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## On Tense-Feature Inheritance

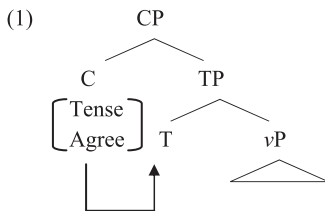
Takahiro Tozawa \*

**Abstract**

In this paper, we argue that inheritance of the Tense-feature is motivated by temporal interpretation. The Tense-feature in C must be inherited by T in order to determine the temporal order relation between speech time and reference time. Furthermore, this paper deals with temporal interpretation in non-finite clauses, which are argued to lack the Tense-feature. We argue that the speech time of non-finite clauses is simultaneous with the reference time and it is determined by the relation with the matrix event time or reference time.

**1. Introduction**

Chomsky (2008) proposes that the Tense-feature and the Agree-feature are inherited by T, on the assumption that all syntactic operations are triggered only by phase heads. This is shown in (1).



The phase head C has the Agree-feature, which is uninterpretable and triggers the syntactic operation *Agree*. T inherits the Agree-feature from C. As for the motivation for feature inheritance, Chomsky (2008: 144) argues that Agree-feature inheritance is motivated by the A/A' distinction, which is an interface condition. However, he remains silent on the motivation for Tense-feature inheritance. It should be clarified why

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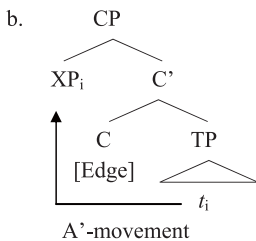
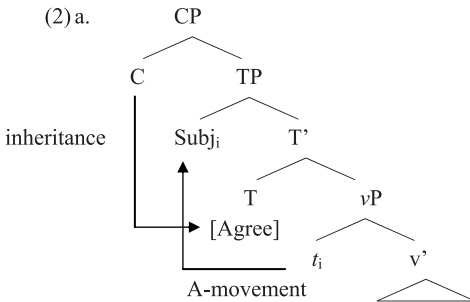
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Tense-feature inheritance takes place.

This paper is concerned with the motivation for Tense-feature inheritance. We argue that inheritance of the Tense-feature is motivated by temporal interpretation. The Tense-feature must be inherited by T and enter into a head-head relation with Asp in order to determine the temporal order relation between speech time and reference time. Furthermore, we consider temporal interpretation in non-finite clauses, arguing that the speech time of non-finite clauses is simultaneous with the reference time and it is determined by the relation with the matrix event time or reference time.

## 2. The Motivation for Feature inheritance

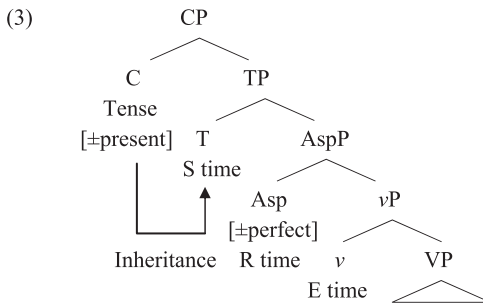
Chomsky (2008: 144) argues that Agree-feature inheritance is motivated by the A/A' distinction, which is an interface condition. If the Agree-feature is inherited by T as in (2a), T induces A-movement. This is distinguished from the A'-movement triggered by the Edge-feature in C as in (2b).



As a result, the requirement of the A/A' interface condition is satisfied. However, Chomsky does not mention why Tense-feature inheritance takes place. This leads us to search for the motivation for Tense-feature inheritance. In the next section, we make a proposal on the motivation for Tense-feature inheritance.

### 3. The Proposal

We propose that Tense-feature inheritance is motivated by temporal interpretation. Consider (3).



Following Reichenbach (1947), we assume that temporal interpretation is represented in terms of the Speech time (S time), the Reference time (R time), and the Event time (E time).<sup>1</sup> Furthermore, following Hornstein (1990) and Thompson (1996), we assume that the T head is associated with the S time, the Asp head is associated with the R time, and the  $v$  head is associated with the E time.

Following Chomsky (2008), we assume that the Tense-feature is in C.<sup>2</sup> The

<sup>1</sup> The S time is the time at which a sentence is uttered, the R time is the time that the speaker talks about in uttering the sentence, and the E time is the time at which the event or state described in the sentence occurs.

<sup>2</sup> Chomsky (2007) suggests the possibility that Tense is a property of T rather than C. Contrary to Chomsky's (2007) suggestion, we claim that Tense is a property of C on the basis of Irish data:

(i) Creidim gu-r chuir sí isteach ar an phost.  
I-believe C-PAST put she in on the job

'I believe that she applied for the job.'

(McCloskey (2001: 75))

In Irish, the past morphemes "r" is morphologically realized in C. This shows that Tense-feature is a property of C.

Tense-feature [ $\pm$ present] specifies that the S time is simultaneous with a time or follows a time. The feature [ $\pm$ perfect] in Asp head specifies that the R time is simultaneous with a time or follows a time.

We argue that the R time is related to the E time by the head-head relation between the feature [ $\pm$ perfect] and the E time, and the S time is related to the R time by the head-head relation between the Tense-feature [ $\pm$ present] inherited by T and the R time. If the Tense-feature were not inherited by T, it would not be in the head-head relation with the R time, so that the S time would not be related to any time. Consequently, the sentence cannot be assigned a temporal interpretation, which causes the derivation to crash. Therefore, the Tense-feature must be inherited by T in order to enter into the head-head relation with the R time. By the head-head relation, the S time is related to the R time.

