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A COGNITIVE MODE CHANGE IN LANGUAGE LEARNING

YOKO KIKUCHI[1]
Kyoto University of Foreign Studies
Kyoto, Japan

U radu zagovaramo, uz fokus na učenike engleskog kojima je japanski maternji jezik, da predavanje engleskog učenicima kojima engleski nije maternji jezik (L2 engleski) ne treba da se zasniva na predavanju pojedinačnih jezičkih jedinica, već na pomaganju učenicima da preobraze svoj kognitivni svet L1. Drugim rečima, tokom procesa učenja engleskog kao L2, predavači engleskog pomažu učenicima kojima je japanski L1 da „rekonstruišu i fino podese svoje znanje L2" (Housen *et al.* 2012: 3). Japanski učenici engleskog nisu dobri u formiranju rečenica kao što su "Spring has come". Ova engleska konstrukcija metaforički izražava dolazak godišnjeg doba, slično dolasku autobusa, na primer. Na japanskom, međutim, za dolazak proleća se koristi izraz koji indicira da čitav svet kome govornici pripadaju prolazi kroz proces preobražaja. Sintaksički oblik odgovarajućeg japanskog izraza je X-ni naru („postati X"). Sproveli smo ograničeno ispitivanje kako bismo utvrdili da li je ovo slučaj sa japanskim učenicima engleskog. Utvrdili smo da su koncepti sa kojima ispitanici nisu bili upoznati u odgovarajućem engleskom izrazu (npr. kada se hoće reći da je hladno ili da stiže proleće) bili na engleskom izraženi uz jak uticaj japanskog kao L1. Kognitivni svet japanskih učenika, koji nastaje putem japanskog jezika, jeste, kako navodi Ikegami (1982, 2008), subjektivni svet u kome se čitav svet, uključujući i samog govornika, preobražava. Za njih, proleće koje objektivno postoji van govornika ne dolazi, već se čitav svet pretvara u proleće. Iz ovakvog stanja stvari izveli smo hipotezu: japanski učenici engleskog poimaju svet koristeći subjektivu intepretaciju japanskog kao prototipa, stoga engleski način sagledavanja situacije treba direktno predavati učenicima, bez prevođenja sa stanovišta kognitivnog sveta japanskog kao L1. U radu se takođe dotičemo činjenice da se percepcija subjektivnog sveta učenika prenosi i u druge domene upotrebe jezika, uključujući morfološke aspekte kao što su razlika između singulara i plurala, izostavljanja subjekta i učtivosti.

Ključne reči: objektivno i subjektivno konstruisanje, kognicija, jezički transfer.

1 Kontakt podaci (E-mail): y_kikuch@kufs.ac.jp

1. INTRODUCTION

In the course of teaching Japanese secondary school and university students, as well as senior citizens, I have come to the realization that it is difficult for them to learn certain types of English expressions. What I have noticed is that since the "parameters" of L1 and L2 are different from each other, it is not enough to focus on the individual differences that appear on the surface.

An English expression that is difficult for the students in question is when they want to express a certain state of affairs. For example:

(1) *Kongetsu-no kyuryo-wa gasoline dai-ni natta.*
*This month's pay became gasoline.
(This month's pay went on gasoline.)

(2) *Kaigi-no ato, ware ware-no group-wa mijikai coffee break-ni natta.*
*After the meeting, our group became a short coffee break.
(After the meeting, our group had a short coffee break.)

Even when I teach my students to express these situations using "go on" or "have," they almost always use expressions that do not sound like English when expressing similar situations. This type of error is related to the central issue discussed in this paper, which is the peculiar subjective grasp of the external world the Japanese language has.

It has been pointed out for many years in school education that Japanese L1 does not have a system for linguistically differentiating definiteness and indefiniteness with articles, nor does it have a system for morphologically manifesting the singular and plural, making these points difficult to learn. Lado (1957: 59) stated that the greater the difference between L1 and L2, the more difficult the L2 is to learn, and the reverse is true for similarities. He went on to say that almost all the mistakes made by L2 learners are due to interference from their L1:

(3) Since even languages as closely related as German and English differ significantly in the form, meaning, and distribution of their grammatical structures, and since the learner tends to transfer the habits of his [*sic*] native language structure to the foreign language, we have here the major source of difficulty or ease in learning the structure of a foreign language.

