

Master's Thesis Abstract

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Title

Analysis of Confusing Misuse Examples in Japanese case particles
-Comparison between Chinese learners of Japanese-

The predicate is basically the central element that supports the sentence and in Japanese case particles, serves to supplement the meaning of the predicate. On the other hand, Chinese does not have the same system of case particles as Japanese, so in the process of learning Japanese, Chinese learners of Japanese often misuse similar case particles, which often results in poor communication. There have been many studies on the misuse of case particles by native speakers of Chinese and other languages who are learning Japanese, but these studies have considered only a subset of examples of case particle misuse. And most research has been limited to analyzing the causes of misuse and has not done enough to address the question of how confusing examples of misuse can be distinguished.

Therefore, in this study, we conducted a choice test and a correct/incorrect judgment test survey in order to clarify the areas in which Chinese learners of Japanese misuse Japanese case particles. In addition to examining the various causes of learners' misuse based on the data, as in previous studies, the paper also discussed how learners can distinguish between confusing examples of misuse based on their interpretation of the textbooks and dictionaries they use.

The results of the survey showed that, in addition to the misuse based on previous studies, Chinese learners of Japanese are also significantly more likely to confuse "ni" and "to" for "the other person. And there were many misuses of "de" to indicate the place of action

and "wo" to indicate the route of movement, and misuses of "de" to indicate the organizational entity and "ga" to indicate the action entity. In addition, the examples of misuse of "mae · naka · ato" + "ni" and "de" did not show the regularity of "mae · naka · ato" + "ni" pointed out in previous studies. In contrast, the tendency of Chinese learners of Japanese to choose "mae + ni," "naka+ de," and "ato + de" is almost identical to the syntax of the example sentences listed in the textbook, regardless of the semantic context.

From the present study, we can conclude the following.

a. When Chinese learners of Japanese choose case particles, they do so based on the meaning of the Chinese word. Since Chinese does not have the same system of case particles as Japanese case particles, the lack of distinction in Chinese influences which case particles learners choose, often resulting in misuse.

b. Regardless of the learner's stage of acquisition, when we find a word used in a fixed form as interpreted by textbooks, we often decide on the corresponding case particle.

Thus, the problem of learners' acquisition of case particles became apparent. Even at the beginners' level, it is necessary to teach the necessary grammatical items and then introduce them with more in-depth explanations, keeping in mind the entire learning process from the intermediate to the advanced level.

The study proposed interpretations for learners of the usage of "ga", "wo", and "ni" in causative-passive expressions (Section 5), the usage of "ni" and "to" for the other person (Section 6), and the usage of "ni" and "de" in relation to fixed forms (before, during, and after) (Section 7). A teaching method that takes into account the differences among the case particles in order to help learners understand the usage of Japanese case particles correctly will be effective for their acquisition.

Key Words: case particles; misuse; second language acquisition