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AN ANALYSIS OF PARTICIPIAL CONSTRUCTION AND ITS APPLICATION TO ENGLISH EDUCATION

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Abstract

This study analyzes participial construction and aims to give an answer to why conjunctions like “when” and “while” are used in some participial construction by considering the iconic principle of sequential order, which is explained in Radden and Dirven (2007). In order to consider why conjunctions are added to participial constructions, we collect examples from COCA and analyze the differences between preposed and postposed participle clauses. With the analysis, we can argue that the order of clauses plays a role in showing the ground. i.e., the ground can either be expressed by adding the conjunction while, or by putting the clauses that express the ground in front. On the other hand, in the case of the participle clause with the conjunction when, we could not see such differences in the position; the clause with when can either be preposed or postposed. This might be attributable to the fact that when clearly shows simultaneity. Also, through the analysis, we will propose a better teaching method for the Japanese EFL learners.

Keywords

Participial Construction, Participle Clause, Precondition, Ground, Simultaneity, Temporal Order

1. Introduction

Japanese students usually think of the -ing form as typical of the progressive form. This is because we, Japanese, learn the progressive expression first as an -ing form. However, the -ing form has a lot of other usages. It is very confusing for Japanese students who learn English.

First, we will look at examples of the -ing form used by Japanese and compare them with native speaker's usage. We will highlight the difference of usage of the -ing form between Japanese students and native speakers by using two corpuses. We collected 78 *-ing* form examples from CEENAS and 65 examples from CEEJUS (beginner class)¹. The results show that beginner Japanese students did not use participial construction. This makes it clear that Japanese students are poor at using participial construction.

In fact, Japanese EFL (English as a Foreign Language) learners have difficulty in fully mastering participial construction because its meaning is ambiguous, (1) can be construed as having the meaning of time and meaning of reason.

(1) Seeing the police officer, he ran away.

(Watanuki 2000: 522)

Adding a conjunction to participial construction can be a solution to this problem. The conjunction can define the meaning as Ando (2005) argue. We will review his theory in Section 2.

This gives rise to another question: what is the difference between participial construction without conjunctions and participial construction with conjunctions, which, according to the notion of iconicity (Bolinger 1977: 19), must differ in meaning. This paper clarifies the difference between the two by considering the position of the participle clause.

In this paper, we clarify the difference between participial construction without conjunctions and participial construction with conjunctions. First, we analyze participial

¹ In this paper, I use CEEJUS (Corpus of English Essays Written by Japanese University Students) and CEENAS (Corpus of English Essays Written by Native Speakers). Their topics are restricted to "It is important for college students to have a part time job." and "Smoking should be completely banned at all the restaurants in this country." In CEEJUS, the essays are classified based on the score of TOEIC.

construction without conjunctions. Second, we examine participial construction with conjunctions by comparing with participial construction without conjunctions.

2. Analysis on Participial Construction with Conjunctions

We will begin with examining participial construction without conjunctions by focusing its meaning and position. We will review the previous study.

2.1 Previous Study on Participial Construction without Conjunctions: Hayase (1992)

Hayase (1992) studied the problem of participial construction. She examined each type of participial construction, and suggested a schema. She gave some examples to illustrate her analysis.

- (2) Offering a prayer, she was thinking about Bill.
- (3) Walking along the street, I met her.
- (4) Offering a prayer, she went to bed.
- (5) A lamp suddenly went out, leaving us in utter darkness.
- (6) Looking back, she threw a kiss to me.

(Hayase 1992: 12-14)

In sentence (2), participle clause X shows the state *offering a prayer*, and main clause Y shows the state *She was thinking about Bill*. X and Y show the state at the same time (Figure 1). In sentence (3), participle clause X shows the state *walking along the street*, and main clause Y shows the event *I met her*. The event Y happens at some point during the state of X (Figure 2).



Figure 1: The process of participial construction by Hayase (1992)

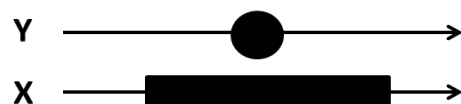


Figure 2: The process of participial construction by Hayase (1992)

(Hayase 1992: 12)

In sentence (4), main clause Y shows the event *she went to bed*, and the participle clause X shows the state *offering a prayer*. The event Y happens after the state X (Figure 3). In sentence (5), participle clause X shows the state *leaving us in utter darkness*, and the main clause Y shows

the event *a lamp suddenly went out*. The state X begins after the event Y (Figure 4).