The semantic information of [ $\pm$ present] determines the temporal order relation between the S time and the R time. The semantic information of [ $\pm$ perfect] determines the temporal order relation between the R time and the E time.<sup>3</sup>

#### 4. Tense in Finite Clauses

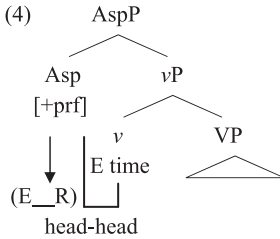
Let us consider the temporal order relation between the E time and the R time in the case in which the Asp head has the feature [+perfect]. The feature [+perfect] enters into the head-head relation with the E time, so that the R time is related to the E time. The semantic information of [+perfect] determines that the R time follows the E time.<sup>4</sup> This

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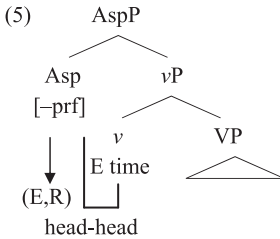
<sup>3</sup> C-to-T Tense-feature inheritance violates a no-tampering condition (NTC) since T has the Tense-feature at the stage of derivation where C is merged. We suggest that although it may be a violation of NTC, Tense-feature inheritance is consistent with the strongest minimalist theses (SMT). The C-I interface requires temporal interpretation and this requirement is met by Tense-feature inheritance, which is an optimal device. As long as the interface condition is satisfied in the optimal way, SMT will be met in spite of the violation of NTC. In this sense, Tense-feature inheritance is in line with SMT though violating NTC. I thank an anonymous reviewer for bringing this issue to our attention.

<sup>4</sup> If Asp is [+perfect], the Asp head is realized as the auxiliary *have* and the sentence is perfective. On the other hand, if Asp is [–perfect], the Asp head is phonologically empty and the sentence is imperfective.

is shown in (4):<sup>5</sup>



If the Asp head has the feature [–perfect], the semantic information of the feature [–perfect] determines that the R time is simultaneous with the E time. This is shown in (5).<sup>6</sup>



The feature [–perfect] is in a head-head relation with the E time, so that the R time is related to the E time. The E time is simultaneous with the R time due to the semantic information of [–perfect].

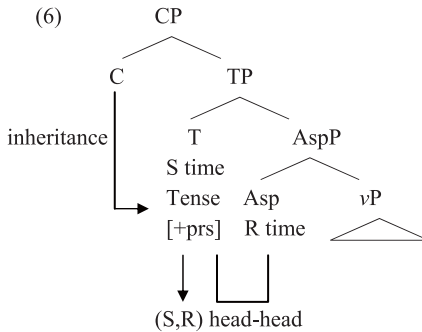
Let us go on to the temporal order relation between the S time and the R time. In (6), the Tense-feature [±present] in C is non-local with respect to the R time, being unable to enter into a head-head relation with the R time. Therefore, if it remained in C,

<sup>5</sup> In (4), the E time is separated from the R time by a line, which means that the E time precedes the R time.

<sup>6</sup> In (5), the R time is separated from the E time by a comma, which means that the R time is simultaneous with the E time.



the S time would not be related to any time, so that no temporal interpretation could be assigned. Thus, the Tense-feature  $[\pm\text{present}]$  must be inherited by T in order to enter into a head-head relation with the R time.<sup>7</sup> On the basis of the head-head relation with the R time, the S time is related to the R time. If the Tense-feature is  $[\text{+present}]$ , its semantic information determines that the S time is simultaneous with the R time. This is shown in (6).



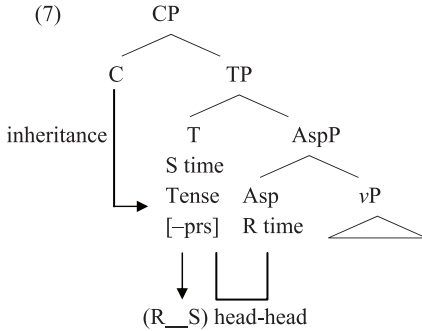
The Tense-feature  $[\text{+present}]$  is inherited by T and enters into a head-head relation with the R time. Then, the S time is related to the R time. The semantic information of  $[\text{+present}]$  determines that the S time is simultaneous with the R time. On the other hand, if the Tense-feature is  $[\text{-present}]$ , its semantic information determines that the S time follows the R time. This is shown in (7).

<sup>7</sup> One might wonder whether the Tense-feature would remain in C if the Asp head *have* head-moved to T as shown in (i).