Lado's observation is correct, and based on it, attention has been paid in Japanese school education to the difference between definite and indefinite articles in English, and to the way in which singular and plural behave. However, as Lado pointed out, these are systems that are foregrounded on the grammatical surface, and in school education no attention has been paid to the cognitive differences that lie behind them. I mentioned above that Ellis (2007: 77) views cognitive language acquisition as "more conscious, explicit, deductive, or tutored processes." In the following, I would like to make a brief suggestion for the conscious process of how the above mistakes can be taught and corrected.

2. PREVIOUS STUDIES

As mentioned in the introduction, the perception of the world represented by language is a matter of learners' cognition, and among the ways of cognition, for Japanese learners of English, it is necessary to focus on their subjective grasp, which is a specific way of cognition possessed by their L1, but the following literature review will, for the moment, deal with the general cognitive linguistic field, but the following literature review will deal with the trends that have led to the need for research in this area.

How is the concept of cognition used in English education? It can be said that the focus is on learners' cognitive development that involves thinking. The cognitive development of learners has been examined in the field of cognitive psychology since Piaget and Vygotsky. Cognitive psychology is a discipline that studies the psychological processes involved in knowing (acquiring knowledge) and recognizing. Neisser (1967), encompassing the previous anti-behaviorist research on human cognition, describes cognition as follows (Neisser 1967: 4):

(4) ...the term "cognition" refers to all the processes by which the sensory input is transformed, reduced, elaborated, stored, recovered, and used.

In the context of SLA, cognitive approaches are "theories that focus on understanding how language acquisition takes place in the mind of the learner" (Gass/Mackey 2012: 591). In other words, the position that cognition is a dynamic process of information processing in the brain, which has been discussed in the research on second language acquisition, originates from here.

Ellis (2007: 77) also describes cognition as "more conscious, explicit, deductive, or tutored processes." A comparison between the habit formation view and Ellis's cognitive view is shown in the figures below:

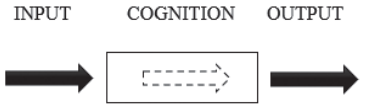


Figure 1. Behaviorist view of language acquisition

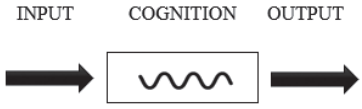


Figure 2. Cognitivist view of language acquisition

In short, the cognitivist approach to English language teaching is a view of language that focuses on this rectangular area of cognitive processes.

Let's take a look at some representative studies of the cognitive approach. Celce-Murcia (n.d.: 9) defines the cognitive approach as follows:

(5) Cognitive approach: Language learning is rule-governed cognitive behavior (not habit formation)

And according to this definition, Celce-Murcia (n.d.: 7) regards language acquisition as follows: "language acquisition is viewed as the learning of a system of infinitely extendable rules based on meaningful exposure,... not habit formation, driving the learning process." This is based on a misconception that was often made when Chomsky's generative grammar started to spread among theoretical and applied linguists. Deep and surface structures, terms used in the early days of this theory, were not concepts from depth psychology as advocated by Sigmund Freud and others, but merely theoretical constructs for explanation. According to Chomsky, children are born with Universal Grammar (UG) and acquire a certain grammar after being exposed to miscellaneous verbal stimuli for a period of time. This concept, called the "poverty of the stimulus" (Chomsky 1980) is that children acquire language no matter how incomplete the stimuli they are exposed to in terms of quantity and quality. This, he argues, is because the child inherently has UG. Chomsky believes that language grows rather than being acquired, making a child's ability to use L1 not at all similar to a child's ability to ride a bicycle, but rather to a child's ability to walk. According to the principles and parameters theory proposed by Chomsky and Lasnik (1993), UG is common to all people in the brain. When actual sentences are given from the environment, the parameters of UG are determined, and then individual grammars, such as English and Japanese, emerge.

