for intermediate learners, who understand relevant grammar and, therefore are able to analyze a language objectively. However, there is a methodical issue in the study. Shirahata (2013) only presented the differences between English and Japanese without explaining the cause, which this paper will focus on. Without any explanation, it would be difficult for learners, especially beginners, to apply the rules to the sentences they encounter later in their study.

## 2.2. Construal and Sentence Structure

What makes one language a topic-prominent language and another a subject-prominent language? This question can be answered with findings in cognitive linguistics.

Recently, the focus of attention on language has shifted from structural aspects of language to the relationship between language and the human agent. The underlying idea of this change is that language does not exist quite independently of the human agent. Rather, language is used by a human agent and therefore molded by the agent.

In the framework of cognitive linguistics, it is assumed that a speaker of a language is not simply a person who makes an utterance but also a person who makes sense of a situation to be encoded in a way which is most relevant to her purposes when she is to speak. The importance of this active role played by the speaker is fully recognized in cognitive linguistics, and the term "construal" is applied to the process. The term 'construal' is defined as, according to Langacker (2008: 43), "our manifest ability to conceive and portray the situation in alternate ways." Ikegami (2016: 302) elaborates on this point as follows:

The speaker is not merely a "speaking subject" in the narrowest sense of the word (i.e., one who simply gets complete sentences generated by grammar and utters them) but a "cognizing subject," who "construes" the situation to be encoded by: [a] distinguishing those relevant features of the situation worth encoding from those to be safely ignored, [b] choosing an appropriate perspective from which those relevant features are to be encoded, and [c] finding out "symbolic" (i.e., meaningful) forms in grammar and lexicon which closely match the cognitive images she made of the situation.

Based on this theoretical background, Ikegami (2003, 2004, 2007a, 2007b, 2008, 2011, 2015, 2016) has presented two types of construals: subjective construal and objective construal. He has revised the definitions of these two construal, and below are the latest ones (Ikegami, 2016: 304).

**Subjective construal:** The speaker is located within the very same situation she is to construe and construes it as it is perceivable to her. Even if she is not located within the situation she is to construe, she may mentally displace herself into the situation she is to construe and construes it as it would be perceivable to her. The

speaker, who construes the situation, is embedded in the very same situation she is to construe and her stance here is characterizable as "subject-object merger".

**Objective construal:** The speaker is located outside the situation she is to construe and construes it as it is perceivable to her. Even if she is embedded in the very same situation she is to construe, she may mentally displace herself outside the situation she is to construe, leaving, however, her counterpart behind – in other words, the speaker undergoes a self-split here, herself stepping out of the situation but at the same time, leaving her counterpart behind in the situation. The speaker, who construes the situation, is detached from the situation she is to construe. Her stance here is characterizable as "subject-object contrast."

Of course, it should be noted that this distinction does not suggest that a speaker of a language takes only either subjective construal or objective construal; in theory, a speaker of a language is able to take whichever stance they prefer. However, according to him, the speakers of different languages may differ in "their preferential choice between subjective and objective construal." He also notes that the Japanese speaker prefers linguistic encoding in terms of subjective construal. In contrast, the English speaker prefers objective construal. He gives (2) as an illustration of the two different construals.

- (2)
- a. Kokkyo no nagai tonneru o nukeru to yukigumi de atta.
  - b. The train came out of the long tunnel into the snow country. (E. Seidensticker, 1957)
  - c. Als der Zug aus dem langen Grenztunnel herauskroch, lag das Schneeland vor ihm ausgebreitet. (O. Benl, 1968)
  - d. Jenseits des langen Tunnels erschien das Schneeland. (T. Cheung, 2004)
  - e. Un long tunnel entre les deux régions et voici qu'on était dans le pays de neige. (B. Fujimori, 1960)

The situation which is supposed to be expressed in (2) is the following: "The train, on which the protagonist of the novel was traveling, passed through the long tunnel which was located across the boundary of a country and came out to the snow-covered land." The most significant difference

in the four translations is whether they encode the train or not. (2b) and (c) do encode the train, while (2d) and (2e) do not. (The original Japanese sentence does not encode the train.) This difference comes from a difference in construal. The stance in (2d), (2e), and the original sentence is subjective construal. That is, the translators of those two sentences and the author of the original work view in the same way as the protagonist while traveling on the train, who sees the series of scenes which fly past outside the window of the train, but he does not see himself or his train. In (2d) and (2e), on the other hand, the speaker of the sentences or the translators is located outside the train and sees the scenes as they would appear to them. This stance shows ‘subject-object contrast’, and therefore is called objective construal.