(i)  $[_{CP} [C \text{ Tense} ] [_{TP} [T [\text{Asp } \textit{have} [\text{+Prf}]]] [_{\text{AspP}} t ] \dots]]$

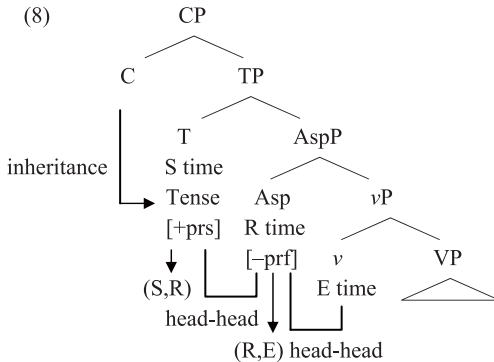
└──────────────────────────┘  
head-head

In (i), the Tense-feature in C is in a head-head relation with  $[\text{+Prf}]$  in T. Therefore, Tense-feature inheritance may not take place in this case. We suggest that head-movement is a phonological operation rather than a narrow-syntax operation, in conformity with Chomsky (2001). Then, *have* is in Asp rather than in T in narrow syntax. Therefore, the Tense-feature must be inherited by T in order to enter into a head-head relation with  $[\text{+Asp}]$ .



In (7), the Tense-feature inherited by T enters into a head-head relation with the R time. Then, the S time is related to the R time. The semantic information of [-present] determines that the S time follows the R time.

Finally, let us consider the temporal order relation of the S time, the R time, and the E time. The temporal order relation of the S time, the R time, and the E time is determined by integrating the semantic information of [±present] and [±perfect] (cf. Kaneko 2004, 2005, 2006, 2009, Kaneko and Endo 2001). Let us consider the case in which the Tense-feature is [+present] and the feature in the Asp head is [-perfect].



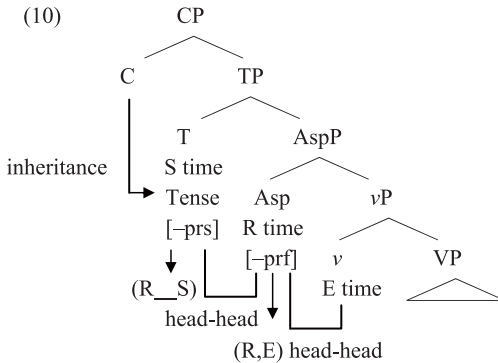
In (8), the R time is related to the E time by the head-head relation between [-perfect] and the E time. The semantic information of [-perfect] specifies that the R time is

simultaneous with the E time. The S time is related to the R time by the head-head relation between the Tense-feature [+present] inherited by T and the R time. The semantic information of [+present] specifies that the S time is simultaneous with the R time. Given that the S time is simultaneous with the R time and the R time is simultaneous with the E time, the S time is simultaneous with the E time by transitivity. Then, the temporal structure is as in (9a) and the simple present tense in (9b) has this temporal structure.

(9) a. S,R,E

b. She wears jeans, shirt, sneakers, gold hoop earrings in pierced ears.

Next, let us consider the case in which the Tense-feature is [-present] and the feature in the Asp head is [-perfect]. This is shown in (10).

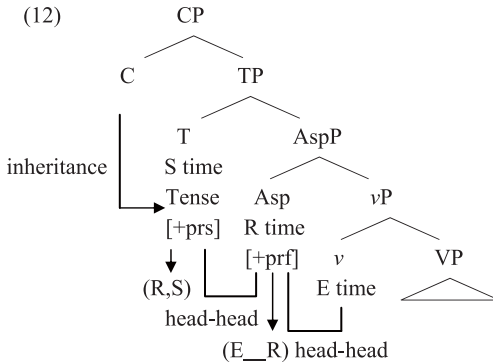


The feature [-perfect] enters into a head-head relation with the E time, so that the R time is related to the E time. The semantic information of [-perfect] determines that the R time is simultaneous with the E time. The Tense-feature [-present] inherited by T enters into a head-head relation with the R time, so that the S time is related to the R time. The semantic information of [-present] specifies that the S time follows the R time. Given that the S time follows the R time and the R time is simultaneous with the E time, the S time follows the E time by transitivity. Then, the temporal structure is as in

(11a) and the simple past tense in (11b) has this temporal structure.

- (11)a. R,E\_\_S
- b. He looked at the woman.

Let us go on to the case in which the Tense-feature is [+present] and the feature in the Asp head is [+perfect]. This is shown in (12).

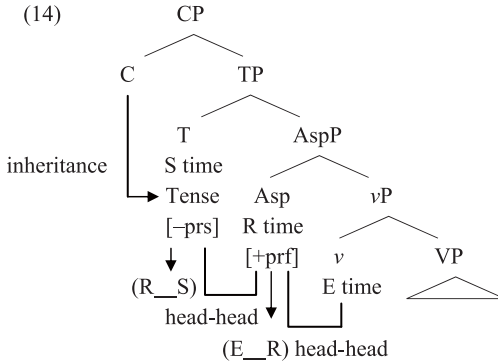


The R time is related to the E time by the head-head relation between the feature [+perfect] and the E time. The semantic information of [+perfect] determines that the R time follows the E time. The S time is related to the R time by the head-head relation between the Tense-feature [+present] inherited by T and the R time. The semantic information of the Tense-feature [+present] determines that the S time is simultaneous with the R time. Given that the S time is simultaneous with the R time and the R time follows the E time, the S time follows the E time by transitivity. Thus, the temporal structure in (13a) is derived and the present perfect in (13b) has this temporal structure.

- (13)a. E\_\_S,R
- b. He has written four detective novels himself.

Finally let us consider the case in which the Tense-feature is [-present] and the feature

in the Asp head is [+perfect]. This is shown in (14).



