

A Contrastive analysis of “~tekuru” (come) and “~teiku” (go) in Japanese and Myanmar languages

Nay Chi Naing Win¹

Abstract

This paper studies the knowledge of the Myanmar students of Japanese language who are learning in first to third year language classes in MUFL on the different uses of ‘~tekuru’ and ‘~teiku’ in Japanese language and ‘come’ and ‘go’ in Myanmar language. The aim of this research is to find an effective teaching method to teach students the different uses of expressions between Japanese language and Myanmar language. In this study, it was discovered that students notice the differences of the use of ‘`tekur’ and ‘teiku’ in Japanese language and ‘come’ and ‘go’ in Myanmar language. It is hoped that from this study students will learn the differences in two languages by themselves and be able to apply this knowledge in communicating by using this target language.

Key words: ‘go’, ‘come’, different use, spatial deixis, temporal deixis, comparison

Introduction

Most of the students who are learning Japanese language as a foreign language are not aware of the differences between ‘~tekuru’ and ‘~teiku’ in Japanese language and ‘come’ and ‘go’ in Myanmar language since they understand superficially that Eng and Myanmar languages have the similar grammatical structure. First year and third year students who were the participants of this study found no difficulties in the use of “come” and “go” as they have already learnt this part of Japanese grammar. However, it was found from this study that they don’t really notice the different use of them in two languages as they understand that they have the similar functions as ‘come’ and ‘go’ in Myanmar language.

Therefore, this study aims to find solution to the problems Myanmar students are facing with in studying Japanese language. In this research, it was found out that the use of ‘come’ and ‘go’ is different from the use of ‘~tekuru’ and ‘~teiku’ in Japanese language depending on the location of the speaker. In Japanese language, not only the location but also the time must be taken into consideration in using these expressions correctly. Misunderstanding may occur when communicating with Japanese people if the speaker does not understand the above mentioned differences. Therefore, it is necessary for the learners of Japanese language to know the different use of ‘~tekuru’ and ‘~teiku’ in Japanese language and the use of ‘come’ and ‘go’ in Myanmar language. If it is an effective approach to teach this difference, it will be a great support for the language teachers to teach other minor differences between these two languages.

Literature Review

This paper focuses on the grammatical items ‘~tekuru’ and ‘~teiku’ which are not the difficult part of Japanese language grammar. However, they have become problematic grammatical items to be careful because of the differences in the use of these expressions with common sense in both Myanmar and Japan languages. In Myanmar language, if the speaker goes on speaking, without paying attention to this difference only focusing on his or her location, the other person cannot understand him or her .Therefore, it is beneficial to learn the differences in the grammar of the mother language and the target language. It should be considered as an important factor to help students aware of the differences of Myanmar and Japanese language grammar.

¹ Daw, Lecturer, Department of Japanese, Mandalay University of Foreign Languages

According to Chin (2017), a study on the use of ‘come’ and ‘go’ in Japanese and Chinese languages was done for the Chinese students who are learning Japanese language to learn this part of Japanese language grammar easily. Although Chinese and Japanese languages have the similar use of ‘come’ and ‘go’, they cannot be said as being completely identical. Chin made some suggestions to make students aware of the incorrect uses of these expressions and avoid making errors. He suggested that using suitable mother tongue expressions, not only knowing but also understanding the uniqueness of two languages, and using tables in teaching languages in education are important in language teaching. It is hoped that the above mentioned facts will be useful for Myanmar students of Japanese language to know and apply grammar of Japanese language better by understanding the different use of two languages.

Furthermore, Hachegarwar (2015) and Yoshikuno (2016) said that using comparative study is an effective approach in teaching a foreign language. For the benefits of the Myanmar students learning Japanese language, the researcher asked students to do translation from Japanese language to Myanmar language as class-works while teaching and conducted a survey on those students.

The participating first year to third year students might think that the use of ‘~teiku’ is an easy grammatical item. Therefore, it is necessary for them to observe the points they may overlook and they should be careful in using them.