Some might feel that these two categorizations are only effective for advanced learning: only reading or translating English novels requires the learners to understand these two differences in construal. However, as illustrated in the following examples, this construal difference is seen in other situations like everyday conversation. The following examples are also taken from Ikegami (2016).

- (3) (asking the way in a strange place)
  - a. Where am I?
  - b. Koko wa doko desu ka?

The fact that the English sentence is objective is marked here by the explicit use of the first-person pronoun, which refers to the speaker. In contrast, the Japanese sentence is based on a subjective construal and therefore the speaker is not encoded. This contrast is easily understood by Figure 1, which is also taken from Ikegami (2016).

**2.3. The Difference in Construal and a Topic-/Subject- Prominent Language**

With these theoretical backgrounds in mind, let us consider the question raised in section 2.1. Sentences in (4) are the exactly same ones as I have presented in section 2.1, with Japanese translations by the author of the present paper.

- (4)
  - a. Type 1: Topic + Null Subject + V

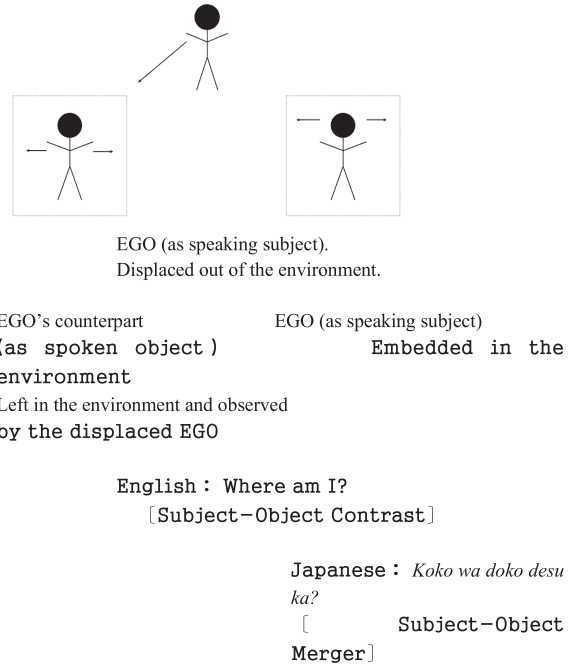


Figure 1. An illustration of two different construals (Ikegami, 2016: 306)

e.g.: \*The test did better than I expected.  
 Tesuto wa omotta yori yokatta.  
 (= I did better on the test than I expected.)

b. Type 2: Topic + be verb + Subject + V  
 e.g.: \*This bag was my father bought me.  
 Konohon wa watashi no chichi ga watashi ni katte kura ta.  
 (=My father bought me this bag.)

c. Type 3: Overgeneralization of the verb  
 e.g.: \*My family is six people.  
 Watashi no kazoku wa rokunin da.  
 (= My family has six people.)

As mentioned in section 2.1, it is usually inferred that these errors result from learners’ L1 transfer. It is true that most Japanese learners of English assume that *wa* in Japanese corresponds to the subject of Japanese sentences, which is wrong (Kanaya, 2019). Language teachers in Japan, whether they teach Japanese or English, should teach their students that *wa* really means that the word introduces the topic or “theme” of the sentence. However, this is not

enough because this explanation does not explain in what case the mismatch of the subjects between the two languages. What is really necessary to teach is the fact when a Japanese learner of English is trying to produce English sentences, they have to make it clear "who" does "what", the subject and its object because the stance of Japanese-speaking people is characterized as 'subject-object merger' while that of English-speaking people is 'subject-object contrast'. With this contrast, the differences in the first two sentences, (16a) and (16b) are well-explained. In (16a) and (16b), there is a mismatch between the subject of Japanese sentences and English: the Japanese has *Tesuto* (exam) as its subject, while the English has I as its subject. This mismatch would be resolved when you consider 'who' did better on the exam, with attention to 'subject-object merger.' A similar account can be applied to the explanation of the mismatch in (16b).