Figure 3: The process of participial construction by Hayase (1992)



Figure 4: The process of participial construction by Hayase (1992)

(ibid.: 13)

In sentence (6), participle clause X shows the event *looking back* and main clause Y shows the event *she threw a kiss to me*. These two events happen simultaneously (Figure 5).

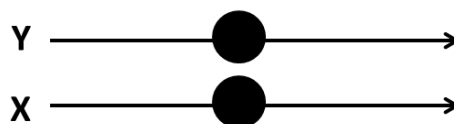


Figure 5: The process of participial construction by Hayase (1992)



Figure 6: The process of participial construction by Hayase (1992)

(ibid: 14)

To sum up, in all situations in her investigation, a main clause arises in the temporal range of the participle phrase (Figure 6). It follows from what has been said that we can find simultaneity between the main clause and the participle clause.

We find two problems in this study. For one thing, it did not examine what determines the meaning of participial construction sentence. What is more, it did not mention how Japanese use this construction in English.

2.2. Consideration

One of the purposes of this paper is to clarify how the meaning of participial construction

sentence is determined and how Japanese students construe participial construction. In this research, we will classify the meanings of participial construction into 6 groups, when, reason/cause, attendant circumstance, condition, concession, and idiom following Sugiyama (1998).

2.2.1. The Differences between Preposing and Postposing

To begin, we will examine conditions which determine the meaning of participial construction by comparing preposing and postposing. To observe the problem, we collected examples of participial construction used by native speakers from CEENAS.

We will classify the examples used by native speakers of English. (Table 1) In addition to this, Table 2 will examine that whether the participle clause is preposed or postposed. We divided them into two groups, “preposed” and “postposed”, to find the difference in usage.

Table 1: *The classification of the examples used by native speakers*

	when	reason/cause	attendant circumstance	condition	concession	Idiom
native speakers (60 essays)	14	2	13	6	0	0

Table 2: *The classification of preposing and postposing expressed by native speakers*

	when	reason/cause	attendant circumstance	condition	concession	idiom
preposed	1	2	1	5	0	0
postposed	12	0	10	1	0	0
parenthesis	1	0	2	0	0	0

2.2.1.1. The Meanings of Preposed Participle Clause

We can observe from Table 2 that the participle clauses which express reason/cause and condition are mainly preposed.

Sentence (7) is an example which expresses the meaning of condition. In this sentence, the preposed participle clause shows the precondition of the main clause.

Likewise, we may say that the participle clause which shows reason/cause such as (7) is the

precondition for the main clause.

(7) Turning to the left, you will see a large building.

(8) Not knowing what to say, I remained silent.

(Sugiyama 1998: 417)

2.2.1.2. The Meanings of Postposed Participle Clause

Another thing we can conclude from Table 2 is that the meaning which shows when and attendant circumstance is mainly postposed.

As for the usage which shows when, 11 sentences in 12 occurred with either the conjunction, “*when*” or “*while*”. This usage is idiosyncratic in participial construction because it specifies the relation between the main clause and the participle clause by using a conjunction. Hence, we can say that this usage is unusual for participial construction.

As for the attendant circumstance usage, 9 sentences in 10 express the meaning of *soshite*². To take sentence (5) as an example, the state of the postposed participle clause (*leaving us in utter darkness*) arises after the event of the main clause (*A lamp suddenly went out*).

2.2.1.3. Summary on the Differences between Preposing and Postposing

It follows from what has been said that the preposed participle clause makes *ground* of the postposed main clause by expressing the precondition. This is the main concept of participle construction. As we examined above, the postposed participle clause sentences were expressed with conjunctions, “*when*” or “*while*”. This is an unusual usage of participial construction. Another example expressed by the postposed participle clause shows that it exhibits the event or state which arises after the event or state of main clause. These examples are not the central meaning of participial construction which expresses simultaneity.

We could find some seemingly exceptions which do not, in fact, violate this concept. The sentence *I was lying in bed, watching TV.* (Watanuki, Petersen 2006: 169) is opposed to the main concept of participial construction that we discussed above. Though the participle phrase is postposed, the state of *lying in bed* functions as the *ground* in this sentence. The condition that the preposed sentence makes the *ground* for the postposed sentence is not violated in this example.

