

# 東京音楽大学リポジトリ

## Tokyo College of Music Repository

### 日英語語順の対照研究

メタデータ	言語: ja 出版者: 公開日: 1989-01-01 キーワード (Ja): キーワード (En): 作成者: Tamura, Kengo メールアドレス: 所属:
URL	<a href="https://tokyo-ondai.repo.nii.ac.jp/records/703">https://tokyo-ondai.repo.nii.ac.jp/records/703</a>

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 International License.



# A Contrastive Study of Word Order between English and Japanese

日英語語順の対照研究

田村健吾

## Contents

I	Introduction .....	(115)
II	Fundamental Differences in Word Order between English and Japanese .....	(116)
III	Contrastive Study of Word Order of the Two Languages.....	(117)
1.	Sentences .....	(117)
(1)	Declarative Sentences .....	(117)
(2)	Interrogative, Imperative Exclamatory, and Optative Sentences.....	(118)
(3)	Narration .....	(119)
(4)	Inversion .....	(120)
2.	Adjectives.....	(121)
(1)	Attributive Adjectives .....	(121)
(2)	Predicative Adjectives .....	(122)
(3)	Positioning of Two or More Adjectives in the Same Sentence .....	(122)
3.	Adverbs.....	(123)
4.	Pronouns .....	(126)
5.	Prepositions .....	(127)
IV	Conclusion .....	(128)
	Bibliography .....	(129)
	* unacceptable	
	“ ” Japanese	

## I Introduction

Japanese learners of English tend to write such sentences as *\*He is impossible to work hard* and *\*Who do you think am I?*; the correct forms are *It is impossible for him to work hard* and *Who do you think I am ?*

These mistakes are likely to be made when translating Japanese into English with a Japanese frame of mind or ignoring the correct usage of English.

When learning a foreign language, the word order of that language must be clearly understood.

It should be noted that some word orders are clearly decided by the rules of grammar, but some, like the positioning of several adjectives or the positioning of adverbs in the sentence are not fixed. These latter types of word order are governed by general rules but each specific word order depends on the context or the taste of the speaker or writer.

In this paper, the fundamental differences in word order between Japanese and English, and the word order of adjectives, adverbs, pronouns, prepositions and several basic types of sentence are discussed from the viewpoint of English education. As a minimum requirement, Japanese learners of English must be familiar with all these points.

The first problem that a foreign language learner will encounter will be the difference of word order between his mother language and the foreign language which he is going to learn.

It is necessary to clarify the differences and similarities of word order between the two languages as much as possible and to apply them to language studies.

## II Fundamental Differences in Word Order between English and Japanese

The language of a society is a manifestation of its culture and its most basic form of expression. In particular, word order is the most direct reflection of a society's mode of thinking.

An English sentence clearly consists of a subject and a predicate. The subject is closely related to the predicate from the viewpoint of grammatical construction, because the subject, except for special cases such as one-word sentences, is an indispensable component, and concords with a finite verb in number and person.

In English word order, the subject generally comes at the head of the sentence, and the predicate verb follows, which is in turn followed by objects or complements. This means that the most important part of the sentence is spoken first, followed by the other parts of the sentence in order of decreasing importance.

On the other hand, the word order of Japanese sentences is quite different from that of English.

A major characteristic is that there are many Japanese sentences in which subjects do not appear. In Japanese, the predicate, which is the principal element of the sentence, always comes at the end of the sentence.

A listener, at first having only been given a vague idea, colours in the scene gradually as the speaker continues, and only grasps and understands the whole concept after the last

words have been spoken ; the most important information is conveyed in the last part of the sentence.

In Japanese, until the last part of the sentence it is difficult to understand whether the sentence is affirmative or negative, declarative or interrogative, imperative or exclamatory, passive or active, whether the tense of the sentence is present or past, whether the expression used in the sentence is honorific or not, or what the degree of respect and friendliness is. All this is expressed by auxiliary verbs and postpositional particles “Joshi” in the last part of the sentence.

Therefore the Japanese language places a heavy importance on the last part of the sentence. The listener has to wait patiently until the speaker finishes what he wants to say, and the listener can only understand everything after the speaker completes the sentence; mutual understanding cannot be achieved until the sentence is completed. This basic difference between the two languages must be kept in mind.

