
The Acquisition of Deictic Verbs by Japanese ESL Learners

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This paper examines the use of English deictic verbs (e.g., come, go) by Japanese ESL/EFL learners. Because these verbs involve directionality and deixis, the mastery of the verb usage often becomes difficult to some ESL/EFL learners. This is particularly problematic when their native language utilizes different types of deictic shifts, as is the case in Japanese. This project conducts a comparative study of the deictic verb usage by Japanese ESL learners and native speakers of English by examining two data sets: essays written by Japanese ESL learners and situational questionnaires filled out by the two groups. The findings show that Japanese ESL learners demonstrate inflexibility in deictic shifts in English verb usage, often resulting in ungrammaticality or inappropriateness. The findings also suggest that the early introduced lexical items, such as come and go, are often highly context-dependent and ESL/EFL instructions of these items must take into consideration both the context and possible deictic shifts that may take place in a particular context.

Introduction and Objectives of the Study

Basic vocabulary is usually introduced at a very early stage of foreign or second language instruction. Motion verbs such as *come* and *go* are good examples of these basic verbs which are almost always introduced within the first few lessons of instruction. However, actual usage and mastery of these verbs in some contexts seems to become difficult for some learners. As the inherent semantics of these verbs include directionality, the usage of these verbs often involves different types of deixis and deictic shifts. Learners may experience difficulties with deictic shifts associated with the use of these verbs. These difficulties seem to be common among Japanese learners of English as a second/foreign language (ESL/EFL), which is not surprising because cross-linguistic differences are observed in the use of deictic shifts in English and in Japanese.

This paper investigates the most notable set of English deictic verbs *come* and *go* and the usage of these verbs by Japanese ESL learners. The objectives of this study thus are:

- a. to provide a contrastive analysis and theoretical account of cross-linguistic differences between English *come/go* and Japanese *iku/kuru*¹ and
- b. to investigate the use of English *come/go* by Japanese ESL learners and to observe how they apply deictic shifts in their use of these English verbs.

1. In Japanese, when *iku* 'go' and *kuru* 'come' are used collocationally, they are always mentioned in this order whereas in English the collocational order is 'come and go.'

Contrastive Analyses of Motion Verbs in English and Japanese

Similarities—Basic Functions

Motion verbs inherently possess directionality in meaning and usage. *Come* indicates a motion toward the current position or viewpoint of the speaker, and *go*, a motion/viewpoint away from the speaker. These fundamental notions are the same and consistent in both English and Japanese as shown in Table 1.

Table 1: Comparison of English come/go and Japanese iku/kuru 1

English	Japanese (Translation)	
come from there to here	asoko kara koko e kuru	(come from there to here)
*come from here to there	*koko kara asoko e kuru	(*come from here to there)
go from here to there	koko kara asoko e iku	(go from here to there)
*go from there to here	*asoko kara koko e iku	(*go from there to here)

Note. * indicates ungrammatical sentences as conventionally done in linguistic papers.

Differences—Deictic Shift and Home Base

The deictic shifts involving speaker/hearer positions differ in English and Japanese (Coulmas, 1982; Fillmore, 1997; Ooe, 1975). The main differences are related to the usage of English *come*. The following Table 2 shows the examples taken from Ooe (1975).

Table 2: Comparison of English come/go and Japanese iku/kuru 2

English	Japanese (Translation)	
I will come/go there tomorrow.	Asita sotira ni *ki/iki masu.	(I will *come/go there.)
I came/went there yesterday.	Kinoo sotira ni *kimasita/ikimasita.	(I *came/went there yesterday.)
John will come/go there at 6 this evening.	Zyon ga konban rokuzi ni sotira ni *kimasu/ikimasu.	(John will *come/go there at 6 this evening.)
John came/went there yesterday.	Zyon ga kinou sotira ni *kimasita/ikimasita.	(John *came/went there yesterday.)

Note. * indicates ungrammatical sentences as conventionally done in linguistic papers.