2.2.2. The Differences of Usages between Native Speakers and Japanese Students

From now, we shall concentrate on how Japanese students construe the participial construction, comparing it with native speakers. I searched CEEJUS and CEENAS to find the

² “*Soshite*” is a Japanese word which is equivalent to “and then” or “after that”.

difference in meaning used by native speakers, advanced Japanese students, intermediate Japanese students and beginner Japanese students (Table 3).

Table 3: *The Classification of the Examples Found in the Essays*

	when	reason/cause	attendant circumstance	condition	concession	idiom
native speakers (60 essays)	14	2	13	5	0	0
advanced Japanese (80 essays)	6	0	0	4	1	7
middle Japanese (70 essays)	6	0	5	2	0	8
beginner Japanese (40 essays)	0	0	0	0	0	0

Table 3 shows which usage is used in the corpuses. We could find 4 characteristics from Table 3. (1) Beginner students do not use participial construction at all. It may be difficult for beginner class students to use participial construction. (2) Japanese students use idioms like “*judging from*” and “*generally speaking*” many times. (3) Japanese students have a tendency of not using the meaning of reason/cause. (4) The usage of when and reason/cause are used many times. We will argue about these 4 things.

2.2.2.1. Beginner Students

As the table indicates, beginner students do not use participial construction at all. It may be difficult for beginner class students to use participial construction.

2.2.2.2. Idiom

We can also observe that Japanese students use idioms like “*judging from*” and “*generally speaking*” many times. Perhaps they use participial construction by memorizing idioms.

2.2.2.3. The Meaning of Reason/Cause

Japanese students also have a tendency of not using the meaning of reason/cause. Sentences which express reason or cause have what we would call a time lag between the main

clause and the participle clause. Perhaps this is why Japanese students do not usually construe reason/cause participial constructions because they usually construe participial constructions when there is a strong simultaneity.

2.2.2.4. The Meaning of When

As shown in the table, we could find 14 sentences of when for native speakers and 12 sentences for Japanese students. Comparing the difference between native speakers and Japanese students, 12 sentences of the 14 by native speakers occurred with the conjunctions, “when” or “while” as in sentence (9).

(9) It is important that universities consider this fact when setting course work, and should try to be flexible with lectures, meetings and such.

(COCA)

In the case of Japanese students, only 4 sentences occurred with the conjunctions, “when” or “while”. As I stated before, this usage is idiosyncratic in participial construction because it specifies the relationship between main clause and participle clause by using a conjunction. Therefore, it can be said that this usage is unusual for participial construction.

To sum up, native speakers express the meaning of when which shows the simultaneity by exceptional usage of the participial construction. We will argue this kind of participial construction in Section 3. In contrast, Japanese students express the meaning of when by prototypical usage.

2.2.2.5. The Meaning of Attendant Circumstance

For the present, we will discuss about the meaning of attendant circumstance. In Sugiyama (1998), attendant circumstance consists of 2 meanings, *nagara*³ (while) and *soshite* (and then). I will take examples from Hayase (1992) to illustrate this. Sentence (2), “Offering a prayer, she was thinking about Bill”, expresses the meaning of *nagara*. In this example, the state of the main clause and the participle clause arise simultaneously. Sentence (4), “Offering a prayer, she went to bed”, expresses *soshite*. In this example, the event “she went to bed” happens after the state “offering a prayer”. In this situation, there is a time lag between main clause and participle clause.

To find the difference of using attendant circumstance between native speakers and Japanese students, we looked at the examples of *and then* and *while* usage found in CEENAS

³ *Nagara* is Japanese word which is equivalent to “while” in English.

and CEEJUS. Our data of native speakers shows that 9 in 13 sentences express a meaning *and then*. Sentence (10) is an example which expresses the meaning *and then*.

(10) Also, when people breathe smoke, it alters the taste of food, making it taste bad.
(COCA)

In the case of Japanese students, I cannot find any sentences which express the meaning *and then* in the 5 attendant circumstance sentences. We can see from this data that Japanese students do not use the meaning, *and then*, which has time lag between the main clause and the participle clause.

2.2.2.6. Summary on the Usages of Japanese Students

Let me summarize the main points that have been made in 2.2.2. In 2.2.2.3, we found that Japanese students do not express the meaning of cause-result relation which has time lag between the main clause and the participle clause. In 2.2.2.4, we clarified that Japanese students express the meaning of when by prototypical usage of the participial construction unlike exceptional usage which is mainly used by native speakers. In 2.2.2.5, we proved that Japanese students cannot express the meaning of *and then* in attendant circumstance which has a time lag between the main clause and the participle clause.