### III Contrastive Study of Word Order of the Two Languages

#### 1. Sentences

##### (1) Declarative Sentences

###### i) S + V + O

English : Taro bought a book.  
          1      2      3

Japanese : a) Taro wa hon o katta.  
              1      3      2

              b) Hon o Taro wa katta.  
                  3      1      2

The word order of the above English sentence cannot be changed freely except for emphasis, but the Japanese sentence a) can be changed to the sentence b) keeping the same meaning because of the postpositional particle “o”. In the Japanese sentence, the verb comes at the end.

###### ii) S + V + O + O

English : He teaches us English.  
          1      2      3      4

Japanese : a) Kare wa watakushitachi ni eigo o oshieru  
              1                  3                  4          2

              b) Watakushitachi ni kare wa eigo o oshieru  
                  3                  1          4          2

              c) Eigo o kare wa watakushitachi ni oshieru  
                  4          1          3          2

              d) Kare wa eigo o watakushitachi ni oshieru  
                  1          4          3          2

The meaning of all the above Japanese sentences is the same. Compared with the English sentence, the Japanese word order is comparatively free. However, the verb usually comes at the end of the sentence.

iii) S + V + O + C

English : They elected him chairman.

Japanese : a) Karera wa kare o gicho ni eranda

b) Kare o gicho ni karera wa eranda

c) Karera wa gicho ni kare o eranda

In the Japanese sentences, the verb comes at the end.

English negative sentences are made by placing the negative words at the beginning, in the middle or at the end of the sentence, e.g. *Nobody came to visit me, I met nobody.* They are also made by placing *don't, doesn't, or didn't* immediately before the verb, e.g., *I don't know his name.*

In Japanese, important negative words “nai, nakkata” are attached to verbs such as in “Dare mo ika-nai.” (Nobody goes.) “Watashi wa kare o sukidewa-nai.” (I don't like him), “Kanojo wa kare ni awanakatta.” (She didn't meet him.)

## (2) Interrogative, Imperative, Exclamatory and Optative Sentences

English interrogative sentences are made

1) by inversion :

a) *Are you a student ? Have you a pencil with you ?*

b) *Do you like me ? Did you go there ?*

c) *May I come in ? Can I help you ?*

2) by using question words, e.g. *Who is the man standing by the door ? What is this ? Where do you live ?*

*How long does it take from here to the station ?*

3) by taking the form of a statement, except for a rising intonation at the end, e.g. *You live ↗ here ? He didn't come ↗ today.*

On the contrary, Japanese interrogative sentences are made by adding the postpositional particle “ka” to the end of the declarative sentence without changing the word order, e.g. “Kyō gakkō e ikimasu-ka ?” (Do you go to school today ?), “Kono hana wa kireidesu-ka ?” (Is this flower beautiful ?), “Anata wa dokoni sundeimasu-ka ?” (Where do you live ?).

English imperative sentences are made by placing a root-form verb at the head of the

sentence, e.g. *Stand up. Speak English in this room.* When a request rather than a command is intended, *please* is often added, e.g. *Please come here. Give me a glass of water, please.*

A pressing request can be more emphatically expressed by *do* followed by a plain infinitive, e.g. *Do believe me. Do come to my house tomorrow.* For the sake of emphasis or contrast, *you* is placed in front of the imperative, e.g. *You go first. Don't you forget your homework.* But formerly *you* was placed after it, e.g. *mark you, mind you.* Indefinite pronouns such as *everybody, somebody, someone,* may be placed either before or after, e.g. *Come on, everybody ! Somebody go and do it !*

Japanese imperative sentences are made by adding “seyo” in the case of literary expression, “shinasai” in the case of colloquial style, and “shitekudasai” in the case of polite language at the end of the sentence, e.g. “Intai-seyo” (Retire). “Nihongo o hana-shinasai.” (Speak Japanese). “Watashi no hon o saga-shitekudasai.” (Please look for my book.)