It may be possible to use generative theory as one explanation for the process by which humans acquire language in both L1 and L2, but as VanPatten, Keating and Wulff (2020: 27) note, Chomsky's framework is not really of that kind: "... the theory of parameter setting does not, in fact, provide a theory of language development, even though it is often seen as such."

Another cognitive approach is the Cognitive Code Learning Theory (CCLT). This approach is that the goal of teaching is to develop language skills that students have already internalized. Again, we see that the view that there is a set of innate principles, as common in generative grammar theories, is being taken here.

Cummins' (1980) theory is also based on Chomsky's dichotomy of performance and competence. Cummins first defines language proficiency in general as BICS (Basic Interpersonal Communicative Skills), which includes outward skills such as pronunciation, grammar, and vocabulary, on the one hand, and CALP (Cognitive Academic Language Proficiency), which includes skills that are revealed only through psychological tests or academic assessments, on the other. The former is classified as context-dependent and the latter as context-independent language operations.

The concept of cognition is also considered important in the Content and Language Integrated Learning (CLIL), but in CLIL the level of abstraction of the concept of cognition was reduced. Cognition in CLIL refers to the thinking activities that students engage in during class tasks. Cognition in this theory indicates an activity in which students attempt to think and speak using the language they have learned, making use of what they have learned and integrating it with their existing knowledge and learned language skills in a meaningful context (Coyle *et al.* 2010).

As introduced in Housen *et al.* (2012: 14), Robinson (2001, 2003) and Robinson and Gilabert (2007) proposed the Cognition Hypothesis. This hypothesis states that as native language development is dependent on cognitive development, and that L1 and L2 follow a similar developmental sequence, so sequencing tasks based on increasing cognitive load can lead to more fruitful results (Robinson 2001: 301). In Robinson (2010), a three-

step method of task sequencing is proposed: first, the task with the lowest cognitive complexity is given; second, the task with the higher cognitive complexity is given by manipulating resource-dispersing variables to encourage automation; and finally, the task with the highest cognitive complexity is given by manipulating resource-directing variables to map the form to the function or concept. In Robinson and Gilabert (2007: 166), "structural complexity tends to accompany functional complexity in discourse." From their perspective, it should be expected that since students learning English as a second language already have complexity in their L1, they would expect to be able to use that to their advantage for English. However, as will be discussed in the next section, this is not necessarily the case.

Thus, in the case of cognitive psychology, one starting point is Neisser (1967), but the critical situation of Chomsky's innate theory of language triggered a new trend of cognitive linguistics in the 1980s: cognitive linguistics. It developed under the influence of Gestalt psychology and other disciplines, in contrast to generative grammar, which excluded cognitive meaning from its theoretical framework. The two main streams of cognitive linguistics are George Lakoff's metaphor theory (Lakoff 1987) and Ronald Langacker's cognitive grammar (Langacker 1987, 1991). Cognitive linguists consider language to be something that can be attributed to the general cognitive abilities of humans. One of the models of learning proposed by cognitive linguistics is the usage-based model (Tomasello 2000), according to which L1 acquisition involves the gradual extraction of schemata, i.e., utterance schemata or pivot schemata. For example, the utterance schema, or the pivot schema, "is not" consists of the pivot word "not" and the open word "is." This process of category formation takes place in parallel with the process of major usage gaining prototype status. The objective construal of English, which will be discussed in this paper, can be said to be a prototype of category formation unique to English and some other European languages.

The need for a cognitive-linguistic perspective has been discussed above. However, cognitive learning theory in English language teaching focuses on learners' cognitive development in language acquisition, but makes little reference to the cognitive-linguistic differences in individual languages that should be examined in relation to learners' L1. This latter cognitive-linguistic perspective is discussed in the next section.

3. METHODOLOGY

3.1 THEORETICAL FRAMEWORK

Based on the Cognition Hypothesis proposed by Robinson (2001, 2003) and Robinson and Gilabert (2007), I would like to discuss what mechanisms are at work to produce English-like expressions as a way of perceiving the world.