Ooe (1975) concludes that Japanese does not allow the speaker to take the hearer's viewpoint in these cases, and he suggests a three-way categorization of these verbs based upon the viewpoint axis, or the notion of "home base" suggested by Fillmore (1972). The following are English translations of Ooe's categorizations:

- English *go* and Japanese *iku*—The speaker describes the motion of either himself or others moving away from the speaker by viewing the motion from the speaker's home base
- English *come* and Japanese *kuru*—The speaker positions himself in his home base and describes the motion of either the speaker or others moving toward the speaker
- English *come*—The speaker takes the hearer's viewpoint and describes the motion toward the hearer by placing the viewpoint at the destination (the hearer).

Ooe's analysis suggests that English *come* has an extra function, which does not occur with the Japanese verb *kuru*. According to Ooe, it is possible in English to treat the speaker/hearer relationship as being undistinguishable or inseparable whereas Japanese always treats this relationship as

distinguishable and separable.

Choo (1992) conducted a contrastive analysis of motion verbs in Chinese and Japanese and confirms Ooe's point above. Choo states that Chinese shows a pattern similar to English and presents the following hypotheses regarding Japanese:

- a. In Japanese, the speaker's home base is restricted by the current position of the speaker.
- b. Japanese considers the speaker's home base as being very important.
- c. Japanese is high in subjectivity, viewing events and actions from the speaker's home base
- d. Japanese is strongly concerned with the speaker.

According to Fujimoto (1993), English and Japanese have different speaker viewpoint hierarchies. In English, the speaker's (first person, 1P hereafter) viewpoint tends to be easily transferred to the hearer's (second person, 2P hereafter). Japanese, on the other hand, does not allow 1P to transfer his viewpoint to 2P because it treats 2P as closer to "others" (third person, 3P hereafter). Fujimoto, claims that the boundary of deictic shifts exists between 2P and 3P in English whereas the same boundary is placed between 1P and 2P in Japanese. Fujimoto describes his hierarchy as follows (Figure 1):

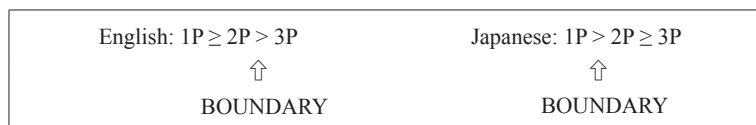


Figure 1: Fujimoto's Hierarchy 1

Fujimoto also provides the following chart (Figure 2).

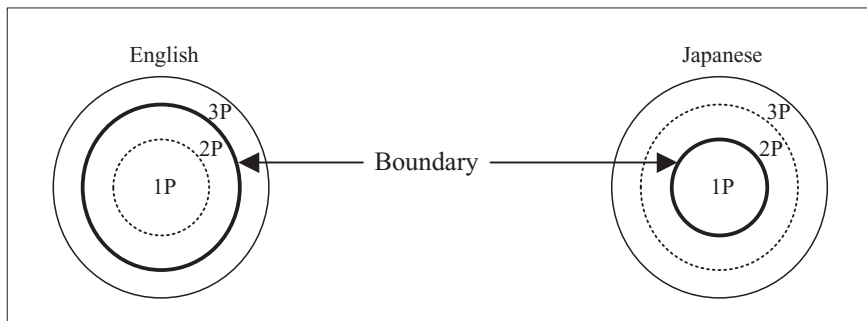


Figure 2: Fujimoto's Hierarchy 2

Figure 2 indicates that the boundary between 1P and 2P is flexible and permeable in English; therefore, English allows the 1P's viewpoint to be transferred to the 2P's viewpoint relatively easily. Figure 2 also shows that in Japanese a strong boundary exists between 1P and 2P. This boundary between 1P and 2P prevents the speaker from transferring his viewpoint to 2P; instead, it forces him to maintain the speaker's viewpoint.

Rational for the Study

Based upon the theoretical differences discussed above, it is highly likely that there would be L1 transfer and interference in second language acquisition. Therefore, explanatory studies such as this one are required to provide a background theoretical basis for action research in the classroom. The following section of this paper thus investigates the use of deictic verbs by some Japanese ESL learners, and it examines how much flexibility these Japanese ESL learners may demonstrate in their usage of deictic shifts. I stress that the main goal of this study is not to draw any pedagogical solutions to the ESL problems observed in the data even though the results of the study naturally raise some pedagogical concerns and implications.