English exclamatory sentences are made

1) by the following exclamatory sentence pattern;

What (+adjective)+noun } S+V, e.g. *What a pretty flower this is ! How beautiful she*  
How+adjective/adverb } *is !*

2) by the following sentence pattern; S+V+such a+adjective+noun, e.g. *He is such a kind man.*

3) by verbless utterances starting with *what, how* or a subject, e.g. *What a charming girl ! He a gentleman !* (=I cannot believe that he is a gentleman.)

On the contrary, Japanese exclamatory sentences are made by using the following forms “Nanto . . . da !” “Mattaku . . . da !” e.g. “Nanto kanojo wa kireida !” (How beautiful she is !), “Mattaku kare wa iihitoda !” (He is such a good man.)

English optative sentences are mostly made by inversion; *May he live long ! Long live the Queen !* But sometimes the S+V form is also possible ; *Thy kingdom come !*

Japanese optative sentences are made by adding “. . . masuyōni” after the sentence, e.g. “Kare ga nyūgakushiken ni gōkaku shi-masuyōni !” (May he pass the entrance examination !)

### (3) Narration

It is a fundamental rule that when the subject of a reporting verb is a pronoun, the word order becomes S+V, and when the subject is a noun, the word order becomes V+S, to keep the rhythm of the sentence, e.g. ‘Yes, I do,’ he said, ‘Yes, I do,’ said the teacher. (This rule

is only a fundamental principle: 'said he' is often possible.)

In Japanese, the word order V+S is impossible.

As for the position of 'he said,' 'I said,' and so on, in a general conversation, they are often placed at the beginning of the sentence. In written English, they can be placed at the beginning, in the middle, or at the end of the sentence. They are needed to identify the speaker of the sentence.

On the contrary, in Japanese novels, for instance, such phrases as 'he said,' and 'I said,' are not so often used. This is because Japanese has honorifics and words specifically used either by men or by women, so it is comparatively easy to identify the speaker and who is being spoken to. When it is clear who speaks to whom, judging from the context of the English sentence, it is not necessary to write or say a phrase such as 'he said,' or 'I said.'

In direct speech, the reporting verb and its subject come at the beginning of the reporting sentence, but it is rare for them to be at the end of the sentence.

The word order of a reporting sentence after a conjunction or after an interrogative in indirect speech is the same as that of a declarative sentence, e.g. *He said to me, "Where do you live ? "* → *He asked me where I lived.*

#### (4) Inversion

Inversion in English is changing from a general sentence word order S+V to V+S.

##### i ) Inversion for emphasis:

a ) Complements or Objects are placed at the beginning of the sentence,

*Happy is the man who is contended. Blessed are the poor in spirit. Who he is I cannot tell.*

b ) Adverbs are placed at the beginning of the sentence.

*In came John.*

*Up jumped a big cat.*

*On he went, until he came to a river.*

(When the subject is a pronoun, inversion is not necessary.)

c ) Negative or restrictive words and phrases are placed at the beginning of the sentence,

*Little did I know that he would become such a great musician.*

*Never did I see such a man.*

*No sooner had he left his house than it began to rain.*

*Only by singing was she able to enjoy herself.*

##### ii ) Inversion for varying the form of the subjunctive :

*Had I the money, I would buy it.*

*Were I a bird, I would fly to you.*

iii) Inversion when 'here' and 'there' come at the beginning of the sentence:

*Here comes the bus !*

*There lived a boy whose name was Tom.*

iv) Inversion by using the 'It is~that' construction to give emphasis :

*It was I that met your sister yesterday.*

*It was your sister that I met yesterday.*

v) Inversion by using some concessive constructions or by placing onomatopoeic words at the beginning of the sentence.

*Old as he is, he goes jogging every day.*

*"Bang !" went the gun.*

vi) Inversion when *so*, *nor* and *neither* have the meaning of 'also':

*You are very happy, and so am I.*

*She has not been abroad, nor will she ever go.*

*She doesn't like Chinese food, and neither do I.*

vii) Inversion by using the form of the+comparative, the+comparative:

*The taller a tree is, the more wind it catches.*

On the other hand, in Japanese, although inversion for emphasis often occurs, it is not so orderly as that of English, e.g. "Sukinandayo kimi ga !" (I do like you.)