The feature [+perfect] enters into a head-head relation with the E time, so that the R time is related to the E time. The semantic information of [+perfect] specifies that the R time follows the E time. The Tense-feature [-present] inherited by T enters into a head-head relation with the R time, so that the S time is related to the R time. The semantic information of [-present] specifies that the S time follows the R time. Given that the S time follows the R time and the R time follows the E time, the S time follows the E time by transitivity. The temporal structure is as in (15a) and the past perfect in (15b) has this temporal structure.

(15)a. E\_\_R\_\_S

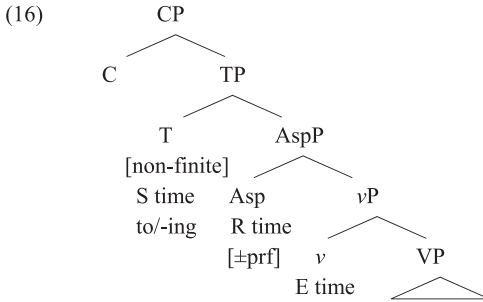
b. She had just gone out when I called at her house.

To summarize what has been argued so far, Tense-feature inheritance must take place. This is because otherwise, the Tense-feature would not be in a head-head relation with the R time, so that the time that the S time is related to would not be determined. This leads to an interpretive crash. Therefore, Tense-feature inheritance must take place.

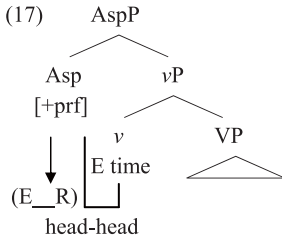
### 5. Tense in Non-Finite Clauses

So far, we have discussed the temporal order relation of the S time, the R time, and

the E time in finite clauses. Next let us consider temporal interpretation in non-finite clauses. Non-finite clauses are argued to lack the Tense-feature as shown in (16).<sup>8</sup>



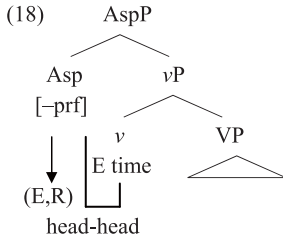
As shown in (16), there is no Tense-feature in non-finite clauses such as *to*-infinitivals and *-ing* clauses, where there is no distinction between past tense and present tense. With this in mind, let us discuss the temporal interpretation in non-finite clauses in detail. First, we consider the temporal order relation between the R time and the E time. As with finite clauses, the feature [+perfect] enters into a head-head relation with the E time, so that the R time is related to the E time. The semantic information of [+perfect] determines that the R time follows the E time. This is shown in (4), repeated here as (17).



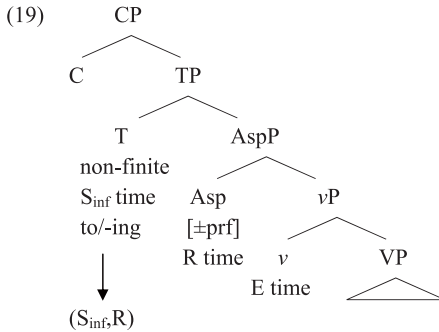
In the case in which the feature in the Asp head is [-perfect], the feature [-perfect] enters into a head-head relation with the E time, so that the R time is related to the E

<sup>8</sup> Kaneko (1982) argues that infinitives are tenseless.

time. The semantic information of [-perfect] determines that the R time is simultaneous with the E time. This is shown in (5), repeated here as (18).



Next, let us consider the temporal order relation between the S time and the R time.<sup>9</sup> We assume with Kaneko (2009) and Kaneko and Endo (2001) that the non-finite T head specifies that the  $S_{inf}$  time is simultaneous with the R time by default. This is shown in (19).

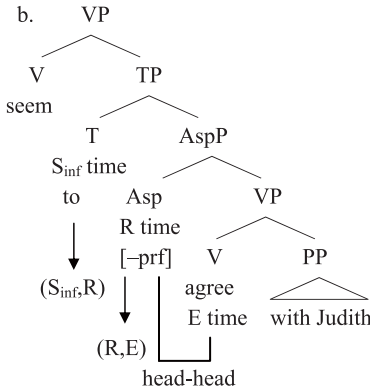


As in (19), the non-finite T head *to/-ing* determines the temporal order relation between the  $S_{inf}$  time and the R time. Here, the question comes up of how the  $S_{inf}$  time should be

<sup>9</sup> In what follows we will use the subscript “inf” to refer to the S time of non-finite clauses (i.e.  $S_{inf}$  for the S time of non-finite clauses), in order to distinguish the S time of non-finite clauses from the S time of finite clauses.

interpreted. We argue that the  $S_{inf}$  time is determined by its relation with the matrix E time. For example, consider the temporal interpretation in the *to*-infinitival clause in (20a).

(20)a. Many women drivers seem [to agree with Judith].



As in (20b), the feature  $[-perfect]$  enters into a head-head relation with the E time and the R time is related to the E time. The R time is simultaneous with the E time because of the semantic information of  $[-perfect]$ . The non-finite T head *to* specifies that the  $S_{inf}$  time is simultaneous with the R time. By transitivity, the  $S_{inf}$  time is simultaneous with the E time. The *to*-infinitival clause is the complement of the matrix verb, so that the  $S_{inf}$  time is related to the matrix E time. The matrix verb *seem* specifies that the  $S_{inf}$  time is simultaneous with the matrix E time. Then, we get the temporal structure in (21).<sup>10,11</sup>

<sup>10</sup> In (21), the  $S_{inf}$  time is connected with the  $E_{seem}$  time by a vertical line, which means that the  $S_{inf}$  time is simultaneous with the  $E_{seem}$  time.