Aim

This paper aims to discover the small differences between Myanmar and Japanese languages concerning the use of ‘~tekuru’ ‘come’ and ‘~teiku’ ‘go’ for the benefits of Myanmar students who are learning Japanese language and find effective way to teach them grammar of that language.

Research Questions

1. What are the differences between the expressions ‘~tekuru’ and ‘~teiku’ in Japanese language and the similar expressions ‘၍ (come) and ဝါ (go) in Myanmar language?
2. What are the advantages of using this approach in teaching ‘~tekuru’ and ‘~teiku’ in Japanese language to Myanmar students?

Materials and Method

Data for this study were collected from Myanmar Dictionary, Myanmar Grammar books written by Myanmar Linguists and Japanese Grammar books ‘reberuappu nibongobunpou’ concerning with the use of the expressions understudy. Comparative study was used to analyze the data collected for this study.

Research Procedure

A survey was conducted on the students who are studying Japanese language to find out the differences between Japanese and Myanmar languages which can cause them misunderstanding because of mother tongue interference.

The survey questionnaire consists of 20 sentences for the first and third year students to answer. Ten questions were prepared written in Japanese language using the expressions ‘~tekuru’ and ‘~teiku’. Students had to give two answers for each question so that the questionnaire can be regarded as having 20 questions. Students had to choose the correct answer and gave explanation for choosing this answer. Answers in Myanmar language were accepted if they found difficulties in answering in Japanese language. Most of the students gave answers in Myanmar language.

Data were collected after the survey and analysis of the data was done to find out which made the students difficult in using the expressions. Students were asked to answer the questionnaire within the one lecture, that was, 50 minutes.

After the survey, answer sheets were returned to the students and the teacher gave feedback on their answers. Through survey questions, students were explained which they found difficult and helped to get more understanding of the expressions. During this stage, Japanese language was used as the medium. Myanmar language was used only when the usages of two languages were needed to be compared.

The use of ‘~tekuru’ and ‘~teiku’ in Japanese Grammar and that of ‘√၎ (come) and ဝဲ (go) in Myanmar Grammar.

In Myanmar dictionary, ‘√၎’ means coming or moving towards the speaker from other place and ‘ဝဲ’ means moving or going away from the speaker. (Myanmar Dictionary, 2008, p.326, 390)

In Japanese language Grammar, the uses of ‘~tekuru’ and ‘~teiku’ are described in the following table.

Table 1:

空間の移動 Spatial Deixis	行く go	話し手位置、視点から離れる時 Used when something or someone is Moving away from the speaker.	いいの?もちろん、行く、行く Oh!Really? I’ll come.
	来る come	近づく時 Used when something or someone is coming towards the speaker.	国から沢山食べ物が届いたんだけど、これからうちに来ない。 Will you visit us? We have plenty of food.
時間的な状態の変化 Temporal Deixis	行く go	現在から未来への変化を表す時に使う。 Used to indicate the change from the present to the future.	もっと増えて行くと思います。 There will be more Japanese language learners.
	来る come	過去から現在へ変化したことを表す時に使う。 Used to indicate the change from the past to the present	最近、日本語を勉強する学生が増えて来た。 There have been more Japanese language learners recently.
対象の移動 Goal of the movement Spatial Deixis	来る come	「品物を送る、電話を掛ける」などの対象となるものや動作が話し手に向いていることを表す時に使う。 It is used to describe the goal of the movement or used to mark movement towards the speaker.	田中さんが電話をかけて来ました。 Tanaka phoned me.
動作の方向 Motion/Action	行く go	ある動作の方向が話し手から離れるとき。 To show an action moving Away from the speaker.	田中さんの誕生日パーティープレゼントを買って行きましょう。 Let’s go and buy birthday present for Tanaka.
	来る come	話し手に近づくときに使う。 To show an action approaching towards the speaker	スーパーでジュース、買って来たんだ。 I bought cold drink from the Supermarket.