"Kinō dattayo watashi ga kanojo ni atta-nowa!" (It was yesterday that I met her).

## 2. Adjectives

An adjective may be used (1) to qualify a noun, i.e. as an attributive adjective or (2) to complete a predicate, i.e. as a predicate adjective.

(1) Attributive Adjectives: it is a general rule to put an attributive adjective before the noun, e.g. a beautiful girl, a young man, but in the following situation the adjective may be put after the noun.

a) When the adjective is accompanied by a closely connected phrase, e.g. This is a flavour *peculiar to an apple*. This is a book *useful to students*.

b) When the adjective qualifies a word ending with-thing, e.g. Have you anything *good* ?  
Yes, I have something *nice*.

c) When an adjective ending with-able or-ible accompanies *all*, *every* or the superlative, e.g. We tried *all* means *imaginable*. I travelled in *the cheapest* way *possible*.

d) In the following set phrases, e.g. *the sum total*, *the poet laureate*, *the heir apparent*,



*the body politic, Attorney General, Alexander the Great, Henry the Eighth, Asia Minor.*

The following are only used as attributive adjectives,

- a) Adjectives denoting materials, e.g. *wooden, silken, golden, earthen, woolen, brazen* etc.
- b) Particle adjectives ending with-en, e.g. *drunken, beaten, olden, sunken* etc.
- c) Others, e.g. *elder, eldest, former, latter, inner, outer, upper, mere, live, thorough, only* etc.

## (2) Predicate Adjectives

This type of adjective is the complement of a subject or an object, placed after a verb or an object, e.g. The princess is *pretty*. This rose smells *sweet*. She married *young*. He made me *happy*. She opened her mouth *wide*.

The following are only used as predicate adjectives

- a) Many adjectives with the prefix *a*, e.g. *alone, alive, asleep, afraid, ashamed, alike, awake, aware*
- b) Others, e.g. *liable, content, well, worth, subject*

(These are sometimes used as attributive adjectives, e.g. *a man alive, a life worth living, a boy ill with the smallpox*, and in American English, *well* is also used as an attributive, e.g. I am not a *well* man.)

Some adjectives have different meanings depending on whether they are used as attributive or predicate adjectives.

- a) The *present* king is very healthy. → He is *present*.
- b) A *certain* boy came to my house → It is *certain* that she passed the examination.
- c) That was an *apt* reply. → He is *apt* to make errors.
- d) I have a ball in my *right* hand. → What you say is quite *right*.
- e) The *late* Mr. Yamada was a great musician. → He was *late* for school.

(But, *certain* cure, *late* riser, *right* answer and so on are possible.)

In Japanese each adjective can be used predicatively or attributively without any change of meaning, and can be used either before or after the noun.

## (3) Positioning of Two or More Adjectives in the Same Sentence

When several adjectives qualify a noun, there are some standard ways of ordering them. However, it is difficult to define these ways precisely.

The following are general rules for positioning adjectives:

- a) Article/Pronoun+Quantitative Adjective+Adjective of Quality e.g. *those three big trees*

It is generally said that when there are several adjectives of quality, the adjective of size comes first, followed by the adjective of shape, e.g. *a large, round beautiful table*. But it should be noted that this order is not definitive.

It may be changed according to the speaker's taste or to preserve the rhythm and tone of the sentence.

b) Any adjective denoting material and nationality comes after the above-mentioned adjectives, e.g. *a new wooden box, an old Japanese gentleman*.

**Table 1** Positioning of Adjectives

Article/ Pronoun	Ordinal Number	Cardinal Number	Size Length	Evaluative Colour	Age	Material Nationality	Noun
a			small	brown		wooden	chair
the		two		pretty	young	Japanese	girls
these	first	three	big	red			apples

On the contrary, Japanese adjectives are placed fairly freely, and the rules concerning word order are different from those for English adjectives. In English, nouns are sometimes used in the same way as adjectives, e.g. chocolate ice cream, winter sports, and in Japanese, nouns become adjectives when followed by Japanese postpositional particles such as "... na" and "... no," e.g. "seijitu-na hito," "kimben-na gakusei," "taida-na ningen," "jōnetsu-no hito," "kodoku-no hito." Furthermore, in Japanese, adjectives change into verbs to become adjective verbs, e.g. "korewa yawarakai."