<sup>11</sup> Control verbs such as *hope* take CPs as complements.  
(i) I hope [<sub>CP</sub> [<sub>TP</sub> PRO to see you again]].

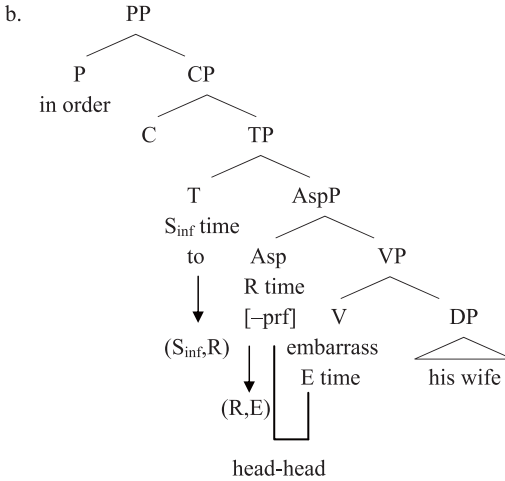
In (i), TP is not the complement of *hope*. Therefore, the  $S_{inf}$  time cannot be related to the matrix E time, which causes an interpretive crash. We leave this problem for future research.



- (21)  $E_{\text{seem},R,S}$   
 |  
 $S_{\text{inf},R,E}$

So far, we have discussed temporal interpretation in non-finite clausal complements. Next, we discuss temporal interpretation in non-finite clausal adjuncts. We argue that the non-finite clausal adjunct *in order*-clause in (22a) has the structure in (22b).

- (22)a. He only mentioned it in order to embarrass his wife.

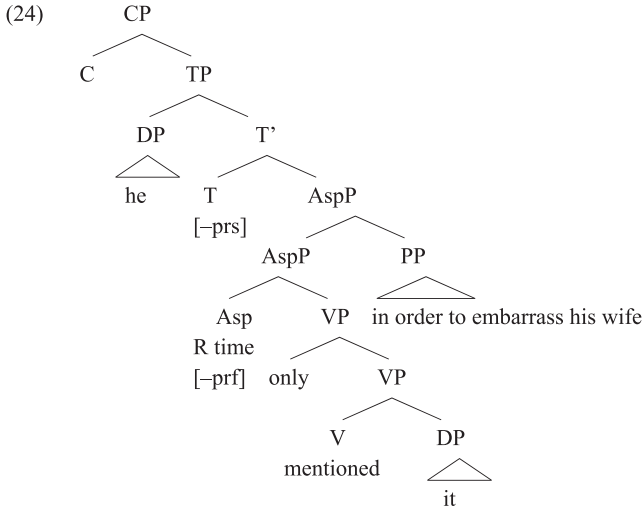


The feature [-perfect] enters into a head-head relation with the E time, so that the R time is related to the E time. The semantic information of [-perfect] determines that the R time is simultaneous with the E time. The non-finite T head *to* specifies that the  $S_{\text{inf}}$  time is simultaneous with the R time by default. By transitivity, the  $S_{\text{inf}}$  time is simultaneous with the E time. Thus, we get the temporal structure in (23).

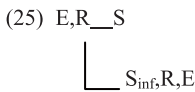
- (23)  $S_{\text{inf},R,E}$

There should be the question of how the  $S_{\text{inf}}$  time is determined. We argue that the  $S_{\text{inf}}$

time is determined by its relation with the matrix R time. As shown in (24), the non-finite clausal adjunct adjoins to the matrix AspP, so that the  $S_{inf}$  time is related to the matrix R time.



The P head *in order* conveys purpose. This semantic information specifies that the  $S_{inf}$  time follows the matrix R time. Then, the temporal structure is as in (25).<sup>12</sup>



To summarize temporal interpretation in non-finite clauses, the  $S_{inf}$  time is determined by its relation with the time of the matrix clause: the matrix E time in the case of non-finite clausal complements, or the matrix R time in the case of non-finite

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<sup>12</sup> In (25), the  $S_{inf}$  time is connected with the matrix R time by an L-shaped line, which means that the  $S_{inf}$  time follows the matrix R time.

clausal adjuncts.

#### 4. Conclusion

In this paper, we have argued that inheritance of the Tense-feature is induced by temporal interpretation. The Tense-feature is inherited by T, so that it should be able to enter into a head-head relation with Asp. The temporal order relation between the S time and the R time is determined on the basis of this relation and the semantic information of the Tense-feature. This paper has also dealt with temporal interpretation in non-finite clauses, which are argued to lack the Tense-feature. We have argued that the  $S_{inf}$  time is simultaneous with the R time by default, and it is determined by its relation with the matrix R time or E time.

#### Acknowledgements

This is a revised version of chapter 5 of my doctoral dissertation submitted to Tohoku University. I would like to thank Professor Yoshiaki Kaneko and Professor Etsuro Shima for their invaluable comments and suggestions on earlier versions of this paper. I would also like to thank two anonymous reviewers for very helpful comments. All errors are, of course, my own.