It is important to note that what is claimed in the Cognition Hypothesis is the cognitive development of the learner, but it does not specifically mention what is being developed or the differences in cognition between L1 and L2. For example, a child who can perform the direct speech act of "Please close the window" will develop the indirect speech act of "It is cold in here" in the course of time. In this case, there is no indication that structural complexity has led to functional complexity in discourse. In other words,

the complexity in function has developed independently from the complexity in structure. This is rather because, when they feel that L1 systems are limited in expressing something, instead of using the more complex language of L1, they attempt to exert pressure on their own language systems to create new usage. From this situation, the use of indirect speech acts is developed.

The cognitive hypothesis discussed in Housen *et al.* (2012) is based on the assumption that cognitive development occurs in both L1 and L2. As shown in the figure below, in which L1 is Japanese and L2 is English, this assumption is intuitively correct. The secondary meaning, or conversational implicature, is italicized in round brackets:

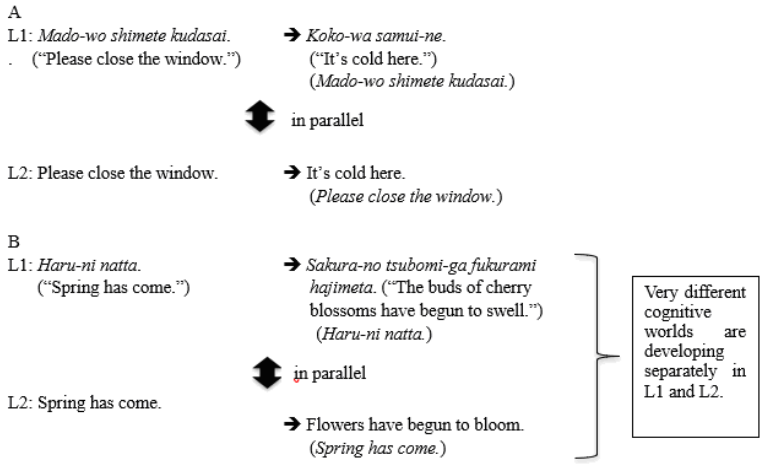


Figure 3. Parallel development in cognition

In both L1 Japanese and L2 English, there is indeed a linguistic development from direct speech act to indirect speech act, in which speakers who used only grammatical meanings develop secondary pragmatic meanings from their primary meanings, increasing the complexity of usage in meaning. In (B) above, L1 and L2 speakers are developing similar cognitive worlds, but as can be seen in B, the cognitive development of L1 and L2 speakers is taking place in the form of separate cognitive worlds, and the L1 speaker is not developing the cognitive world represented by the L2 language as the teacher expects.

This is what I mean. Both native speakers of English and those of Japanese develop their cognition almost in parallel in the process of their growth, as both speakers become more social and as situations emerge that require more complex language use. Depending on the speaker, the circumstances of language use that trigger the language's complexity may vary over time. However, as seen in B above, the cognitive development of L1 speakers is not automatically paralleled by the cognitively complex usage in L2 learners.

Therefore, it is necessary to look at the differences in the cognitive states that each language represents in L1 and L2. A cognitive linguistic perspective is useful for this purpose. In applied linguistics, the focus is on cognitive development, which is represented by the box labelled Cognition in Figure 2. The area of study in cognitive linguistics is the perspective from which the language itself interprets the world, whether

it is before or after linguistic development. When L1 and L2 differ significantly in terms of contrastive linguistics, there should be a wide gap in the resulting state of complexity.

In the following section, I will take a broad look at the cognitive linguistic characteristics of L1 Japanese and L2 English.

3.2. *NARU* AND SUBJECTIVE CONSTRUAL AS A PROTOTYPE

Ikegami (1982, 2008) argued that English, along with several other European languages, is a *do*-type of language that objectively describes what exists outside the conceptualizer as if the person were perceiving it right in front of him or her. Japanese, on the other hand, is a *naru*-type of language that describes events subjectively, as if the person were in the imaginary place or state itself. Incidentally, it should be noted that "naru" in Japanese is usually preceded by the argument X ((X ni) naru). A typical expression of the *naru*-type is as follows:

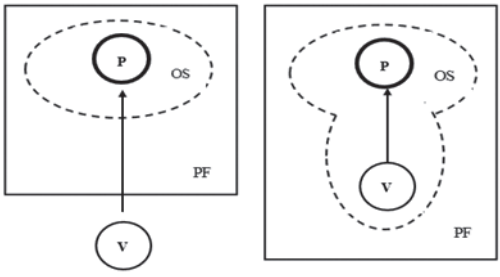
(6) *Haru-ni* *na-tta*.
Spring-LOC become-PRES PERF
(Spring has come.)