In English, monosyllabic and disyllabic adjectives become comparatives when followed by *er*, and superlatives when followed by *est*, and most adjectives of two or more syllables become comparatives when preceded by *more*, and become superlatives when preceded by *most*.

Japanese adjectives become comparatives when used with "yori ... desu," and become superlatives when used with "ichiban ... desu" without changing the form of adjectives, e.g. "Kanojo wa anata yori kirei-desu." (She is more beautiful than you.), "Kanojo wa ichiban kirei-desu" (She is the most beautiful.)

### 3. Adverbs

Adverbs are placed comparatively freely in the sentence, and there is no definite standard as to their positioning.

The following are general rules for the positioning of adverbs.

- 1) When adverbs modify adjectives and adverbial phrases or clauses, they are placed just before the modified words:

He is *very* kind. He works *very* hard. He arrived *long* before the appointed time. I like her *simply* because she is pretty.

- 2) When adverbs modify intransitive verbs, the adverbs come after the verbs:

He sleeps *soundly*.

- 3) When adverbs modify transitive verbs, the adverbs are generally placed before the verbs or after the objective words.

He *fluently* speaks English

He speaks English *fluently*.

- 4) Adverbs of time are normally placed at the very beginning or at the very end of the clause or sentence:

*Then* I went back home.

She is coming *tomorrow*.

It should be noted that *yet* should be placed at the end of the sentence, but *still* is usually placed before the verb, though after the verb *to be*:

I haven't finished *yet*.

I *still* like him.

He is *still* in bed.

- 5) Adverbs of frequency (always, often, usually, sometimes, rarely, seldom etc):

- a) These adverbs are placed before both intransitive and transitive verbs, e.g. The sun *always* rises in the east.

He *sometimes* plays tennis after school.

- b) These adverbs are placed after the verb *to be*:

He *is always* busy every day.

He *is seldom* at home on Sunday.

She *is sometimes* here in the morning.

- c) When there are auxiliaries, adverbs of frequency are placed between the auxiliary and the verb:

I have *often* been there.

He will *occasionally* come here.

I can *hardly* understand it.

- 6) When there are several kinds of adverb, the order of placing the adverbs generally will be 'manner,' 'place,' and 'time': He spoke *well at the debate yesterday*.

- 7) When adverbs modify the sentence, they are placed at the beginning or at the end of

the sentence or just before the verb: *Unfortunately* the student failed the entrance examination.

The student failed the entrance examination *unfortunately*.

The student *unfortunately* failed the entrance examination.

He will *certainly* come. (=It is certain that he will come.)

*Naturally* he thinks so. (=It is natural that he should think so.)

8) Adverbs such as *in, on, off, out, away* connect with transitive verbs to make a word group. When the object is a pronoun, this type of adverb comes after the pronoun, and when the object is a noun, it can be placed either before or after the adverb: He took it *out*. Please take him *out*. He cut it *down*. He took *out* the book. He cut *down* the tree. I kept *out* the cold by shutting all the windows.

9) Some adverbs can modify a noun, and as a general rule, these adverbs are placed just before the noun.

Some adverbs can modify a pronoun, and as a general rule, they are placed after the pronoun:

He is *quite* a gentleman.

I'll be here at *precisely* nine o'clock.

I am *just* an ordinary man.

She *alone* can carry it out.

10) When 'not' modifies verbs having two or more auxiliary verbs, it comes after the first auxiliary verb:

I will *not* have read through it.

11) When 'not' modifies the infinitive, the participle and the gerund, it comes before them:

It is good *not* to tell lies.

She cried, *not* knowing what to do. He insists on *not* going there alone.

12) When 'not' modifies a word other than a verb, it comes just before that word:

*Not* I, but he, married her.

The Positioning of Adverbs in English and Japanese

1) Adverbs and adverbial phrases of time:

In English, lists of adverbs of time start with the smallest unit, e.g.

He was born *at half past ten in the morning on August 25th, 1987*. On the contrary, in Japanese, the word order is reversed, e.g.