Methodology and Findings

This study was conducted in two stages: the written text analysis and a comparison of a situational questionnaire. The first part of this section provides the methodology and analysis of the first data set, the academic essays written by Japanese ESL learners. The second section discusses the methodology and findings of a comparison of native speakers (NS) and Japanese ESL learners (ESL), using a situational questionnaire.

Written Text Analysis

Methodology

The subjects were chosen based upon the results of the ESL Placement Examination (ESLPE) at one of the University of California campuses. Each placement test provides students with a choice of two possible writing prompts. The composition section of the placement test allocates 50 minutes for students to compose an academic essay.

Essays written by 11 Japanese ESL learners who placed in low-intermediate and high intermediate, multi-skill ESL were selected and reviewed for the purpose of the text analysis. The ESLPE compositions are read and scored by two people on a rubric scale of 6; then, the total of the two scores is multiplied by three and treated as the “composition score.” See Appendix A for the ESLPE results.

Findings

Only six tokens of deictic verbs were identified (Table 3) in the 11 essays, and the deictic verbs here include not only *come* and *go* but also *bring*, *give*, and *send*. No errors were found in their usage.

Table 3: Deictic Verbs used in 11 Essays

Verbs	Frequency
<i>Come</i>	1
<i>Go</i>	2
<i>Bring</i>	1
<i>Give</i>	1
<i>Send</i>	1

The relatively low frequency of the tokens and high rate of accuracy observed here may be due to the following two reasons:

- Certain types of essay prompts are used in academic writing exams.
- Generally speaking, the shifting of viewpoints is restricted in academic writing even though

it is more common in conversation or fiction.

This particular written text analysis, which deals with academic, timed essays, suggests that Japanese ESL learners are able to use the deictic verbs without any particular problems in writing. This is probably due to the fact that the writer's viewpoint and his/her home base are constrained, and shifts in viewpoints seldom take place in academic writing unlike conversational interactions.

Situational Questionnaire

Methodology

In order to further investigate the use of deictic verbs by Japanese ESL learners, a questionnaire with 3 situational questions was prepared (Appendix B). These situational questionnaires prompt the use of deictic shift often observed in conversational interactions².

Seven NSs of English and 16 Japanese ESL learners participated in this study. Fourteen ESL learners out of the 16 had been in the United States for less than a year. One had been in the U.S. for 3 years, and the other had lived in England for five years. See Appendix C for the information on the ESL learners' lengths of stay in an English-speaking environment.

Findings—Situation 1

Table 4 provides the answers given by NSs for Situation 1.

Table 4: Situation 1—NS Answers

NS	Answers
1	Hey, I'm on my way. I just had some stuff to do, but I'm coming right now. I'll see you in a minute.
2	Oh, hi, sorry. I'm running late and was just on my way out the door. I'll be there in just a second. Ok?
3	I was just on my way out the door to meet you.
4	I'm just on my way out the door now. I'll be there in a few minutes. I'm running a little late. Bye.
5	Oh, hey, I'm sorry I'm running a little late, but I'm running out the door right now. I'll see you in a few minutes.
6	I'm running late, but I'm just on my way out the door. I'll be there in 10 minutes.
7	Hey, I'm just on my way. I'm walking out the door. I'll be there in X minutes.

The NS answers clearly demonstrate consistent patterns. The two prominent phrases used are *on my way out the door* and *I will be there*. NS1 also uses *come*, which involves a typical deictic shift that often takes place in this kind of situation when the speaker tries to align his viewpoint with the hearer's. The NSs' answers suggest certain common features, which may be summarized as follows:

- a. Explain the basic fact of immediacy that 1P is about to come to 2P (e.g., *on my way out the door*).
 - b. Indicate the emphasis on the location of 2P instead of the location of 1P, suggesting a deictic shift of taking the viewpoint of 2P (e.g., *I'm coming* and *I will be there*).
2. The researcher first attempted to elicit data orally in a pilot study; however, this did not work very well due to the fact that the researcher had to play the role of interlocutor. This seemed to skew the type of data elicited, which might result in some bias in the data; therefore, the data was collected by the subjects' filling out the questionnaire.