Sentences in (16c), however, do not have a mismatch of their subjects. Instead, they have different verbs, and this difference can be explained by considering another typology of language, 'Be-language' and 'Do-language'. (Still, this typology seems to be the result of a difference in mode of cognition (Nakamura, 2004; 2009; 2019)

### 3. The Current English Grammar Education in Japan

#### 3.1. Practices of Teaching Difference in Construal by Linguists

The difference in construal is not taught in the current English (or Japanese) education. Two major English textbooks, CROWN English Communication I, and CROWN English Communication II, do not list the difference in construal at all. However, while construal is not given a place in the current grammar education in Japan, some linguists who teach English at universities attempt to teach the difference in construal between Japanese (Ito, 2014; Imai, 2013; 2022; Sano, 2015a; 2015b). This section will introduce proposals by Imai (2013) and Imai (2022).

##### 3.1.1. The Significance of Meta-grammatical Lessons with Special Attention to Differences in Construal

A similar account as Ikegami (2016) is seen in Imai (2013), whose author teaches English grammar to Japanese university students with intermediate or advanced levels of English. He

claims that grammar rules that explain some of usage events are beneficial for learners of English, drawing on Langacker (2002: 265)'s idea that "lower level schema is more important than super schema when you actually produce an utterance." He also summarized the gist of the main points that are mentioned by Littlemore (2009: 148), as follows:

A ... some aspects of language are not arbitrary and that these are sometimes reasons why we say things the way we do.

B ... teachers can explain, in theory, to their students why it is that certain expressions mean certain things, instead of simply telling them 'that's the way it is' and expecting them to learn expressions by heart.

C This engages learners in a search for meaning, which is likely to involve deeper cognitive processing which, according to Craig and Lockhart (1982), leads to deeper learning and longer retention.

D It is important to say at this point that although a great deal of language is thought to be motivated, the ways in which this happens are not entirely predictable, and different languages are motivated in different ways. Thus, much of the analysis of motivated language is necessarily retrospective rather than predictive.

(Highlighted by Imai, 2013: 205-206)

Imai (2013) then argues that he believes two things are indispensable and effective in teaching/ learning English as a foreign language, based on these theoretical backgrounds.

- (1) To give learners as many specific language expressions as possible and help learners try to induce regularities (schemas) on their own.
- (2) To explain to learners why certain expressions mean certain things even though the regularity is only partially motivated.

##### 3.1.2. Practices by Imai (2013) & Imai (2022)

In order to validate these points, Imai (2013) presents a few quizzes which he actually employs in his everyday lesson. Below is one of the examples which concerns the difference in construal between Japanese and English.

Quiz: Fill in the blank.

The sun rises ( ) the east and sets ( ) the west.

The same situation as in this quiz is expressed in Japanese as *Taiyoku wa higashi kara nobori, nishi e shizumu*. It is therefore easily predicted that when asked to make the English equivalent, Japanese learners of English produce the sentence like “The sun rises from the east and sets to the west.” referring to the direct translation of ‘*kara*’ into “from”, and ‘*e*’ into “to”. He explains what causes this discrepancy, mentioning the difference in construal between the two languages. That is, Japanese people regard the east as a starting point where the sun rises, and the west as a goal while English-speaking people regard the east as a box-shaped space in which the sun rises, and the west as a box-shaped space where the sun sets.

Imai (2022) develops his ways of teaching grammar in terms of the difference in construal between Japanese and English and proposes the use of ‘Domestication’, a translation which reflects construal preferred in the original culture, as in (5b) and ‘Foreignization’, a translation which reflects construal preferred in the target culture, as in (5c).

- (5) a. Bikkuri shita.  
 b. I was surprised.  
 c. You scared me.

Imai (2022) proposes that in order to introduce the difference in construal in Japanese and English, “domestication”, a translation like (5b) is effective because it reflects the construal typical in Japanese, which is easier for Japanese learners of English to understand the meaning of the original English sentence, Foreignization. He states that (5b) plays a bridging role between (5a), the Japanese sentence which only expresses who was surprised, and (5c), the English sentence which expresses both the agent and patient of the event. This means that although (5b) does not express who scared the speaker, the sentence structure as passive voice implicitly shows the presence of the agent.

These summaries suffice to show the importance of teaching (meta-)grammar with special attention to differences in construal. However, both Imai (2013) and Imai (2022) have one practical issue: their classes are all teacher-centered. This is probably because his students are university students who are good at English and interested in learning it. In fact, Imai (2013) reports that many of his students had told him that they were very interested in his ways of explanation, and they wanted to know more about

other phenomena which are similar to the ones introduced in his classes. Although his style of explaining grammar is successful in teaching English grammar to his university students, that does not necessarily mean that the same method is applicable to other educational settings, Japanese secondary education, in particular.