Conceptually, humans select one manifestation, or new state, or situation in their surroundings, and in human activity that happens there. In this naru-type language, the L1 conceptualizer, who perceives the world subjectively, does not objectify a person or an event. The following Japanese sentence shows that no matter how autonomously a person acts in an event, the verb "(X ni) naru" ("become (X)") ultimately makes the conceptualizer part of the whole event of becoming a junior high school student (Ikegami 1982: 103–104):

(7) *Watashi-wa* *chugakusei-ni* *na-tta*.
I-THEME a secondary school student-LOC become-PRES PERF
(I have become a secondary school student.)

Langacker (2002: 317) illustrates the difference between the subjective construal typically found in Japanese and the objective construal in English as follows:

(a) (b)



V=Viewer; P=Perceived object; ⟶ =Perceptual relationship between V and P; PF=Viewer's Perceptual Field; OS=Objective Scene (onstage region)

Figure 4. Objective and Subjective Perception

I will show the relationship depicted in the above figure in a more concrete representation below. In the objective construal view of the world, the self is part of the objective scene, while the conceptualizer, or the viewer, the same self, takes a step back and looks at the scene from the outside. In the case of subjective perception, on the other hand, the self participates in the scene, and the only thing visible is the scene in front of the conceptualizer:

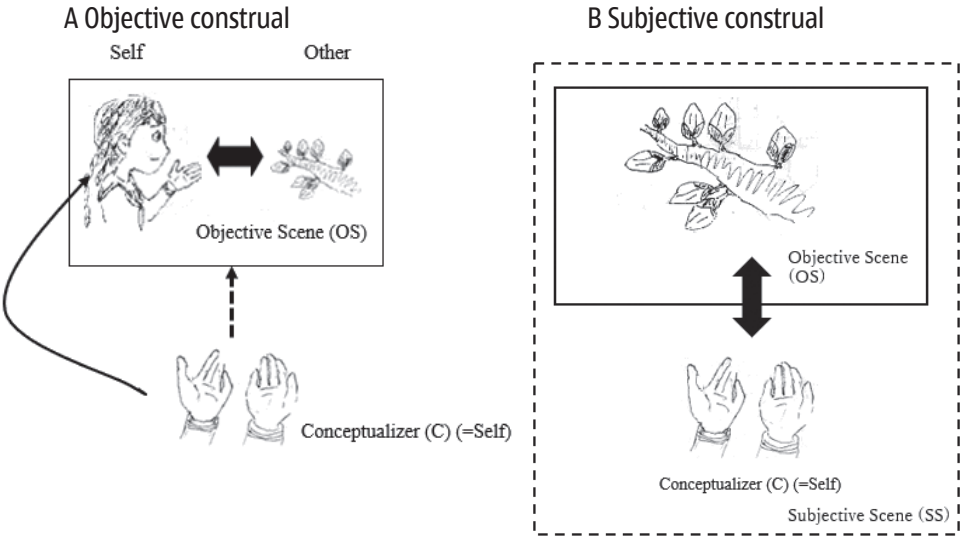


Figure 5. Objective and Subjective Perception 2

Based on this theoretical framework, the following brief survey was conducted to investigate how Japanese learners of English process the situations they have subjectively expressed.

4. RESEARCH DESIGN

I did a quick survey to see how well my students understood these differences in their English writing. The research design for the brief survey is as follows. The learning development of an English learner whose L1 is Japanese is to be able to change the mode of the L1's subjective construal in the form of the English objective perception. The basic question is whether L2 learners should suppress their access to L1 in the process of learning L2, or more specifically, whether Japanese learners of English should be prevented from referring to the Japanese cognitive world in order to produce English sentences that show an objective understanding of the situation. If learners with suppressed L1 produce more natural English sentences than learners without suppressed L1, then the hypothesis that learners' L1 should be suppressed and L2 should be learned independently is supported.