2.2.3. The Construal of Japanese Students

From the points we discussed in 2.2.2 make it clear that Japanese students use participial construction sentences when the main clause and the participle clause arise simultaneously. On the other hand, they are poor at expressing participial construction which has a time lag.

2.3. Summary

We can assume from these analysis that participial construction, as used by Japanese students, has a different tendency from that of native speakers. Figure 8 shows that participial constructions used by Japanese students have strong simultaneity compared to native speaker's usage (Figure 7). As we showed in 2.1., Hayase (1992) suggested that main clause arises in the temporal range of the participle phrase. Unlike native speakers, Japanese students have trouble perceiving events that occurred immediately before or after the participle clause as being simultaneous.



Figure 7: *The process of participial construction by Hayase (1992) (Hayase 1992: 14)*



Figure 8: *The process of participial construction used by Japanese students*

3. Analysis on Participial Construction with Conjunctions

In this chapter, we argue the difference between participial construction without conjunctions and participial construction with conjunctions, which, according to the notion of iconicity (Bolinger 1977: 19), must differ in meaning. To clarify the problem, we consider the position of participle clause.

3.1. Previous Studies on Participial Construction with Conjunctions

We will review previous studies with the following two perspectives, those that deal with “the kinds of the conjunctions that precede the participial construction”, and those that deal with “the iconic principle of sequential order.”

3.1.1. Studies on “Conjunctions that Precede the Participial Construction”

Ando (2005) argues that the connotation of participial construction can be ambiguous because it does not contain conjunctions and needs to be construed by logical inference. To avoid such vagueness, conjunctions like *when*, *while*, *though*, and *once* are added before the participle, as shown in Sentences (11) and (12).

(11) While (I was) reading, I fell asleep.

(12) When writing (I write/*I am writing) English, I often consult the dictionary.

(Ando, 2005: 245)

Close (1975) argues that there are four kinds of participial construction with conjunctions and lists the conjunctions used in each kind, as shown below.

(a) Time (*when, while, after, before, since*)

(b) Conditional (*if, unless*)

(c) Manner (*by, as if*)

(d) Contrast (*although, though, while*)

The study also explain that the conjunction of reason like *because, as, and since* is unacceptable with the *-ing* clause. The problem is this study does not analyze why we cannot we cannot form

-ing clause of reason beginning with *as*, *because* and *since*. We argue about this in section 3.3.

Denawa (2014) analyzes participial construction with conjunctions and concludes that *while* must be added when the event of the main clause terminates the event of the participle clause. In Sentence (13), for example, the act, *fell asleep* terminates the event, *cooking*.

(13) A pan had caught fire after he fell asleep while cooking a late-night snack.

(Denawa 2014: 296)

There are some shortcomings in Ando (2005), Close (1975), and Denawa (2014). Ando (2005) claims a conjunction like *when*, *while*, *though* and *once* should be added to avoid vagueness. However, the study falls short because *while* denotes not only simultaneity but also concession. Hence, the meaning cannot be defined only by the conjunction.

Close (1975) argues that we cannot form *-ing* clauses indicating reason cannot be formed beginning with *as*, *because*, or *since*. However, this also falls short because the study does not explain why this cannot be done.

Denawa (2014) explains that *while* must be added when the event of the main clause terminates the event of the participle clause. However, this study does not examine the significance of concession. Both simultaneity and concession must be considered.

3.1.2. Studies on Iconic Principle of Sequential Order

Radden and Dirven (2007) explains the iconic principle of sequential order. According to the study, the temporal order of events in the conceived world is mirrored in the order of clauses describing them. Sentence (14) and (15) are good examples to illustrate the theory.

(14) I saw the burglar. He ran away.

(15) The burglar ran away. I saw him.

(Radden and Dirven 2007: 54)

In both examples, the first sentence denotes the first event, but the temporal order of events is opposite.

What we have clarified in section 2 reflects the iconic principle of sequential order. The finding in section 2 is that the preposed participle clause makes *ground* of the postposed main clause by expressing the precondition. Sentence (16) and (17) offer two examples.

(16) Turning to the left, you will see a large building.

(17) Not knowing what to say, I remained silent.

(Sugiyama 1998: 417)

Sentence (16) expresses a condition. In this sentence, the preposed participle clause shows the precondition of the main clause. Likewise, it may be said that a participle clause expressing reason, such as in Sentence (17), is a precondition for the main clause.