- c. No extended apology or particular explanation is given as to why 1P is late.
Table 5 below presents the ESL learners' answers for Situation 1.

Table 5: Situation 1—ESL Learners' Answers

ESL	Answers as written (Errors not corrected except spelling errors)
1	Oh, I'm sorry, but I'm just leaving here. Can you wait a couple of minutes?
2	I'm sorry to be late. I'm just leaving my house to the coffee shop. Please wait for me arriving there.
3	I'm just leaving my house. I'm going there in a minute. Sorry.
4	I'm sorry, I and my boyfriend have just broke up. So I was crying.
5	I'm sorry I woke up just before 5 minutes. I'll go to there right now.
6	I've been waiting 15 minutes, too.
7	I'm sorry. I got up late this morning, but I am leaving from my house. I'll be there about 30 minutes.
8	I'm sorry. I couldn't get up early.
9	Thanks a lot. More one min, please.
10	I'm so sorry. I am just leaving home. Can you wait for me?
11	I'm sorry. I'm coming soon.
12	I'm sorry. I woke up late. I couldn't sleep well last night.
13	Sorry, I got something to do. But I'll be there soon.
14	Sorry, I'm coming soon.
15	Hey, I was just gonna leave here to meet my friend. I'm getting late! So...
16	I'm sorry I'm late. So let's go somewhere.

Besides grammatical errors and possible misunderstandings of the task (ESL15), the Japanese ESL learners' answers demonstrate some striking differences from the NSs'.

Even though the ESL learners attempt to explain the basic fact of immediacy that they are about to leave (e.g., *leaving here* and *leaving my house*), their focus seems to be placed more on the location of 1P and the 1P viewpoint, which is inappropriate in this situation. Ungrammatical usage of *go* (ESL3 and ESL5) is a typical example of such because this is a direct transfer from Japanese, which shows L1 interference. It should also be pointed out that typical expressions used in Japanese in this situation would literally mean, "I am exiting (from the house) right now," suggesting another potential L1 transfer and interference. Other possible factors included here are that the ESL learners have not learned enough colloquial expressions such as *I'm on my way out the door* and that they may not realize the difference in connotations associated with different levels of register by using expressions like *leaving here* and *leaving my house*.

Over all, only a few ESL learners indicated their consideration to take the 2P viewpoint (ESL11 and ESL14), and there is also a tendency for the ESL learners to provide more detailed explanations and explain reasons why they are late (ESL4, ESL5, ESL7, ESL8, and ESL12).

Findings—Situation 2

Table 6 provides the answers given by NSs for Situation 2 described in Appendix B.

Table 6: Situation 2—NS Answers

NS	Answers
1	You guys are going to <i>Pokemon</i> ? No way! I was gonna go to that too. Can I tag along?

- 2 Hey, would you guys mind if I went with you?
- 3 Yeah, I heard that was a good one. Mind if I tag along?
- 4 Hey, that sounds like a really good movie. Would it be alright if I joined you?
- 5 I was thinking about watching a movie as well. Do you mind if I come?
- 6 Is that the one with Brad Pitt in it? I've been wanting to see it. Can I tag along?
- 7 Oh, I wouldn't mind seeing that as well. Can I come with you?

Situation 2 demonstrates flexibility of deictic shifts in English because both *come* and *go* (and their synonyms) are acceptable in this case. The difference between Situation 1 and Situation 2 is the difference in the final destination of the motions in question. Situation 1 indicates that the destination of the speaker's motion is the hearer location at the time of speech. Situation 2 implies that the hearer is not the final destination of the speaker; the hearer himself is also in the moving process. Because the hearer's position is an intermediate position in Situation 2, the speaker-hearer directionality may be considered as being aligned. Individual speakers, therefore, may have a preference in choosing one usage of *come/go* over the other depending whether the hearer is considered as a part of the "destination" or not. In this sense, if *come* is used, it may be used not as a literal case of deictic shifts but as suggesting the meaning of "accompanying." Besides using the deictic verbs *come/go*, NSs seem to prefer the colloquial expression "tag along" in this situation, implying some consideration for an informal register.

Table 7 below presents the ESL learners' answers for Situation 2 described in Appendix B.