4.1 PARTICIPANTS AND MATERIALS

Subjects were a group of ten Japanese L2 English learners who were given six translation questions. All the subjects were elderly Japanese speakers who were learning English as L2. Their average age was 70 years old. Three of them were males and 7 were females. All of them had studied English for 10 years in lower and higher secondary schools and universities, mainly by the grammar-translation method, and started learning English again about ten years ago after retirement.

4.2 PROCEDURES

As for stimulus materials, six pictures along with Japanese sentences describing the situation were given to the above ten subjects and the results were analyzed (See Appendix A).

5. RESULTS AND DISCUSSION

5.1 CURRENT AND DESIRED LEVELS OF ENGLISH PROFICIENCIES

This small experiment yielded the following results. Sample 1 was taken from Soseki Natsume's novel Sanshiro, which describes a 19th century Japanese student coming to Tokyo to attend Tokyo Imperial University. In the English translation of this situation, the subjects created a translation that was strongly influenced by their subjective grasp of the situation:

Sample 1

Jokyaku-de	*ippai*	*da-tta.*
Passengers-INSTR	filled	be-PAST

(The car / train was crowded / full of passengers. // There were many passengers (in the car / train).)

Nine out of ten subjects used the "There were ..." construct to place the viewer in the situation, and only one subject externalized the point of view to create a sentence that began with "The train," i.e., the container of the passengers, as the grammatical subject.

The original Japanese of Sample 1 above is (6):

(6)

Sono ban	*Sanshiro wa*	*Tokyo ni*	*tsuita.*
That evening	Sanshiro-THEME	Tokyo-LOC	arrive at-PAST

(Sanshiro arrived in Tokyo that same evening.)

As expected before the experiment, the subjects' English translations showed the subjective cognitive inclination of L1 Japanese to grasp the situation, while one subject's translation showed an objective orientation to grasp the world.

Sample 2 below is a middle ground between subjective and objective understanding of the situation:

Sample 2
Tokyo-ni tsu-ita.
Tokyo-LOC reach-PAST
(The train arrived in Tokyo.// I / We have reached Tokyo.)

All ten subjects translated the Japanese of Sample 2 as "I/We have reached Tokyo." In this translation, the grammatical subject is a conceptualizer who sees the world from the inside, and the same conceptualizer sees the whole situation of arriving in Tokyo from the outside. This translation itself is grammatically accurate, but in order to make the English translation of Sample 2 more natural and more objective as L2 English, learners need to learn how to externalize their point of view. For example, they need to take their train as the subject and make it look like they are looking at it from the outside ("The train arrived in Tokyo").

On the other hand, in Sample 3, all 10 subjects conceptualized the situation from the outside and created the sentence "I've caught a cold." This was also true for Sample 4:

Sample 3
Kaze-ni na-tta.
A cold-LOC become-PRES PERF
(I've caught a cold.)

Sample 4
Haru-ni na-tta.
Spring-LOC become-PRES PERF
(Spring has come.)

When translating Sample 3 and 4, none of the subjects hesitated to take an objective view of the situation, probably because these two English sentences are ones that they have often heard in their English learning history. The other samples fell in between these two poles, as follows:

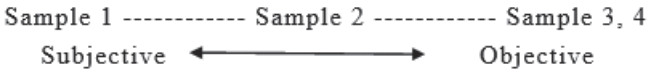


Figure 6. Gradation of subjectivity

In my small survey, I found that concepts that were unfamiliar to the subjects (Samples 1 and 2) were expressed in English with a strong influence of L1 Japanese. Familiar concepts (Samples 3 and 4), which the subjects often heard or read about as English, were easily verbalized in an objective, English-like manner. From this, one hypothesis can be derived. In the case where the influence of Japanese is strong, learners grasp the world using the subjective construal of Japanese as a prototype, which leads to the hypothesis that English ways of grasping situations should be taught directly to learners without their going through the cognitive world of L1 Japanese. Is this hypothesis correct?