*Kare wa 1987 nen 8 gatsu 25 nichi gozen 10 jihan ni umareta*

2) Adverbs and adverbial phrases of place: In English, lists of adverbs of place also start with the smallest unit, e.g.

I want to spend my holidays *in a small cottage in the mountains in Nagano*.

This is the opposite of the Japanese word order, e.g. *Watakushi wa Nagano no yamanonaka no chiisana koya de kyūka o sugoshitai*.

- 3) When adverbs of time and place are used in the same sentence, adverbs of place generally come before adverbs of time:

We went for a walk *in the park after lunch*. (Watashitachi wa chūshokugo kōen ni sampo ni itta)

I met him *at the station at six o'clock*. (Watakushi wa kare ni rokuji ni eki de atta)

Some scholars do not recognize adverbs in Japanese sentences, but generally speaking, such Japanese words as “kou,” “sou,” “hijōni,” “sukoshi,” “mada,” “mou,” “doumo,” and many words to which postpositional particles “to,” “ni” attach are considered to be adverbs. The word order or position of these adverbs is not decided clearly, but they are placed near the modified words or phrases in a similar way to that in English.

Note the following extract from *A reference grammar for students of English* (R.A. Close) p.31.

An adverbial is not normally placed between a verb and its object. This rule is broken only if there is a good reason, as in 102 I remember *very clearly* the morning that George first came to school.

Where the object is much longer than the adverbial, and where, for the sake of clarity, *very clearly* should come closer to *remember* than to *came to school*.

#### 4. Pronouns

The position of a demonstrative pronoun or a personal pronoun often depends on the rhythm of the sentence, e.g. Take *him* out. Take *this* out.

The demonstrative pronoun ‘that’ which refers to the contents of the previous sentence, usually comes at the beginning of the sentence, e.g. *That’s* all. *That’s* how it is.

The personal pronoun ‘this’ which refers to the contents of the following sentence, often comes at the end of the sentence, e.g. It is like *this*. What I knew was *this*. What I want to say is *this*.

The order of placing personal pronouns is usually 1) the second person 2) the third person and 3) the first person, e.g. *you and I*, *she and I*, *between you and me*, *you, he, and I*

When somebody refers to himself and his wife, the word order will be ‘My wife and I.’ When a lady’s husband has an official title, they will be referred to as ‘Prime Minister and Mrs. Sato.’

In English it is impossible for an article or a demonstrative pronoun to be used with a possessive case of a personal pronoun to modify a noun as shown in the following examples \**a my friend*, \**a her friend*, \**this your business*. The correct phrases are *a friend of mine*, *a friend of hers*, and *this business of yours*. Interrogative pronouns *who*, *which*, *what* and so on come at the beginning of the sentence as mentioned before (also in a subordinate clause, these pronouns come at the beginning of the clause). However when asking someone to repeat what he said, this rule does not apply, e.g. "I am looking for a dictionary." —"You are looking for *what* ? " "I forgot his name." —"You forgot *what* ? "

In Japanese, the word order of pronouns is almost the same as that of English. The 'I and ...' form is not desirable; 'I' should not be at the beginning.

## 5. Prepositions

Prepositions usually precede a noun or a pronoun, e.g. *at* the station, *on* the table, *after* him, but in the following examples, the prepositions will follow:

- 1) when the object is an interrogative pronoun:

*What* are you talking *about* ?

Who do you want to speak *to* ?

*What* did you do such a thing *for* ?

- 2) when the object is a relative:

This is the house *that* we live *in*.

This is the house *in which* we live.

Go back *where* you came *from*.

- 3) when a preposition is used with an infinitive:

The story was very sad to listen *to*.

I have no pencil to write *with*.

There was no chair to sit *on*.

- 4) when the object is at the beginning of the sentence for emphasis.

*This* I believe *in*.

*That* I do not care *about*.

*Absolute silence* he insisted *on*.

- 5) when a verb phrase becomes passive:

He *was laughed at*.

I hate *being looked at*.

He *was talked about*.

- 6) in conversational style, prepositions are often placed at the end of the sentence:

Where *to* ?

What *for* ?

Who *with* ?