### 3.2. Theory and Practice of Grammar Lessons to Develop students’ Meta-grammatical Ability

As seen in Imai (2022)’s practice, the difference in construal between Japanese and English would be clear when comparing a Japanese sentence with English sentence which express the same situation in a different ‘perspective’. This suggests that in order to teach the difference, the use of Japanese is necessary. Regarding the effective use of Japanese, the learners’ mother tongue, theory and practices to develop students’ meta-grammatical ability deserve special attention. In fact, since construal is related to the speaker’s mental ability and has an impact on multiple grammatical items (Ikegami, 2012; Nakamura, 2004; 2019), it can be thought to be related to meta-grammar.

In Japan, the amount of research and practice regarding how to develop metalinguistic ability has been increasing since 2000. The practice has been conducted in junior high school, high school, and universities (Akita, et al. 2019; Masaki, 2014). One of them conducted some cross-curricular studies between the subject of Japanese and English, which are targeted at developing students’ ability to think logically, including an ability to make an analysis of coherence in sentences and paragraphs (Tezukayama Senior High School, 2007).

Another carried out activities dealing with similarities and differences in Japanese Chinese classical literature (*Kambun*), and English (Saito, et al. 2013). Grounded on these practices, one project has been conducted, which is focusing on the development of students’ meta-grammatical linguistic ability (Akita, et al. 2014). The result of this study reports the two key findings. Firstly, without any activity dealing with metalinguistic awareness, it is difficult to develop the meta-grammatical ability. Also, the effectiveness of classes involving cross-linguistic activities has been verified (Akita, et al. 2015).

#### 3.2.1. The Significance of Meta-grammatical Lessons

Fujimori (2019) analyzes the findings of ‘meta-

grammatical project' studies (Akita, et al. 2013a; 2013b; 2015; Saito, et al. 2013; 2014) and points out the significance of the lessons, as in (7). He mentions ( i ) what students learners think about grammar learning in general, ( ii ) how their meta-grammatical ability improves, ( iii ) whether acquiring meta-grammatical ability contributes to the development of English grammar ability, and (iv) what they learn through meta-grammatical lessons. This section summarizes these four analyses in this subsection.

#### 4. Lesson Plans

##### 4.1. Methodology

As I pointed out in the previous chapter, practices by linguists of teaching differences in construal tend to lack educational consideration. Regarding this point, Fujie (2019) summarizes several criteria on which meta-grammatical lessons can be designed, as follows:

1. All students can make use of their prior knowledge (what they know beforehand).
2. The lesson(s) is(are) focused on grammar.
3. Both receptive knowledge and productive knowledge are dealt with.
4. The teaching material is authentic.
5. Grammatical structure is visualized.
6. Students' ideas are organized by writing on a blackboard and using handouts.

These rules are helpful so that grammar lessons will be meaningful to as many students as possible. These educational considerations are what practices by linguists have lacked. Therefore, based on these rules, I will propose two grammar lesson plans with special attention to differences in 'construal' between Japanese and English.

#### 4.2. A Lesson plan to introduce differences in construal between Japanese and English

##### 4.2.1. The Overview of the Lesson

This lesson is designed to have students realize a difference in construal between Japanese and English by appreciating a piece of the famous novel by Kazabata Yasunari, both in Japanese and English, meaning that the main teaching material is the original novel and the English

translations. Translation is useful for teaching grammatical differences between Japanese and English because it reflects differences in construal quite clearly, as Ikegami (2007., 2008., 2015., 2016) points out. However, it would be too difficult for most high school students to make an English translation of the original text written in Japanese. That is why their first activity using the novel is to put English words into the correct order with attention to differences in construal. After this activity, students are told to make a Japanese translation of the English translation. By comparing their translation with the original text, they are supposed to realize that their translation does not sound like Japanese, unlike the original text. They are also supposed to realize that this difference results from differences in subject and construal, which they have learned in the first activity in this lesson.

One thing which has to be kept in mind is that the goal of this lesson is not only to appreciate the text but also to make students understand the difference in construal. Students are supposed to realize the existence of the difference between the two languages. Therefore, it is not enough to make them "notice" the fact that Japanese is a language which often "omits" the subject of the sentence. It is necessary for teachers to explain what makes the difference regarding whether the subject of a sentence is omitted or not. Note that the common explanation like 'the subject is omitted simply because it is obvious who is speaking' is totally wrong. The real reason is that Japanese language preferences are 'subjective construal' in which a speaker expresses the scene she is to construe as she sees with her eyes. The materials involve a piece of the novel, *Snow Country* by Kawabata Yasunari, and slides with Illustrations to explain the difference in construal. The detailed procedures follow in the next section.