Table 7: Situation 2—ESL Learners' Answers

ESL	Answers as written (Errors not corrected except for spelling errors)
1	Sounds good. And I am coming here for seeing a movie, too. Can I join you?
2	I'm now looking for a movie to see. The movie you're going to see sounds good. May I join you?
3	Hi, you guys are going to the movie? Can I join you?
4	I will bring to hide popcorn and coke.
5	Oh, I want to see the movie too. Let's to see the movie together.
6	I wanna go with you guys.
7	Sounds good. I also wanna watch some movie, but I can't decide yet. So can I join with you?
8	Would you mind joining yours?
9	OK!! Please eat! I'll join you.
10	Are you gonna watch this movie? I was wondering which movie is better. Can I join you?
11	I want to watch the movie too. May I join you?
12	Can I join to go with you?
13	Ok. Let's take up space until then.
14	That sound good. Let's see the movie X.
15	Actually, I was gonna see some movie. Can I join you guys? Maybe we can go coffee together before the movie start.
16	I want to see another movie. Maybe your movie is boring.

Besides containing some grammatical errors, the ESL learners' answers demonstrate pragmatic inappropriateness and the lack of logical cohesion within the discourse. Many of the Japanese ESL

learners here seem to be unaware of subtle differences in register as suggested by the use of the overly formal *join*. This may be related to the fact that many of them still do not know colloquial expressions such as *tag along* frequently used by NSs. Furthermore, problems with politeness are manifested in the ESL data in general. Some assume that the hearer would accept the speaker's request and do not ask for permission (ESL 4, 5, 6, 9 13, 14); some are simply rude (ESL16). While it is possible that this type of abruptness in language use is related to cultural differences and expectations in general, it is also predictable that the development of pragmatic competence is influenced by the lack of language fluency. The findings, thus, suggest that the use of simple verbs, such as *come* and *go*, can be quite complex, and mastery in both grammatical accuracy and pragmatic appropriateness requires learners to be aware of context including the speaker/hearer interaction, register, and politeness.

Findings—Situation 3

The task for Situation 3 is to complete the blank by providing a word in the following situation: a father and his son are at a store, and the son is saying, "This is nice, Dad. We never _____ to the supermarket together." See Appendix B for the comic strip used for this situation.

Table 8 is a summary of the answers of NSs and ESL learners for Situation 3.

Table 8: Situation 3—Answers of NSs and ESL Learners

Word selected	NSs (n=7)		ESL Learners (n=16)	
go	7	100%	1	6%
come	0	0%	6	38%
came	0	0%	1	6%
?get	0	0%	2	13%
*been	0	0%	3	19%
*gone	0	0%	1	6%
*feel great	0	0%	1	6%
*rubbly (lovely?)	0	0%	1	6%

This may be a case of unusual/exceptional usage of deictic verbs in English. Both *come* and *go* are acceptable here grammatically, but the original cartoon uses *go*, and the NS data also demonstrate their strong preference for *go*. This is probably due to both linguistic and logical reasons. The phrase *to the store* may evoke the usage of *go* in this case because people usually "go to the store and come home" unless they work at the store. The usage of the definite article *the* here further suggests this notion of habituality. Therefore, the expression *go to the store* here may be treated more or less as an idiomatic expression. If *the store* in this sentence is replaced by *here* or *a store*, then NSs' preferences in acceptability between *come* and *go* might differ significantly.

In Japanese, the speaker must treat the supermarket as his home base and deictic center in this situation because the speaker is physically at the market at the time of the utterance; therefore, *kuru* 'come' is the only acceptable answer in Japanese. It is predictable that Japanese ESL learners may use *come* for this situation because of L1 transfer and interference, and the data support this prediction as shown in Table 8.

Conclusion

The findings suggest that Japanese ESL learners do not demonstrate as much flexibility in their usage of deictic shifts in English as NSs do. Japanese ESL learners often make errors in deictic verb usage when deictic shifts are required in English but not allowed in Japanese (e.g., Situation 1),

which often result in not only ungrammatical utterances but also programmatic inappropriateness in interaction. Cross-linguistic differences in deictic shifts suggest some L1 interference in acquisition of ESL for Japanese learners as seen in the data above. Conceptual differences associated with linguistic differences play a significant role in the acquisition of deixis in general; however, the question of when such deictic shifts are fully acquired remains an issue.