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## Enabling Japanese Students to Identify and Write Rhymes

Christopher Bozek\*

### Abstract

Learning language is a process that begins at birth. The process includes children listening to the people near them and then later imitating the sounds they hear. Talking, singing songs and reciting poems to babies and toddlers are another part of the process. Parents read stories to their children and many of those stories include rhyming words. Many children learn rhymes by hearing them again and again. Hearing, repeating and memorizing rhymes also are part of language learning. It is the goal of this paper to examine certain components of rhymes, aspects of children learning rhymes and the benefit of teaching rhymes to Japanese college students.

There are many aspects of rhymes and their use in language learning and poetry. This paper will not delve into all the components such as iambic pentameter and syllable counts. Instead I am interested in emphasizing the use of rhymes in children's language acquisition and ways to introduce rhymes in the Japanese classroom.

There are many benefits to having children learn rhymes. For example, Schechter (2008) writes, "The musical rhythms and predictability of nursery rhymes make them perfect for helping children focus on different phonics skills." Not only do these rhythms and rhymes help children with reading later on, but they help with spoken language as well. According to Kirtley (1999),

Speaking, and listening to rhymes and alliterative language play an important role in the initial development of a child's awareness of sounds. Through these activities

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children become aware of the larger more accessible units of sound in spoken language, such as the word and syllable. They also become aware of the most accessible units of sound within the word, the 'onset' and the 'rime'. (p. 16)

Onset refers to the initial sound before the vowel. The rime is the vowel and any following consonants. When children can identify onsets and rimes, they are closer to being able to identify the phonemes in a word (Kirtely, p. 16). By introducing my students to English onset and rime, and by saying rhymes in class, I hope to make students more aware of English pronunciation.

Children in many different countries and cultures learn rhymes while they are growing up. Opitz (2000, p. 11) writes "Children appear to hear rhyming words and words that begin the same first." Rhymes are one way that children learn to distinguish sounds in their native language, but they are told to children for different reasons. The reasons why parents say rhymes to their children include: rhymes are fun and easy to remember; they are culturally important; adults may associate the rhymes with pleasant childhood memories; and children like to learn them. Children are delighted in the rhyming, rhythm and familiarity of nursery rhymes. (Decastro & Kern, 2000, p. 3). Whatever the reason, most children learn simple rhymes from a young age. Many of these rhymes stay with them into adulthood and they then share them with their children. It is all part of the process of learning language. While people from many cultures remember learning rhymes during their childhood, Japanese children do not learn them. They do learn childhood songs and poems, but not ones involving rhyming words. Because Japanese do not hear rhymes from a young age, teachers who are interested in using them in their English classes need to teach the basics of rhymes before attempting any writing activities with them.

It is not only young children who learn and say rhymes. There are books written for older children or young adults to integrate nursery rhymes into the study of math, science, reading or writing. For example, *Teaching Math*

*and Science Through Nursery Rhymes* was designed for teachers who struggle meeting math and science standards and would like to integrate the book into their language arts program. (Decastro & Kern, p. 3). Also there are books for students wishing to improve their vocabulary. Rhymes are often viewed as fun or not serious, but in one SAT preparation book, rhymes are used to help students remember difficult words. “This book doesn’t try to shove dictionary-style definitions down your throat; instead, it presents the words within smart-aleck rhymes.” (Fodor, 2009, p. v). And learning rhymes is also an excellent idea for college students learning English. “Use of traditional songs, stories and nursery rhymes in the ESL classroom can create an excellent learning experience for the ESL student. In addition to the cultural value, traditional songs, stories and nursery rhymes may help with pronunciation practice and literary skills.” (Brown, p. 1).

If a teacher is interested in the subject matter, then teaching it will become a pleasure instead of a chore. I enjoy reading poems with rhyming words. When I was a graduate student, a friend introduced me to *The Best of Robert Service* (1953). I enjoyed his stories of the Yukon told in rhyming verse. I wanted to share that love of rhymes with my college students and I developed two different activities to do it. The first was to have students practice a children’s rhyme as a warm-up drill. The second was to have students write the final line to a rhyme. But before presenting these two activities to students, I had to first prepare them by teaching the basics of rhyming words.

Background knowledge is important. “All readers apply what they know about the world to make sense of what they read. ELLs often lack the background needed to make sense of texts written in English because authors of these texts assume their readers all share certain cultural knowledge.” (Freeman & Freeman, 2007, p. 124). Just as reading in a foreign language requires background knowledge, many other activities in the ESL classroom also require it. Japanese college students do not know what rhymes are. Therefore an explanation of rhyming words and where they are found is necessary.

The first step I use in my class is to explain what a rhyme is and write many examples on the board. I often start off with the word “blue” and then under that I write: true, you, to, new, dew, screw and due. I explain that it is the same vowel *sound* at the end of two words that makes a rhyme and not the spelling of the word. I also explain that rhyming words are often placed at the end of the line and that spelling does not matter. I then hand out a children’s counting rhyme. The rhyme that I use is:

One two three four five.  
Once I caught a fish alive .  
Six seven eight nine ten.  
Then I threw it back again.  
Why did you let it go?  
Because it bit my finger so.  
Which finger did it bite?

