

SYNTACTIC STRUCTURES USED IN COMPOSITIONS
BY JAPANESE CHILDREN
WITH HEARING DISORDERS*

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1. Introduction

Compositions written by 1st and 2nd year students of a middle school for children with hearing disorders, 68 in all, were analyzed in order to grasp some qualitative characteristics in their syntactic production. The analysis focused on the syntactic errors specific to these children rather than on those shared with hearing children. Section 2 presents syntactic errors found in the composition of clause units, and section 3 deals with those found in complex sentence constructions.

The original texts were written in kana and kanji characters, which are transcribed here with small and capital letters respectively. The transcription also exhibits conventional spacing, which is absent in the original. The letter q (or Q) represents a consonant mora (sokuon).

2. Clause Structure

The errors found in the composition of clause units are of the following kinds:

A. Confusion of verb categories

(1)a. ranpu o 50 QKO mo IKE no KIGI 3 BON ni burasagari[burasage]
lamp pond trees hang (v. i.)

'hung as many as 50 lamps on the trees around the pond'

b. minna wa... ranpu o tuite [tukete]
everybody lamp light (v. i.)

'everybody lit the lamps (and)'

c. hito ga UGOkasu nara [UGOku nara]
man move (v. t.)

'when people move ...'

d. SANNEN no MINAsan mendoo o misete kurete arigatoo [mite kurete]
3rd grade everyone care show thank you

'Everybody in the 3rd grade, thank you for taking care of (us).'

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B. Misselection of Particles

- (2)a. RYOOSIN kara BOKU no tame ni ISSYOO KENMEI HATARAita
parents me with utmost effort worked
[RYOOSIN ga]
'My parents worked hard for me.'
- b. HAHA kara BENKYOO sinasai to Iu [HAHA ga]
mother study say
'Mother tells me to study.'
- c. dekiagaru no o TANOsimi da [dekiagaru no ga]
complete pleasure
'(I am) looking forward to seeing it ready.'

C. Violation of Selectional Restriction

- (3)a. ranpu ga okonawareta [tukawareta]
lamp performed (passive)
'Lamps were used.'
- b. AKAtyan ga NAKu koto ga iru [aru]
baby cry
'A baby sometimes cries.'
- c. nandemo kaenakaqta node [nannimo]
everything could not afford because
'because I could not buy anything...'

Notice here the substitution of the particle kara for the particle ga as in (2). Confusion of the particles wa and ga was also commonly observed.

3. Clause Combinations

3.1. Complement Construction

3.1.1. A complement construction is a subordinate clause that serves as the subject, object or complement of its matrix sentence. A formative is used to mark the subordinate clause. According to the markers, namely, complementizers, complement clauses are classified into the following eight types:

A. koto-complement construction

- (4) KOTOSI no HARUYASUmi ni SIGAKOOGEN ni Iqta koto o OMOiDAsita
this year spring holidays went recalled
'(It) reminded me of a trip to the Siga Heights during the last spring vacation.'

B. no-complement construction

- (5) TETUDOO zyaanaru no hon o YOnde iru no o BOKU wa Siqta
railway journal book read I found
'I came to know that (he) was reading a railway journal.'

C. appositive complement construction

- (6) doko ni demo Ikesoona KI ga suru
everywhere go-can feel
'I feel as if I can go any place.'

D. interrogative complement construction

- (7) OOSAKAZYOOEKI wa doko ni aru ka wakaranai
where exists know not
'(I) do not know where Oosakazyoo Station is.'

E. to-complement construction

- (8) IQsyo ni Ikoo to OMOu
together go think
'(I) am thinking of going (there) together (with him).'

F. te-complement construction

- (9) WATASI wa RYOOSIN ni ITININmae ni atukaqte hosii to OMOu
I parents grown-up treat want feel
'I would like (my) parents to treat me as a grown-up.'

G. infinitive complement construction

- (10) BOKU wa ZIBUN kara suzunde (sic) BENKYOO yaritai
I myself study want
'I(willingly)want to commit myself to studying.'

H. ∅-complement construction

- (11) dakedo watasi wa ryookoo (sic) wa ZIBUN wa HITORI de ikeru
but I trip myself alone go
'But I can go on a trip by myself.'

3.1.2. The following are typical errors in regard to complement constructions, which are seldom found in the composition of hearing children.