Niimura and Hayashi (1994) demonstrate the difficulties of the acquisition of demonstratives experienced by ESL and JSL learners. They explain that demonstratives are early-introduced items but highly context-dependent and full mastery of usage does not occur until a relatively advanced level. The same can be hypothesized for the acquisition of deictic verbs because deictic verbs are taught at a very early stage of ESL/EFL learning even though their usage is also highly context-dependent.

Traditionally, most ESL grammar textbooks are based on prescriptive grammar, and the lessons are organized according to grammatical features. They provide grammar explanations, but their examples and exercises are usually limited to sentence-level (e.g., Azar, 1989; Sugiyama, 1998). In this approach, basic verbs such as *come* and *go* are introduced early, but the sentence-level examples and exercises do not provide adequate explanations of how deictic shifts could occur in some specific contexts. This approach is often viewed as “boring” by learners and has not been very successful in cultivating grammatical competence for communicative purposes.

As language instructors’ views changed from traditional, sentence-level, prescriptive grammar instruction to communicative approaches, some researchers and instructors began to utilize the three-dimensional approach, which looks at not only form and meaning but also use of each grammatical feature (e.g., Celce-Murcia & Larsen-Freeman, 1999; Larsen-Freeman, 1997). Most recently, discourse-based approaches (e.g., Celce-Murcia & Olshtain, 2000; Celce-Murcia, 2002) have gained popularity, and some newer ESL grammar textbooks seem to employ this notion (e.g., Carter, Hughes, & McCarthy, 2000). Celce-Murcia (2002) emphasizes that grammar teaching must be “in context” and “through discourse”:

... differing interpretations of one surface utterance demonstrate that knowing the literal and decontextualized meaning of an utterance and being able to produce it with grammatical accuracy are only a part (some would say a small part) of being able to use the utterance appropriately in a variety of communicative contexts. One needs contextual knowledge (pragmatic knowledge regarding participants, purpose, topics, etc.) in addition to knowledge of grammar and lexis to be able to do this. (p. 119)

Because deictic shifts associated with the use of *come* and *go* are very context-dependent, it is important that the instruction of these verbs take discourse into consideration.

Furthermore, in communicative language teaching approaches, the tendency not to include explicit grammar instructions is commonly observed, yet problems associated with mastery of some complex grammatical features, such as deictic shifts, raise serious pedagogical concerns. In the case of deictic shifts, some ESL learners are not able to naturally pick up the correct usage because cross-linguistic differences could hinder them from transferring speakers’ viewpoints. In order to foster “awareness raising” (e.g., Ellis, 2002), some amount of explicit grammar instruction seems to be necessary here.

When language instructors attempt to provide explicit grammar instruction, conscious linguistic knowledge of the target language becomes an important teaching tool. As seen in the case of *come* and *go*, knowledge gained through the contrastive analysis can provide insight into errors made by the Japanese ESL learners on their usage of the deictic verbs *come* and *go*. It can also explain cross-linguistic differences between English and Japanese in regard to transferring speaker viewpoints. Linguistic knowledge of this type, therefore, is very useful for language instructors in teaching of

deictic shifts in conversation.

Transfer of viewpoints, which is very restricted in Japanese, takes place in English. In some context, utterances must reflect these transfers in order for them to be grammatical and pragmatically acceptable. Because learners are not likely to pick up the subtle yet important cross-linguistic differences in the target language as demonstrated by the ESL learners' data here, learners must be made aware of these differences. And in order to raise learners' awareness, teachers must have the awareness of the learners' problems and linguistic knowledge of the problems as well as the ability to provide explanations of these problems.

Further Research Areas

This paper started as the first step of a larger scale project; thus, this paper only examined the deictic verbs *come* and *go* in English, providing a limited look at what kind of deictic shifts take place in conversational language use of these verbs in general. The data samples, therefore, must be increased, and the scope of the investigation must be broadened and include other deictic verbs such as *bring/take* in English.