This little finger on my right. (Litchfield & Allen, pp.1-2)

I explain that this rhyme is to help children learn their numbers. I tell them that I often said this rhyme to my son when he was getting his teeth brushed. I ask students to identify the rhyming words. At first, many of the students cannot find the rhyming words, so I repeat the basics: same sound at the end of the word, spelling does not matter and the location is often at the end of the line. After reviewing those three characteristics, the students catch on. Once they have identified the rhyming words, I model it several times and have students repeat it. I meet students once a week for approximately fifteen weeks and I use this short rhyme as a warm-up activity. In addition to just saying the rhyme, I give students the gestures that go with it as a memory aid. After saying this once or twice each week at the beginning of class, I give them a chance to say it before their mid-term test for extra credit. This past July, out of more than four hundred students, only five students did not try it. I think it was because we had practiced it sufficiently in class, it was easy to remember because of the rhyming words and gestures, and because they had fun saying it.



In the second or third class of the semester I review what rhyming words are and then hand out a poem which I have written about being a first year student. The rhyme consists of two stanzas with four lines in each stanza. The last line of each stanza is blank. The poem is:

I am a new student  
in a new place  
I will work hard

---

There are many new students  
Just like me  
I will make new friends

---

Under the poem is a list of 19 rhyming words for “place” and nineteen for “me” for the students to choose from. I tell the students what the main idea is and then I give examples of incorrect answers and the reasons why they are incorrect. I do not want to give them examples of correct answers because they will use my examples instead of creating their own. The students are instructed to read the word list at the bottom. They may use any of the words on the list. If they do not know the meaning of the words, they are told to use a dictionary. After my explanation I give the students time in class to try to write a sentence or a phrase that is related to the main idea and has a rhyming word at the end of the line. I walk around the class and make sure students understand the assignment and check the ones who have written their rhyme. I tell those students who have not finished the assignment to complete it for homework. I have students write rhymes later in the semester as well. They find rhyming words for poems about snow in spring, about spring vacation and about cold weather in October. I am always amazed at the results. My students are not English majors, but they write

very clever, humorous sentences. These activities lead to genuine engagement with English and I hope will offer students new avenues of appreciation of literature and for self expression.

Below are two examples of students' poems:

I am a new student  
in a new place  
I will work hard  
at my own pace.

There are many new students  
Just like me  
I will make new friends  
They may be dopey.

Learning English rhymes helps children identify sounds and later can help with identifying phonemes. Though many cultures have a rhyming tradition and rhyming words in their language, some do not. Japanese is one language that does not have rhymes. Because of this, Japanese are not familiar with the idea of rhyming words or their location in a poem. The author has successfully used rhymes in the college classroom in Japan for both oral presentations and writing assignments. The author would highly recommend using rhymes in the classroom since they have proven to be very enjoyable for students and will hopefully improve their pronunciations skills.

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## 北見工業大学論文集「人間科学研究」投稿等に関する内規

制 定 平成16年6月24日  
一部改正 平成17年12月13日  
附 属 図 書 館 委 員 会  
一部改正 平成19年10月26日  
図 書 館 委 員 会  
一部改正 平成19年12月21日  
図 書 館 委 員 会  
一部改正 平成21年7月21日  
図 書 館 委 員 会  
一部改正 平成22年6月28日  
図 書 館 委 員 会

第1条 北見工業大学(以下「本学」という。)において刊行する論文集「人間科学研究」(以下「論文集」という。)への投稿、審査及び編集については、別に定めるもののほか、この内規の定めるところによる。

第2条 論文集は、CD-ROMによる年1回の刊行とし、本学ホームページにおいて公開する。

第3条 論文集の編集事務は、図書館委員会(以下「委員会」という。)が行なう。

第4条 論文集の内容は、投稿論文、依頼論文、書評、ノート、資料等とし、委員会が投稿論文、依頼論文、その他に区分して掲載する。

第5条 論文集に投稿できる者は、本学教員及び委員会が認めた者とする。

第6条 投稿論文は未発表のものであること。ただし、既に口頭で発表し、その旨を明記してある場合は審査の対象とする。

第7条 投稿論文の掲載可否は、委員会が依頼する学外者の査読の結果を踏まえ、委員会 が決定する。

第8条 投稿論文以外の掲載可否は、委員会が依頼する審査会(共通講座)の審査の結果を踏まえ、委員会が決定する。

第9条 投稿要領は、委員会が別に定める。

第10条 投稿論文は、オリジナル及び査読用コピー2部並びに概要説明文1部を委員会へ提出すること。

第11条 投稿論文の校正は、査読後を含め、2回執筆者が行なうものとし、2校目の訂正加筆は、植字の誤りにとどめ、内容に関する訂正加筆は認めない。

第12条 投稿論文の経費は、CD-ROMの原盤作成経費を除き受益者負担とする。

第13条 論文集に掲載された著作物の著作権は、委員会に帰属する。なお、委

員会は投稿論文を電子化し、学内外に公開することができる。

- 第14条 掲載論文等の執筆者は、営利を目的とせず、かつ、その複製物の提供を受ける者から料金を受けない場合には、自著の掲載論文等を委員会の許諾なしに複製し、印刷 媒体・電子媒体等で配布・公開することができる。その場合は、論文集の誌名、巻号、発行年等の出典及び著作権者名を明記すること。
- 2 掲載論文等の執筆者は、自著の掲載論文等の全部又は一部を原文のまま又は一部改変して他の著作物に転載することができる。その場合は、論文集の誌名、巻号、発行年等の出典及び著作権者名を明記すると共に事前に文書で委員会に届け出ること。