A. Misselection of complementizers

- (12)a. UNKAI ga Mirareru koto o utagaqte imasita ga [mirareru ka dooka]
 sea of clouds see doubt
 'I was wondering whether or not I could see the sea of clouds.'
- b. saqki OMOqta koto yori HIZYOO ni NAGAKu KANzi[omoqta no yori]
 some time ago thought much longer feel
 'I feel it to have taken much longer than I thought it took a while ago.'
- c. BOKU wa mukasi no DOOGU o Mite TUKAu no ga KYOOMI o moqte
 I old instruments use interest have
 iru kara desu [tukau koto ni]
 'Because I saw old tools and am interested in using them.'

B. Errors in the null complement construction

- (i) Replacement of the particle ni with other particles, which marks the subject of a complement construction.
- (13) boku wa ... KIQTE o KAu koto ga RYOOSIN wa yurusarete inai
 I postage stamps buy parents allow
 [ryoosin ni]
 'My parents do not allow me to buy stamps.'
- (ii) Misformation in the amalgamation of the predicate of a complement construction with the predicate of its matrix sentence.
- (14) konna KANzi wa TOKYO de wa AZIawarenai [aziwaenai]
 this feeling experience-not
 'I cannot experience this feeling in Tokyo.'
- (iii) Missing of the predicate of the matrix sentence, which should appear as the suffix of the amalgamated predicate.
- (15)a. USI ya UMA ga HOOBOKU site iru daroo to OMOqta ga [hooboku
 cow horse pasturage hoped sarete]
 'I thought cows and horses were let out to pasture, but...'
- b. ZIBUN dake de KANGAete hosii na to OMOukoto ga aqta[kangaesasete]
 myself only think want feel
 'There were times when I wanted to be left alone to think.'

Besides \emptyset -complement construction, the te-complement construction frequently contained the misuse of the particle wa or ga in marking the subject, which should be marked by the particle ni.

- (16) oKAAsan ga mukasi no koto o OSIete moraqtte [okaasan ni]
 mother old days tell

'I learned about the old days from my mother.'

C. Confusion of -tai and hosii

In Japanese, the form verb+tai is used as a desiderative predicate when an identical subject takes part in both complement and matrix sentences, whereas, the form hosii is used when the given condition is not met. This distinction seems to be unrecognized by children with hearing disorders. The following are some examples:

- (17) a. BOKU wa MUKASI no DOOGU o ATUmeru no ga SUki dakara,
 I old instruments collect like
 TOKUni ranpu o ATUmete hosii to OMOu [atumetai]
 especially lamp collect want feel

'I like to collect old tools, but I think I'd especially like to collect old lamps.'

- b. IMA made wa RYOOSIN to iqsyo ni YOOFUKU nado o ERAnde KAQte
 until now parents together clothes chosen buy
 kureta kedo ZIBUN de KANGAete KAeru yoo ni atukaqtte hosii
 myself think buy treat want

[kaeru yoo ni naritai]

'Until now, my parents have always chosen my clothes and personal effects with me, but I would like them to treat me like I am able to make my own decisions.'

3.2. Relative Clause Construction

A relative clause construction is a nominalized clause which contains a gap recoverable by an identical noun to its head noun. Relative clause constructions, then, are classified into nine types with regard to the functions of the head noun in the matrix sentence and the identical noun recoverable in the relative clause.

(18)	Function of the Head Noun in the Matrix Sentence	Function of the Identical Noun in the Relative Clause	Types
1.	subject	subject	SS
2.	subject	object	SO
3.	subject	others	SX
4.	object	object	OO
5.	object	subject	OS
6.	object	others	OX
7.	others	subject	XS
8.	others	object	XO
9.	others	others	XX

The following are the example sentences used:

- (19) SS: ranpu o TAISETU ni site oita oziisan wa yaqto KI ga tuki....
lamp treasure old man finally realize
'the old man who had treasured the lamps finally came to realize..'
- (20) SO: ZIBUN no nakusita mono ga nizi o wataqtara ZIBUN ni modoqte
oneself lost thing rainbow cross onself return
kuru to SINzite...
believe
'believing that the lost items would return to him if he crossed
the rainbow....'
- (21) SX: (no example)
- (22) OO: WASUrete ita ranpu o mago ga MOqte ite yokaqta no daroo
forgotten lamp grand- take along was good probably
child
'It was probably good that the grandchild took the lamp along with
him which had been forgotten.'
- (23) OS: ... bokutati o mitumete iru USI o soba ni, ARUKiDAsita
us gazing cow by start walking
'We started walking by the cow which was gazing at us.'
- (24) OX: sore kara TANOsimi ni MAqteita MATUMOTOZYOO o KENGAkUsita
then expectantly waiting Matumoto Castle visited
'We, then, visited Matumoto Castle which we had anxiously waited
to see.'
- (25) XS: MEIZI no koto o yoku SIqte iru oziisan to HANAsite mitai
about the Meizi Era well know old man with talk want to try
'I would like to have a chance to talk with an old man who knows
a lot about the Meiji Era.'
- (26) XO: ... terebi de MIta yooroqpa no SIRO ni nite iru yoo ni omoeta
TV saw Europe castle alike seemed
'(It) seemed like a castle in Europe which I had seen on TV.'
- (27) XX: KI no nai OKA de YONHAN dake no KYUUKKEI o sita
tree not exist hill Group 4 only rested
'We, Group 4, rested all by ourselves, on a hill with no trees.'

No syntactic errors were observed in the use of relative clause constructions as a whole, by children with hearing disorders, although there were some children who were capable of using the construction freely and some others who seldom used it in their compositions. In terms of sentential positions, a relative clause construction appeared both in a sentence

initial and a sentence internal positions, however, the sentence-internal uses exceeded the former. (18 examples of sentence initial use were observed, whereas 31 examples in sentence internal use were observed.) In respect of types of relative clause construction, there were SS (13 examples), XS (14), OS (7), XO (5), OO, OX, XX, (e respectively), SO (1), and SX (none). From this, we might say the use of the identical noun as the subject of relative clauses is predominant.

3.3 Other Sentence Conjunctions

Clause combinations besides complement and relative clause constructions, are represented by coordinate conjunctions exemplified in (28), and the adverbial clause construction shown in (29) below.

- (28) GAIZIN ga ... NIQPON ni ASObi ni KIte, sore o MIte, subarasii to
 foreigner pleasure trip it see wonderful

OMOqte, fan ni narukamo Sirenai
 feel admirer become

'Some foreigners might visit Japan, and seeing it, be fascinated by it.'

- (29) matigaqte hoka no tooi tokoro e iqte simaqtara SINPAIda
 mistake other far place go worry

'The possibility of going somewhere far from my destination worries me.'

In either case, the first clause is marked by markers such as -te, node, to, -tara, nara, nagara, etc., which are added to the predicate of the clause. The selection of these markers is constrained by the semantic relations between the two clauses. In the use of these constructions by children with hearing disorders the inappropriate selection of markers was noticeable; however, the majority of these errors were also commonly observable in the usage of hearing children. One specific instance is given below:

- (30) RYOOSIN wa BOKU ni NANdemo iikara KAINasai to Iukara, BOKU wa
 parents me anything buy say I
 RYOOSIN ni anmari TAKUSAN oKANE o morau no wa SUKOsi iya na
 parents so much money receive a little unpleasant
 node ZIBUN de HATARAite oKANE o mookete NANika o KAITai to
 myself work money earn something buy

OMOU [kainasai to iu ga]
 feel

'Though my parents tell me I can buy whatever I like, I don't like being dependent on them. I'd rather work a little and pay my own expenses.'

4. Final Remarks

We have analyzed the compositions by children with hearing disorders from a syntactic point of view, but many of the errors pointed out above, may be more adequately accounted for in terms of such discourse notions as the speaker's viewpoint. Thus the inappropriate use of particles (see 2. B), might be due to a failure to adjust the organization of the embedded sentence to the composition frame of the entire (or matrix) sentence. Similarly, the confusion of hosii with tai (see 3. 1. 2. c) might be indicative of the lack of full comprehension of the deictic categories. Such a reanalysis must, however, be relegated to future research. It should be noted in this connection that a number of errors reported herein are also found in younger children with normal hearing (Ishida 1957) and in non-native learners of Japanese (Miyazaki 1976), and are thus suggestive of the possibility that such errors arise from the language-learner's generalization from insufficient linguistic evidence rather than from a defect in competence.

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