知覚 Expressions of senses	来る come	においやす、聞こえる、見えるなど感覚は動詞が「てくる」と一緒に使う。 Used with the verbs of senses Such as 'smell, hear, see', ect.	もうすぐ公園の入り口が見えてくるよ。 お腹がいっぱいだったら、眠くなって来た。 You will soon see the entrance of the park. You may feel sleepy when you are full.
--------------------------------	------------	--	---

If they are used with the verbs of changes such as 'increase, decrease, become', etc, the speaker can express fully with the use of '~tekuru'.

Data Analysis and Data interpretation

Following sentences describe the use of spatial deixis, the misuse of verbs of senses, the expressions of distance, and temporal deixis. From the survey, it was found that majority of students have insufficient knowledge to think of the correct use of these expressions.

Following are the findings from the result of the survey:

Table 2:

もうすぐ兄が日本から帰って来ます。 My brother will come back from Japan soon. M兄のために、ごちそうを買って行きましょう。 Let's go and buy something to eat for brother.	ba/ji ba/ji	Q ₁
遠くから声が聞こえて来ます。 I hear the sound from a distance. だれだろう。 I don't know who it is.	ti	Q ₂
タナカさんが図書館にいると思います。 Tanakha might be at the library. 呼んで来ましょうか。 Shall I go and bring him back?	ba	Q ₁
駅まで行きますか。 Are you going to the station on foot? はい、そうです。ここに来る時も、歩いてきますから Yes, I've come here on foot.	ba,ji ba,ji	Q ₁
窓を開けると虫が入ってくるので、窓をしめて来ました。 I closed the door because the insects came into the room. 他の窓もしめて行きましょう。 Let's go and close the other windows.	ba/ji ji	Q ₁
電話でこれからあなたの家へきます。 I'm coming to your house right now.	kan	Q ₃

ba	=	場所的	spatial deixis
ji	=	時間的な理由	temporal deixis
ti	=	知覚的動詞	verbs of senses
kan	=	感覚的な理由	misuse
Q	=	質問	

(1) Spatial Deixis

Example; 窓を開けると虫が入ってくるので、窓をしめて来ました。

I have closed the window because the insects come into the room, through the open window.

In this sentence, the insects come into the room while the speaker was talking (movement towards the speaker), therefore, the spatial deixis ‘~tekuru’ (come) is used. Of all the 192 participating students, only 100 students: 30 third year students, 35 second year students and 35 first year students could use the correct expression ‘~tekuru’ ‘come’. It was assumed that 92 students who gave the wrote the sentence ‘~shimete ikimashita’ did not take into consideration the spatial and temporal deixis.

According to ‘An introduction to Semantics’ written by Dr. Khin Aye (2004), in the use of Deixis, Myanmar language has the different use of spatial deixis for the movement towards the speaker and movement away from the speaker. In this case, the importance of the different uses of the verbs ‘come’ and ‘go’ are significant.

The utterance, ‘Don’t come into my room’ is used when the speaker is in the room and the utterance ‘Don’t go into my room’ indicates that the speaker is not in the room. It means that the verb ‘come’ indicates the movement away from the speaker.

However, it was found that there are students who misuse the Japanese spatial deixis as in the following sentences.

Example: A: 家に来ませんか。

Are you coming to my house?

B: 行きます。

I’m going.

In these two sentences, none of 65 first year students could answer the correct response ‘~ ikimasu’ (I’m going). Only 2 of 75 second year students could answer ‘ikimasu’ ‘go’ (go) and 8 of 52 students could give the right answer. Therefore, only 10 of total 192 students could give the correct answer.

From this finding, it can be assumed that in Myanmar language, when someone is invited to visit home, the verb ‘~kuru’ ‘come’ is used instead of ‘go’ focusing on the speaker’s point of view.

On the other hand, in Japanese language, the verb ‘~ iku’ (go) is used when the movement is away from the speaker. If the verb ‘~ kuru’ (come) is used, it will mean opposite. Therefore, ‘ikimasu’ ‘go’ is used to indicate the movement away from the speaker.