Let's look at the theory that L2 should be taught directly without involving the cognitive world of L1. The negative role of L1 in L2 learning has been widely discussed.

It has been found that many errors are caused by L1 interference. Lado's (1957) transfer theory (5) shows that L2 learners transfer the form and meaning of L1 to the L2 they are learning in the area of pre-linguistic concept formation. Therefore, one possible methodology is to separate L1 from L2 learning as much as possible. The comprehensible output theory advocated by Swain (2005), which recommends immersion, is still attractive as a methodology that does not involve L1, although it is more effective if learners are in an environment where they have frequent access to L2, such as French in Canada. Kroll, Michael and Sankaranarayanan (1998) discussed the positive effects of L1 suppression. According to their experiment, students learning Dutch as L2 were able to memorize words more easily when they were shown pictures of the words upside down. My survey for this essay also supports their findings, albeit in a rough way. This method of suppressing L1 may be one effective way of learning L2.

However, the "Haru-ni natta" in question has two larger problems. It is not just a question of whether or not it is a good idea to teach expressions with an objective construal in a direct way, but it involves two larger problems. One is that learning a foreign language means replacing what is a prototype for one language with a prototype for another language. The other is that the subjective construal in Japanese extends to other expressions besides "Haru-ni natta." To elaborate on this latter point a bit, there is no morphological difference between singular and plural in Japanese, for example, and both "There is a cat in the backyard" and "There are cats in the backyard" have the same construct in their Japanese counterpart. In addition, there are many utterances in which the grammatical subject is abbreviated and only the predicate is used. This is because Japanese is a context-dependent language, and the number of objects and the subject of the utterance can be determined by looking at the scene in which the utterance is taking place, so this type of language is not sensitive to these linguistic elements. And being context-dependant means that the speaker is participating in the scene.

I have given below some expressions in Japanese that I think embody subjectivity. These are all verbal expressions, and there are probably others that are related to non-verbal subjectivity:

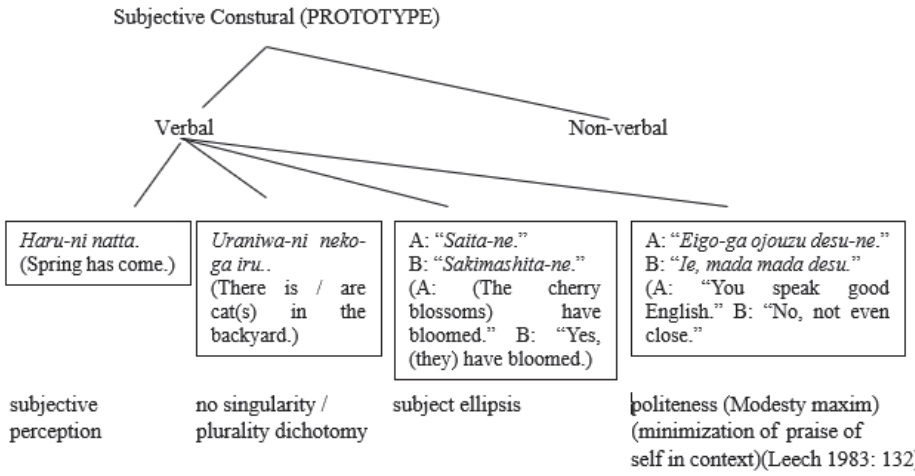


Figure 7. Verbal and non-verbal realization of subjectivity

In the above, "subjective perception" is discussed in the text. The second from the left, "no singularity / plurality dichotomy," indicates that Japanese is context-dependent. In Japanese, whether a verbalized object is singular or plural can be understood by looking at the scene, and it is assumed that the speaker is present in the scene. In other words, the immediate scene is not objectively verbalized. The same applies to "subject ellipsis," the third from the left, where the linguistic phenomenon of omitting the subject indicates that the speaker is not verbalized and is assumed to be in the scene. The "Modesty maxim" in the rightmost "politeness" indicates that the speaker prefers to show a state of unmarkedness in a given situation rather than his or her marked ability of English in the situation.

