

**A COMPARATIVE STUDY OF THE USE OF ENGLISH AND  
MYANMAR QUANTIFIERS**

**PHD DISSERTATION**

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**MAY, 2015**

## ABSTRACT

In second or foreign language learning, if two language systems are similar, it facilitates language learning. If they are different, learners may make errors. The objectives of the present study are to find out to what extent Myanmar students can use English quantifiers correctly, to discover the causes of errors in the use of English quantifiers and to study the similarities and differences in the use of English quantifiers and Myanmar quantifiers. In the present study, commonly used quantifiers proposed by Leech and Svartvik (2002) were used for data analysis. Using the selected quantifiers, different questions were set and administered to first year English specialization students from different universities. The results indicated that Myanmar students did not have great difficulties in using English quantifiers as 51% of the students could give the correct answers for different test items. The similarities as well as differences in form and use of Myanmar quantifiers and English quantifiers were found. For instance, English quantifiers “both”, “one” and “no” are similar in meaning to Myanmar quantifiers. However, the Myanmar translated versions of the English quantifiers “several” and “few” are different from their meanings in English. The main cause of Myanmar students’ errors in the use of English quantifiers was students’ mother tongue interference. It is recommended that teachers of English should make students aware of the similarities and differences in the use of English and Myanmar quantifiers.