#### IV Conclusion

When comparing the word order of the Japanese language, which is said to be connected with the Ural-Altaic languages, with that of the English language, which belongs to the Indo-European languages, it is generally difficult to find a characteristic common to these two languages, and there are many fundamental differences between them, because these two languages belong to different language families.

When those who have acquired their mother language are going to learn a foreign language, except for bilinguals who are learning two languages at the same time, they will have to compare their mother language with the foreign language which they are learning.

Even if the word order of the mother language is completely different from that of the language that is to be learnt, learning the foreign language by comparing and contrasting the two languages is much more effective and is an easier way than learning it by rote. But when learning a word order peculiar to the foreign language, the students should memorize it as it is without analysing it uselessly.

Learning English with a Japanese frame of mind can lead the students to make mistakes grammatically or linguistically. As stated above, comparing and contrasting is an effective aid to learning a language, but if the mother language word order is kept constantly in mind, this will hinder the student from acquiring the language. While acquiring a language, the differences and similarities between that language and the mother language should be noted.

It is often said that the Japanese are not good at learning foreign languages compared with Westerners, but it should be kept in mind that the difference in word order between Japanese and English is very great.

The difference in word order between two languages reflects the difference of culture between those countries. The difference in word order is a result of differences not only of grammar but also of national character, climate, history and so on. Therefore those who are going to learn English should know this background in order to understand the word order properly.

It is desirable that English learners should approach the problem of word order not only from the viewpoint of grammar but also from a comprehensive point of view.

(本学教授 = 英語担当)

## Bibliography

- Close, R.A. 1986. *A reference grammar for students of English*. Longman
- 1962. *English as a Foreign Language*. George Allen & Unwin
- Halliday, M.A.K. 1985. *An Introduction to Functional Grammar*. Edward Arnold
- Jespersen, Otto. 1984. *A Modern English Grammar on Historical Principles* II, III, IV, VII. London: George Allen & Unwin
- Lado, Robert. 1964. *Language Teaching: A Scientific Approach*. McGraw-Hill
- Matsumoto, T., Ikegami, Y., Imai, K. 1983. “*Eigogaku Jiten*” (*Encyclopaedia of English Linguistics*) Tokyo: Taishūkan
- Mōri, Yoshinobu, 1969. “*Gojun*” (*Word Order*) “Eibunpō Shirizu, No.23” Tokyo: Kenkyūsha
- Ōe, Saburo. 1984. “*Nichi Eigo no Hikaku Kenkyū*” (*A Comparative Study of English and Japanese*) Tokyo: Nan’undō
- Palmer, Harold E. and Blanford, F.G. 3rd edition, revised and rewritten by Kingdom, Roger. 1969. *A Grammar of Spoken English*. Cambridge: W. Heffer & Sons Ltd.
- Quirk, R., Greenbaum, S., Leech, G.H, and Svartvik, 1985. *A Grammar of Contemporary English*. London: Longman
- 1985. *A Comprehensive Grammar of the English Language*. London: Longman
- Rivers, Wilga M. 1964. *The Psychologist and the Foreign-Language Teacher*. Chicago & London: The University of Chicago Press.
- Schibsbye, Knud. 1973. *A Modern English Grammar*. London: Oxford University Press.
- Taylor, Harvey. M. 1979. *English and Japanese in Contrast*. Tokyo: Regents
- Thomson, A.J. and Martinet, A.V. 1973. *A Practical English Grammar. Second Edition*. London: Oxford University Press
- Umegaki, Minoru, 1985. “*Nichi-Ei Hikaku Gogaku Nyumon*” (*An Introduction to the Comparative Study of the English and Japanese languages*) Tokyo: Taishūkan
- Van EK, J, A. & Robat, Nico J. 1984 *The Students Grammar of English* Oxford: Basil Blackwell
- Zandvoort, R, W. 1972 *A Handbook of English Grammar. Sixth Edition*. Longman
- “*Nichi Eigo no Hyogen no Hikaku*” (*A Comparison of the Expression of English and Japanese*) in Gendai Eigo Kyōiku Kōza, No7. Tokyo: Taishūkan
- “*Nichi Eigo no Hikaku*” (*A Comparison of English and Japanese*) in Gendai no Eigo Kyōiku No.8. Tokyo: Kenkyūsha