

A Study on the Japanese Perspective Theory and the Sentences of Give-accept, Passive and Moving Sentences

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Abstract: The viewpoint theory of Japanese mainly refers to the objective attitude or tendency of the speaker to a certain sentence, discourse, etc. It clearly reflects the position and thinking of the speaker. In this paper, examples are used to express the internal relations among the three sentence patterns, namely, the give-accept-sentence, the passive-sentence and the moving-sentence to improve the daily expression ability of the primary learners of Japanese, and to demonstrate the common mistakes of the primary learners in their daily learning by example sentences.

1. Introduction

In Japanese, the viewpoint theory mainly includes two aspects: the first is the objective position of the speaker to the things he described, and the second is the position of the speaker in charge of the description. The sentence structure in Japanese is not only restricted by habit, but also influenced by the position of the speaker and this influence is usually expressed by sentence patterns (such as give-accept-sentence, passive sentences, moving sentences, etc.) to show the uniqueness of these effects.

2. Summary of viewpoint theory

2.1 Viewpoint theory

Viewpoint theory was first introduced into linguistics by Simpson in the 1970s. Since then, linguistics, pragmatics and so on have included viewpoint theory in the key research contents. The field of language research also applies viewpoint theory to daily research. Viewpoint is a very frequently used term in linguistic academia. It is used in the direction of daily life such as painting, photography and so on.

Generally speaking, the viewpoint is the position or angle that people view a thing or event and express it in words, which is related to the fact that everything can not be separated from the perspective of observation. According to the theory of spatial perspective, the viewpoint is the perceptual relationship between the observer and the object, and these relations are mainly divided into inner / outer, far / near and so on.

2.2 The principle of viewpoint

2.2.1 The restriction principle

This concept is often mentioned in cognitive linguistics, and the rules that determine Japanese expressions based on viewpoint and sensitivity are called viewpoint constraints. It emphasizes that the speaker always tends to take one side as the viewpoint when speaking. When choosing viewpoint, should follow the following three principles. First, I take precedence over others. Second, those who are close take precedence over those who are distant. Third, the living take precedence over the inanimate. We can express ourselves in terms of inequality: self (speaker) > relatives, friends > third party > inanimate.

2.2.2 The consistency principle

The consistency of viewpoint is to describe things from a unified viewpoint. Japanese is a

language with strong consistency of viewpoints. If the viewpoints are not consistent, it will cause confusion of listeners' thinking. When we have a main clause and a subordinate clause, we need to unify the subject of the clause and the main clause. Only in this way can we achieve the unity of viewpoints.

3. Research status at home and abroad

3.1 Domestic research status

With the continuous depth of viewpoints, it goes deep into the different fields, such as the cognitive linguistics, social linguistics and pragmatics. There is no theory or work in the country on the point of view, and most of them are papers on the phenomenon of Japanese giving the verb. So, the research on the viewpoint is still in its infancy, and it is not too mature and complete.

Peng guanglu proposed the following views in the report, which is a comparison of Japanese and Chinese languages based on typology -- fixed-view language and movement-view language. Perspective is the way in which the linguistic subject (the namer, the speaker, the narrator) grasps the state of affairs in different linguistic units (words, phrases, sentences, texts, etc.). Specifically, viewpoint is a kind of psychological operation of language subject. It reflects differences in language forms. Such as a state of affairs, who is observing, what part of the observed, how to observe and so on.

In 2010, yu riping proposed the following views in the report, which is the choice of sentence patterns in a sentence. He focuses on the establishment of the topic and the unity of describing viewpoints. Whether the expression is correct or not, the key point is the topic and topic viewpoint of the sentence. Through the comparative analysis of Chinese and Japanese, he points out that Chinese thinking influences him. In Japanese, we often use other verbs, causing the subject and viewpoint of the sentence to change constantly.

3.2 Research status in Japan

Morita's "snake view" emphasizes the "speaker center", that is the fixation of the narrator. However, golden valley's "worm view" emphasizes line of sight movement. There is no agreement on whether Japanese is a fixed or mobile language. Fixed is the view of the single character that is the seat. The origin of sight is relatively fixed, and the line of sight expands gradually with the description. Just like Morita's analysis of "speaker's point of view" and "snake's point of view".