In cognitive linguistics, language ability is considered to be a part of human cognitive ability. This subjective construal is one of the ways in which Japanese people, and the Japanese language, grasp the state of affairs. Teaching objective construal expressions in English, such as "Spring has come," is like grafting an oak tree onto a cherry tree. It is difficult to say whether or not the oak branch will continue to flower. I'm afraid that the grafted branch will gradually assimilate into the original cherry tree. In other words, even if we teach Japanese speakers to use objective expressions, these expressions may not take root and may keep holding the power to return to the subjective understanding of the situation.

6. CONCLUSION

This paper has argued that although learners' cognitive development occurs in both L1 and L2, the development of L1 is not automatically linked to the development of L2, and that L1 and L2 develop independently. When trying to learn L2, L2's grasp of the situation is different from that of L1, and there will be language interference from L1. Therefore, it is important for teachers not to make learners memorize expressions and sentence structures mechanically, but to let them learn with an understanding of why such interference occurs and leads to wrong structures. Linguistic expressions are conceptually motivated (cognitively motivated), which largely explains why a particular linguistic form is the way it is. Therefore, there is a need on the part of teachers to understand the cognitively unique ideas that arise when learners misuse or use expressions that are stylistically un-English. However, the tendency to misuse occurs at the level of branches such as morphology, syntax, and discourse, which are all derived from the trunk of the language's prototype. This raises the question of whether it is effective to emphasize and teach the weak points of individual learners without looking at the trunk of the whole. There is an argument to be made that L1 Japanese should be suppressed in L2 English learning, and that English learners should learn English without the use of their mother tongue, as in immersion programs. That would be one way to go. That is, until there is a way to teach multiple related events in a unified way, as shown in Figure 7 above.

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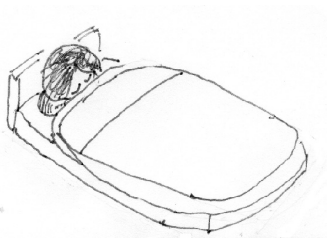
APPENDIX

TASK Describe the following situations you are now experiencing now.

1 Spring

2 Rain

3 A cold



4 A new high school student

5 Arrival at Tokyo

6 Crowded

1. Spring:
2. Rain:
3. A cold:
4. A new high school student:
5. Arrival at Tokyo:
6. Many passengers:

SUMMARY

A COGNITIVE MODE CHANGE IN LANGUAGE LEARNING

In this paper, with a focus on Japanese learners of English, I argued that the teaching of L2 English to non-English speaking learners should not be about teaching individual language items, but about helping the learners learn to transform their L1 cognitive world. That is, in the process of learning L2 English, English teachers help L1 Japanese learners "reconstruct and fine-tune their L2 knowledge" (Housen *et al.* 2012: 3). Japanese learners of English are not good at forming sentences like "Spring has come." This English construction metaphorically represents the arrival of a season, like the arrival of a bus, for example. In Japanese, people express the arrival of spring in a way that indicates that the whole world to which they belong is undergoing a seasonal transformation as it is. The Japanese expression takes the syntactic form X-ni naru ("become X"). I conducted a small survey in this paper to see if this is the case among Japanese learners of English. The conclusion that emerged from this was that concepts with which the subjects were unfamiliar in the corresponding English expressions (e.g., when expressing the state of a cold or the arrival of spring) were expressed in English with a strong influence from L1 Japanese. The cognitive world that Japanese learners have through Japanese is, as Ikegami (1982, 2008) argued, a subjective world in which the entire world, including the speaker, transforms itself. For them, spring objectively existing outside the speaker does not come, but the whole world turns into spring. From this, I proposed one hypothesis. The hypothesis is that Japanese learners of English grasp the world using their subjective interpretation of Japanese as a prototype, and that English ways of grasping situations should be taught directly to learners, without translation from the cognitive world of L1 Japanese.

This paper also touched on the fact that their perception of the subjective world extends into the field of other language uses, including morphological aspects such as singularity / plurality dichotomy, subject omission and politeness.

KEYWORDS: objective and subjective construal, cognition, language transfer.

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