We summarize that participial constructions that denote reason, condition, or concession should be preposed. In other words, it argues that precondition should occur before the event of the main clause, reflecting the iconic principle of sequential order.

We will argue the participial construction with conjunctions, following the iconic principle of sequential order.

3.2. Consideration on participial construction with conjunctions

3.2.1. Participial Construction with the Conjunction *While*

This section examines participial construction with the conjunction *while* by considering the position of the participle clause. The conjunction *while* has two meanings, concession and simultaneity. Hence, Section 3.1 deals with participle clauses indicating concession, and 3.2 deals with those indicating simultaneity.

Examples from COCA were collected through three steps. First, five participles were chosen that are used frequently in participial construction with the conjunction *while*. Second, the participle's meanings were classified into two groups: simultaneity and concession. Sixty-five examples out of 100 show simultaneity; the rest show concession. Third, these meaning were analyzed by examining the position of the participle clause of each example.

3.2.1.1. The Position of Concession

One hundred examples sentences were analyzed to see if the participle clause was preposed or postposed. The results are shown in Table 4.

Table 4: *Counts of Preposed and Postposed Participial Construction with While*

	simultaneity	concession
preposed	9	1
postposed	56	31

Table 4 shows that most of the examples illustrating concession are postposed. Sentence (18) is one of these.

(18) He declared the opposite tenet from that of my priest teacher, while being overwhelmed by the sensuous beauty of the music of Richard Wagner.

(COCA)

If explanation in section 2 is followed, a participle clause that shows precondition should be preposed. Therefore, a participle clause of concession should be preposed if it does not include conjunction. The data showed that the position of the participle clause of concession should be postposed when the conjunction *while* is added.

3.2.1.2. The Position of Simultaneity

The participial construction of simultaneity can be further classified into two types, as shown in Figures 9 and Figure 10.

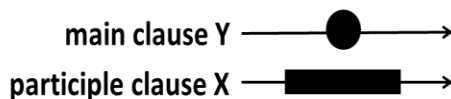


Figure 9: *The image schema of Type A (not interchangeable)*

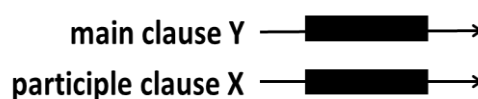


Figure 10: *The image schema of Type B (interchangeable)*

These schemas define two aspectual classes of simultaneity. The arrows stand for the passage of time; the rectangles represent states or the events that last for a while; and the circle indicates a temporary event. The following sentences serve as examples.

(19) A handful of others will die while waiting for a liver, heart, lung, pancreas, or for bone marrow.

(20) This time, Lisbeth goes after the NSA while trying to protect a traumatized boy with autism.

(COCA)

Sentence (19) is an example of Type A. The participle *waiting* in the participle clause expresses the state and the verb *die* expresses the event. In this example, the participle clause makes *ground* of main clause. In contrast, Sentence (20) represents Type B. The participle *trying* expresses the state, and the verb *goes* represents the event, which lasts for an indefinite time. In

this example, the event of the main clause and the state of the participle clause last for the same time length. From this view point, one may say that the main clause and the participle clause are interchangeable. Therefore, in this type, the position of the participle clause is not important.

When Table 4 is further classified into those two types, the results are as shown in Table 5.

Table 5: *The Sub-Classification of Simultaneity into Two Types*

	simultaneity	
	A (uninterchangeable)	B (interchangeable)
preposed	9	1
postposed	56	31

There are two striking points about Table 5. First, 43 postposed sentences among 56 are Type A (not interchangeable). Second, though there are nine examples of preposed clauses, eight of these sentences are Type B (interchangeable). Because Type B is interchangeable, as the table suggests, we can say that 98 percent of the participle clauses of showing simultaneity are postposed. This result tells us that a postposed participle clause makes *ground* which is the same as precondition.

3.2.2. Participial Construction with the Conjunction *When*

In the previous section, we clarify that in the participial construction with *while*, precondition is postposed and simultaneity is not affected by the position. This section is going to examine the participial construction with the conjunction *when* considering what we have clarified in the previous section.

We will begin with collecting the examples. The examples are collected from COCA and 5 words which are most frequently used are chosen. We classified the sentences depending on preposing and postposing. The results are diagrammed in table 6.