It is important for the Myanmar students who are learning Japanese language, to be aware of the different use of Myanmar and Japanese languages. Misunderstanding may occur if they don’t know the difference when communicating with Japanese people. In Myanmar language, the use of ‘come’ and ‘go’ depends on the location of the speaker at present. The verb ‘come’ in Myanmar implies that someone is moving away from the present location but in Japanese language, ‘go’ is used when someone is moving towards the present location. Students use ‘go’ instead of ‘come’ because of mother tongue interference. It is because Myanmar students unconsciously use the spatial deixis without being aware of it and they misuse the Japanese language expressions of ‘come’ and ‘go’.

(2) Temporal Deixis

Myanmar students of Japanese language also find difficulties in using the temporal deixis which is an abstract notion. It is because of the difference in denoting the use of temporal deixis ‘~tekuru’ ‘come’ and ‘~teiku’ ‘go’.

Example: 他の窓もしめて行きましょう。

Let's close the other windows.

In the above example, ‘ikimasu’ ‘go’ is used to indicate that the speaker is moving away from the present location according to the use of temporal deixis. Furthermore, considering the temporal deixis in Japanese language, if the action is done in the past, therefore, ‘~kimashita’ ‘shimete kimashita’ is used and if the action will be done in future ‘~ikimashou’, ‘~shimete ikimashou’ must be chosen.

In this example, no time expressions like ‘last’ ‘from now’ which indicate the temporal deixis are not found. Actually, it is not important to use the expressions to indicate tense aspects in these sentences.

Of all 192 students, only 80 students gave correct answer ‘ikimashou’ to the expression ‘Let's close the other windows.’ It must be because the other 112 students did not think of the time expression which was not mentioned in the sentence and they only focused on the location. To give the correct answer to this question, students need to guess the tense aspect of the action which is not described in the sentence.

In Myanmar language, the verb of movement ‘√က (come) and ဝါ (go) are used not only with spatial deixis, but also with temporal deixis. However, Myanmar students do not consider the tense aspect as they only focus on the location of the present when they use ‘kuru’ and ‘iku’ in Japanese language.

3. Expressions used with verbs of senses

Following is an example sentence which expresses the natural changes.

Example: 人が死んで行く。

A man died .

He died.

雲が消えて行きます。

Clouds have disappeared.

In the sentence ‘Clouds have disappeared’, ‘ikimasu’ (go) is used to mean that clouds have disappeared at the present moment and they will not be in the future. In the same way, ‘ikimasu’ ‘go’ is used to show the change in nature in the expression ‘go’. Therefore, ‘~iku’ ‘go’ is used to describe something that changes naturally.

Furthermore, it was found that ‘~tekuru’ is used together with the verbs of senses as ‘smell’, ‘hear’ and ‘see’. In the verbs of changes such as ‘sleepy’, ‘raining’, sense of change is already mentioned, therefore, ‘~teiku’ must not be used with these verbs.

Example: 声が聞こえて来る。

(hear)

太陽が見て来た。

(see the sun)

Findings

The findings of the study show that the use of ‘~tekuru’ and ‘teiku’ in Japanese language is different from ‘√၎ (come) and ဝါး (go)’ in Myanmar language in that ‘tekuru’ is used to express the spatial deixis, temporal deixis and with verbs of senses. ‘~teiku’ is used to indicate changes in the nature. However, in Japanese language, the expressions of temporal deixis and spatial deixis are used in the same way. It was also found that ‘~tekuru’ is used to describe the gradual changes as ‘increase, decrease and change’, etc. From the analysis, it was discovered that Myanmar students of Japanese language should consider not only the location but also temporal deixis and expressions of gradual changes when they use ‘~tekuru’ ‘come’ and ‘~teiku’ ‘go’ in Japanese language. In addition, it is an effective learning strategy to ask the students to translate Myanmar sentences into Japanese sentences and do a comparative study to learn the difference between ‘kuru’ ‘come’ and ‘iku’ ‘go’.