Furthermore, as these Japanese ESL learners demonstrate some problems in the acquisition of deictic shifts, it is also predictable that native English speakers learning Japanese as a second/foreign language make errors in using Japanese deictic verbs because Japanese has a group of verbs of giving/receiving and Japanese is less flexible in transferring the speaker's home base. An investigation of acquisition of deictic shifts bidirectionally would add additional insights to second language acquisition research of deictic shifts.

Finally, and most importantly, further research is needed in order to seek for pedagogical solutions to these problems in ESL teaching and learning. A preliminary review of teaching materials (e.g., dictionaries, reference books, ESL grammar textbooks) suggests that it is not easy to find resources that provide adequate explanations on deictic shifts, and incorporation of some context-rich teaching materials along with explicit grammar instruction becomes challenging to ESL/EFL instructors. Additional research (e.g., a test-group/control-group comparison or a repeated-measures test) is necessary to examine the effectiveness of context-rich instruction in teaching the deictic verb usage.

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Appendix A

ESLPE Results

ESL	Status	Composition Score	Placement
1	Undergraduate	12	33A
2	Undergraduate	21	33B
3	Graduate	21	33B
4	Graduate	18	33B
5	Graduate	24	33B
6	Graduate	18	33B
7	Undergraduate	21	33B
8	Graduate	18	33B
9	Graduate	21	33B
10	Undergraduate	18	33B
11	Graduate	21	33B

Appendix B

Your native language: _____

If your native language is not English, please indicate how long you have lived in an English-speaking country: years (Where? _____)

Please read Situations 1–3, then follow the task instructions for each situation.

Situation 1

You are getting ready to meet your friend at a coffee shop, but you are running late. As you are just going out the door, your friend calls you on the phone at the coffee shop.

Task: Imagine a conversation between you and your friend and write what you would mostly like say.

Your friend: Hey, what are you doing? I've been waiting fifteen minutes.

You: _____

Your friend: Okay, then I will wait for you.

Situation 2

You are in Westwood, and you have several hours of free time. You want to see a movie but have not decided which one. You happen to meet some friends who are going to see a movie, which sounds like a good one to you.

Task: Imagine a conversation between you and one of your friends and write what you would most likely request.

You: Hi, what are you guys doing?

Your friend: Oh, we're thinking about seeing (Movie X=the movie you would like to see). It's starting in about half an hour.

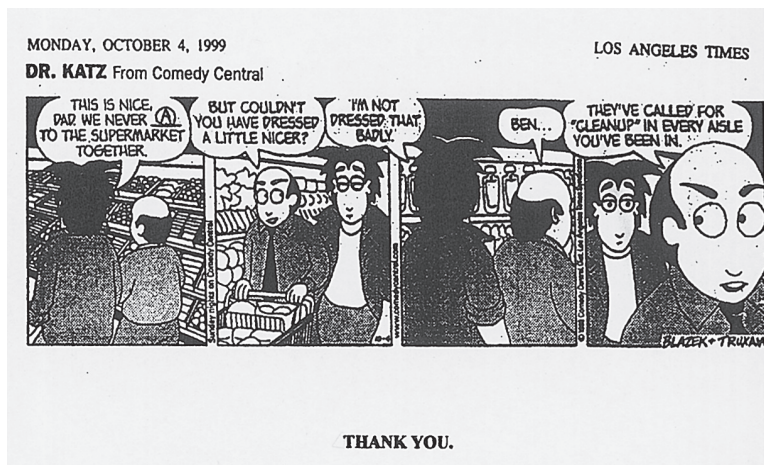
You: _____

Your friend: Sure. That would be great.

Situation 3

Task: Read the following comic strip, then indicate a word that you would most likely use in A.

Your answer: _____



Appendix C

ESL Learners' Lengths of Stay in an English-speaking Country

ESL Learners	Length of Stay	Country
1	2 months	U.S.
2	2.5 months	U.S.

3	4 months	U.S.
4	6 months	U.S.
5	6 months	U.S.
6	6 months	U.S.
7	6 months	U.S.
8	7 months	U.S.
9	8 months	U.S.
10	10 months	U.S.
11	1 year	U.S.
12	1 year	U.S.
13	1 year	U.S.
14	1 year	U.S.
15	3 years	U.S.
16	5 years	England