Table 6: *Counts of Preposed and Postposed participial Construction with When*

	using	working	making	considering	talking
preposed	4	5	5	7	4

postposed	0	2	0	0	1
parenthesis	16	13	15	13	15

As the table indicates, we could hardly find the difference between preposing and postposing. This is seemingly because *when* implies simultaneity and the meaning is not affected by the position of the clauses.

Although the position of the clauses does not matter in the participial construction with *when*, by adding specific adverbs, the meaning of *when* is specified and needed to be postponed.

(21) And, of course, her alcoholic husband, Arthur, is a liar, especially when talking to Helen.(COCA)

In the sentence (21), the meaning of *when* is specified by the adverb “*especially*”. The meaning of *when* is construed as “condition” rather than “simultaneity” because the adverb “*especially*” shows the specific situation.

The kinds of adverbs which precede the participial construction with *when* are diagrammed in table 7. We choose the adverbs which shows specific situation and check whether the participle clause is preposed or postposed. The results are indicated in table 8.

Table 7: The Adverbs which Precede the Participial Construction with When

Using	working	making	considering	talking
especially 11	especially 10	especially 5	especially 22	especially 10
particularly 5	particularly 8	only 1	particularly 10	particularly 2
only 3	usually 1	hence 1	also 2	often 2
	just 1	even 1	thus 1	sometimes 2
	also 1		only 1	only 1
			at least 1	at least 1
total 19	total 21	total 8	total 37	total 18

Table 8: The Classification of Preposing and Postposing

	using	working	making	considering	talking
	especially 11	especially 10	especially 5	especially 22	especially 10
	particularly 5	particularly 8	only 1	particularly 10	particularly 2
	only 3			only 1	only 1
	total 19	total 18	total 6	total 23	total 13
preposed	1	3	0	0	1
postposed	18	15	6	33	11

What we could find from table 8 is most of the examples are postposed. This results mean that if the meaning of *when* is construed as “condition” by adding the adverbs, the participle clause is postposed.

3.2.3. Summary

As examined above, in the case of concession, which shows precondition, the participle clause with the conjunction *while* is mainly postposed. This result implies the order of the participle clause and the main clause is opposite when the conjunction *while* is added. As for

simultaneity, when the participle clause is not interchangeable, that clause shows precondition and hence is postposed. On the other hand, when the participle clause is interchangeable, the events of the participle clause and the main clause denote pure simultaneity. Therefore the order of the participle clause does not matter and the clause is both preposed and postposed.

In the case of the participial construction with *when*, the position does not matter because *when* itself shows “simultaneity”. However, if the meaning of *when* is construed as “condition” by adding specific adverbs, the participle clause is postposed.

4. Conclusion

This paper has been studied participial construction with conjunctions and participial construction without conjunctions.

We may, therefore, reasonably conclude that the preposed participle clause makes *ground* of the sentence which expresses the precondition of the main clause. This is the main concept of participle construction without conjunctions. As far as the difference of participial construction usage between native speakers and Japanese students, participial construction usage used by Japanese students (Figure 8) has strong simultaneity compare to that of native speakers.

This paper has also tried to answer the research question: “What is the difference between participial construction without conjunctions and participial construction with conjunctions?” We clarify the question using the conjunction *while* and *when* in the following three steps.

First, section 2 has argued that, participial construction without conjunctions has an implication of precondition, like reason, condition, and concession, and that these participle clauses should be preposed.

Second, this study has analyzed participial construction with the conjunction *while*. These participle clauses have been shown to have two meanings, concession and simultaneity, which has two sub-categories (interchangeable and not interchangeable). Precondition, which is considered here as concession (not interchangeable), is postposed. The conjunction *while* is the marker of the reversal of the position. In the case of pure simultaneity, defined here as Type B (interchangeable), the participle clause can be either preposed or postposed.

Third, this study has argued the participial construction with the conjunction *when*. The position of the participle clause does not need to be argued, because *when* shows simultaneity. We still have to consider the exception i.e. the construal of *when*. If the meaning of *when* is construed as “condition” by adding specific adverbs, the participle clause is postposed.

These results can easily be applied to English education. In Japanese EFL settings, it is

usually the case that the importance of the position of the participle clause is never taught. Covering the importance of the position of the participle clause could be especially effective for teaching English as a foreign language education.

As a scope of future research, we have to clarify why the conjunction of reason like *because*, *as*, and *since* is unacceptable with the participial construction. Also, our aim is to testify that this study helps the acquisition of the participial construction for English learners. We take up these problems in a further research.

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Data Source

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