According to Myanmar linguist, Mg Khin Min (Danuphyu), in Myanmar language, ‘√၎ (come) and ဝါး (go)’ are used with both spatial deixis and temporal deixis.

In this study, students are asked to discover the differences between Myanmar language and Japanese language by themselves, so that they can make use of their critical thinking ability. It is believed that students can do self study and have self awareness of the different use of ‘come’ and ‘go’ in Japanese and Myanmar language by translating Japanese sentences to native language, Myanmar and comparing them. It is hoped that this study will be a great help for the Myanmar learners of Japanese language to know the different grammar uses of Myanmar and Japanese languages and to become more proficient Japanese language learners.

Discussion

As mentioned above, students will have clearer understanding of the different use of ‘kuru’ and ‘iku’ in Japanese language and ‘√၎ (come) and ဝါး (go)’ in Myanmar language only when they understand the tense aspect (past, future) which are reflected in the temporal deixis. It is an important part of Japanese language grammar to know the use of ‘kuru’ for the movement towards the speaker and ‘iku’ for the movement away from the speaker when they use spatial deixis. It is assumed that Myanmar students who are learning Japanese language use ‘come’ ‘kuru’ and ‘go’ ‘iku’ from the speaker’s point of view. It was also found that ‘teiku’ is used to describe natural changes and ‘tekuru’ is used together with verbs of senses such as hear and see etc. Instead of the teacher explaining the differences between the use of ‘come’ ‘kuru’ and ‘go’ ‘iku’ in Japanese language, the comparative study should be used by the students to become aware of the differences between these usages and will be able to apply in real communication. Therefore, in foreign language learning, a lot of benefits can be got from using contrastive analysis of the target language and the mother tongue.

Conclusion

By using bilingual teaching method and contrastive study of Japanese and Myanmar language in teaching ‘~tekuru’ and ‘~teiku’, it can be assumed that students have become aware of the differences between two languages by themselves. It is also hoped that by comparing the common uses of ‘~tekuru’ and ‘~teiku’ of Japanese language and ‘√၎ (come) and ဝါး (go)’ of Myanmar language, they will have better understanding of not only Myanmar Grammar but also Japanese Grammar.

In addition, this comparative study can be used effectively in teaching other grammar items. In conclusion, it is recommended that further study should be done on teaching other problematic areas of Japanese Grammar by using this approach.

References

- yoshinariyuuko(2014)「nihongorashii hyougen wo kenshousuruhouhou noteian:nihongobogowasha to gakushuusha no idoujishoukijyutu no hikaku yori」Journal CAJLE, Vol.15, pp 21 -40
- sounare(2015) 「kankokugo wo bogotosuru nohongogakushuusha no tagigo no shuutokuniok eru eikyowooyobosu youinnituite -imito kuukansei to gakushuusha no bogoniokeru taiouhyougen no eikyou」Jjinbunkagakukenyuu No.11, pp 211 -219
- chinshouhou(2017) 「『teiku』. 『tekuru』 to “kyo.ki” nonicchuutaishoukenkyuu」,saitama gengokenkyuu dai 1 gou, pp 59-72
- hasegawanobuko(2015)「 eigokyouiuniokeru bogo(nihongo)kyouiku no hituyousei to jyuuyousei - takususuiougata gengokyouiku no genkaiwo misuete」,nihongo/nihongokyouiukenyuu 6 2015 web han, pp 5-20
- yoshikokuhideto(2016) 「eigono ru -rugakushuuniokeru bogono soutaikanoyousou」, hyougokyouikudaigakuk-enky- uukyou 48, pp1-8
- jrefmtbd'mef/2008 ('bur? b*kwv)/ jrefmpmtz(0)pxme &efule/ pmsuEfi 326?390/
a'guwmcia t;/ 2004/ ynmwebqmif yEjwL/ twaA'ed gef? pmsuEfi 245?246?247/