##### 4.2.2. The Procedures of the Lesson

Procedures:	
Time:	Students' Activities:
5 min.	Introduction 1 Overview of the lesson
5 min.	Main instruction 2 Make an English translation of the following Japanese sentences alone. • 'Koko wa doko desu ka?' • 'Kanojo wa doko desuka?' Expected answers • Where am I? / * Where is here / this place?

5 min.	<ul style="list-style-type: none"> <li>• Where is she?</li> </ul>
5 min.	<p>3 Discuss the similarities and differences in their translations with a pair. Expected answers:</p> <ul style="list-style-type: none"> <li>• The subjects between Japanese sentences and English are different.</li> <li>• The subjects of the two English sentences are both personal nouns, which is not the case with the Japanese sentences.</li> <li>• In Japanese sentences, one sentence has a noun which stands for a place as the subject, while the other has a personal noun as the subject.</li> </ul>
5 min.	<p>4 Discuss students' ideas with the whole class.</p>
5 min.	<p>5 Listen to the teacher's explanation of what causes the difference in the "subject" of the sentences.</p> <ul style="list-style-type: none"> <li>• In Japanese, which prefers subjective construal, the subject or the perceiver is not expressed while in English, which prefers objective construal, the subject is expressed.</li> <li>• This is because the Japanese speaker is located in the very same situation she is to construe and construes it as it is perceivable to her. On the other hand, The English speaker is located outside the situation she is to construe and construes it as it is perceivable to her.</li> <li>• This difference can be shown like this.</li> <li>• What is important here is that construal sometimes has an influence on sentence structure.</li> <li>• What is also important is that although the situation is the same, there can be one or more different ways to construe it, which makes it possible for different speakers of different languages to express the situation in multiple ways.</li> </ul>
10 min.	<p>6 Arrange the provided English words in the correct order. [we / came / the / out of / the train / long / through / tunnel / into] the snow country. (without two extra words)</p> <ul style="list-style-type: none"> <li>• Expected answer: "The train came out of the long tunnel into the snow country."</li> </ul>
5 min	<p>7 Translate the English sentence into Japanese and compare it with the original text.</p>
5 min	<p>8 Discuss their findings with the whole class.</p>
	<p>Closure</p> <p>9 Reflection</p>

4.2.3. The Activities in the Lesson

Activity 1: Japanese translation of two English sentences which are seen in everyday life. In this activity, students are supposed to notice the fact that direct translation of an English sentence sometimes makes an unnatural Japanese sentence because of the presence of a different subject. This means, more precisely, while English sentences, in many cases, need a noun as the subject, Japanese sentences often

do not need its subject. As repeatedly mentioned so far, this difference comes from the difference in construal between the two languages.

Activity 2: Make the English translation by putting the words provided into the correct order.

In this activity, students are supposed to make the English translation by arranging the words provided in the correct order. They have to do this with attention to the subject of the sentence and construal preferred by the speaker of English.

Activity 3: Comparing the Japanese translation students made with the original text.

In this third activity, students are supposed to realize the fact the two Japanese sentences are greatly different because of the difference in the subjects by comparing the two Japanese sentences. They are also expected to consider which translation sounds more natural as Japanese expression and the reason with attention to construal.

5. Conclusion

The present paper has presented a lesson plan to teach grammar with special attention to the difference in 'construal' between Japanese and English. Teaching grammar in this way is necessary so that students express their thoughts and understand how others think more precisely because Japanese people markedly prefer subjective construal, which is reflected in the style of 'communication'. By having students compare Japanese grammar and English grammar based on Ikegami's theory and practices to develop their meta-grammatical ability, students naturally realize that these two languages have some differences in grammar, and some of those major differences, including the presence/ absence of the subject in a sentence, can be explained in terms of difference in construal. Once students learn the fact that these differences between languages derive from different construals, they will make a habit of questioning what causes the difference and learn actively, as they do when learning meta-grammar (Akita, et al. 2015).

This paper has a future direction. Firstly, this paper has presented lesson plans only to teach the difference in the subject in a sentence, with special attention to the difference in construal between Japanese and English. However, more differences in grammatical items or linguistic expressions

are relevant to the two construals, or modes of cognition. Therefore, in future work, more various lesson plans to deal with those items should be devised based on findings of cognitive linguistics. Secondly, the significance of this research and the lesson plan should be verified through practice in high schools.

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- (Advisor: Professor Yuto KITAMURA)