#### 附 則

この内規は、平成22年6月28日から実施する。ただし、第13条のなお書きについては初刊から適用する。

## 論文集「人間科学研究」投稿要領

制 定 平成16年6月24日  
一部改正 平成17年12月13日  
一部改正 平成18年8月10日  
人間科学研究編集委員会

### 1 投稿方法

投稿は原則として、MS-WORD・一太郎・OASYS等ワープロの電子ファイル（フロッピーディスク等）で入稿する。書院・RUPO等のワープロ専用機の場合はテキストファイルに変換して、プリントアウト原稿を添えて入稿する。

### 2 原稿枚数の制限

原稿はA4用紙横書きで、40字×30行で作成する。枚数制限は本文及び注を含めて20枚。ただし、枚数を越える原稿も執筆者負担費用を増額することにより、受け入れる。欧文原稿の場合、ダブルスペース25行で約10,000語とする。

### 3 アブストラクト(要旨)

論文は、冒頭に200語以内の英文のアブストラクト(要旨)を付けること。

### 4 電子ファイルの名前は、内容がわかりやすい題にすること。人間科学研究・原稿などのネーミングは、重複する可能性があるので避けること。執筆者の名前を冠することが望ましい。

### 5 図・表・写真等はなるべく原稿の中に取り込むこと。不具合が生じる心配がある場合、編集委員会にあらかじめ相談すること。

### 6 文字の体裁

a. 和文の場合の段落は全角1字空け、欧文の場合の段落は5スペース空けて始め、改行記号で終わること。オートマージン(右端揃え機能)以外には、自分で文中にスペースを挿入しないこと。オートハイフネーション(行末ハイフン)以外のハイフンは付けないこと。

b. 英数字・記号は半角文字。

c. 注は、原則として脚注とする。

7 誌面はA5版となる。

当委員会は投稿論文の掲載審査を2名の査読者の判定を基に行いません。査読者にはフルペーパー査読を依頼し、掲載可否の判定と講評を提出していただき、当委員会の判断資料とします。また、査読者は、論理的・記述的曖昧さをなくすために、表現等の修正を「修正意見」として提出していただきます。

掲載可否の判定は、「可」又は「否」で表現していただきます。なお、その判定に至った理由を別紙「人間科学研究 論文査読票」により提出していただきます。

## 論文集「人間科学研究」査読要領

制 定 平成16年8月3日  
人間科学研究編集委員会

### 査読の方法

#### 評 価

査読に当たり、投稿論文がその分野において、いかなる位置づけにあるか、新たな観点から考察された内容を含んでいるか、等の点について以下の項目に照らして客観的に評価してください。

- 1 新規性:内容が既知のことから容易に導き得るものではないこと。
  - a) 主題、内容、手法に独創性がある
  - b) 学界、社会に重要な問題を提起している
  - c) 時宜を得た主題に関して、新しい知見と見解を提示している
- 2 完成度:内容が読者に理解できるように簡潔、明瞭、かつ平易に記述されていること。

この場合、次のような点についても評価してください。

  - a) 全体の構成が適切である
  - b) 目的と結果が明確である
  - c) 既往の研究との関連性が明確である
  - d) 文章表現は適切である
  - e) 全体的に冗長になっていないか
- 3 信頼度:内容に重大な誤りがなく、また、読者から見て信用のおけるものであること。
  - a) 重要な文献がもれなく引用され、公平に評価されているか
  - b) 従来からの研究成果との比較や評価がなされ、適正な結論が導かれているか

#### 判 定

論文掲載の最終判断は、編集委員会において行ないますが、査読論文が水準以上であれば掲載「可」とし、掲載するほどの内容を含まないと考える場合、および掲載すべきではない場合は「否」としてください。なお、「否」とする場合は、以下の項目で該当するものを選び査読票に示すと共に理由を具体的に記述してください。

## I 誤り

- a) 理論又は考えのプロセスに客観的・本質的な誤りがある
- b) 資料整理に誤りがある
- c) 明らかに不相応な理論を当てはめて論文が構成されている
- d) 都合のよい資料・文献のみを利用して議論が進められ、明らかに公正でない記述により論文が構成されている
- e) 修正を要する根本的な指摘事項をあまりにも多く含んでいる

## II 既発表

- a) 明らかに既発表とみなされる
- b) 独立した論文と認めがたい
- c) 他人の研究成果をあたかも本人のもののごとく記述して論文が構成されている

## III レベルが低い

- a) 通説が述べられているだけで、新しい知見がまったくない
- b) 多少の有用な資料は含んでいても論文にするほどの価値がまったく見あたらない
- c) 論文にするには明らかに研究がその水準まで進展していない
- d) 着想が悪く、当然の結果しか得られていない
- e) 研究内容が単に他の分野で行なわれている方法の模倣で、まったく意味を持たない

### 修正意見

編集委員会は修正意見を著者に伝え、その回答により掲載の判定を行います。また再査読が必要と判断された場合は再査読を依頼致します。



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