"Speaker's viewpoint" means that the speaker is the center of development, and "snake's viewpoint" means that the line of sight is constantly moving. Our inconsistent descriptions of the same linguistic phenomenon are also based on viewpoint differences. Many scholars believe that Japanese belongs to the viewpoint fixation type, such as Morita liangxing, Mannitotoko, Morayama shinkai, Kuano barrier, etc. Many scholars believe that Japanese belongs to the view mobile language, such as jingu wuyang. The divergence between fixed and mobile viewpoints also reflects the fuzziness of viewpoint concept.

Miyazaki and Ueno also divided the viewpoint into two parts. First, the imaginary self (to be others, to understand others' feelings and empathize with others). Second, what you see (things observed from a hypothetical position). Through this "imaginary self", one can enter the world of others and grasp their inner feelings. The two scholars divided the viewpoint into two parts: observation position and observation object. And then they analyzed the concept of viewpoint concretely.

4. The relation between viewpoint and three sentence patterns

4.1 The relationship between the viewpoint and the sentence pattern of teaching and receiving

The Japanese accepting verb is mainly described according to the attitude of the speaker to the event to be expressed. The relationship between them is as follows. The connection between the viewpoint and the sentence pattern is see as the Table 1.

Table 1 The connection between the viewpoint and the sentence pattern

Relationship between Give and accept	subject	viewpoint	Applicable situation	The meaning of representation
あげる	Giver	Giver	me→he,he→she	The speaker (I or someone on my side) gives something to or does something for the other party.
くれる	Giver	Acceptor	he→me,he→she	The other person (you or others) gives something to the speaker (me or our people) or does something for the speaker.
もらう	Acceptor	Acceptor	he→me	The speaker (me or person on my side) gets something from the other person (you or others) or asks the other party to do something.

4.1.1 “あげる”type

This type of expression describes things from the perspective of the grantee. For example, the following example describes events according to the position of a close person.

松本は妹のまる子に英語の物語の本をあげた。(Matsumoto gave his sister a story book in English)(×)

妹のまる子さんが松本さんに英語の物語の本をあげました。(My sister gave Matsumoto a story book in English.)(√)

4.1.2 “くれる”type

This type indicates that the speaker describes things from the standpoint of the receiver.

私は先生にちょっとした知識を教えた。(I taught the teacher some knowledge.)(×)

先生は私に少し知識を教えてください。(The teacher taught me something.)(√)

4.1.3 “もらう”type

This type indicates that the speaker describes things from the perspective of the recipient. For example:

私の兄は私から辞書をもらいました。(My brother got a dictionary from me.)(×)

私の兄は友達から辞書をもらいました。(My brother got a dictionary from a friend.)(√)

4.2 The relation between viewpoint and passive sentence pattern

Japanese passive sentence refers to when the subject is a predicate verb, the behavior is the victim.

4.2.1 When the action subject is unknown

Japanese often assimilates itself with the surrounding to see the development of things. When the theme of the action is unknown, it often describes itself as one of them. For example:

汚染の危機を訴える。(Call for a crisis of pollution.)(The sentence refers only to the claim of an individual)

汚染の危機を訴えている。(Calling for a crisis of pollution.)(The sentence assimilates itself into the process of describing social phenomena.)

4.2.2 The subject of the clause is consistent with the subject of the subject

For example, the following example unifies the viewpoint as “Ishida”:

先生が石田を批判し、石田は泣いた。(The teacher criticized Ishitian and Ishitian cried.)(×)

先生に叱られて、石田は泣いた。(Being scolded by the teacher, Ishida cried.)(√)

4.3 The relationship between viewpoint and moving sentence pattern

A moving sentence is a sentence consisting of a moving verb which the sentences uses “行く・ていく”“来る・てくる”. Mainly means that the speaking party is away from or close to the subject. The moving sentence is the same event that moves from the beginning to the destination, and the view factor will have a direct effect on the moving verb. At the same time, according to the subject is away from or close to the speaker to choose the appropriate mobile sentence.

4.3.1 “来る・てくる”type

“来る・てくる” mainly points to the location of the speaker and describes the event by itself. For example:

みんな家に帰ったと思う。
松本さんはまだ事務所にいるみたいです。

4.3.2 “行く・ていく”type

“行く”which means a movement away from the speaker or subject person. For example:

父と自分と妹の良人とが歩いて行った。
次郎は大連へ行く。

5. Conclusion

On the basis of illustrating the patterns of give-accept, passive and moving sentences, this paper analyzes the internal relations through them and the viewpoint, and hopes to provide some help to the primary learners of Japanese.

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