

Ninomiya T., Bekebasova A.

**A research agenda for
contrastive analysis of Japanese
and Kazakh: The case of
grammar and pragmatics**

This paper aims at conducting studies on contrastive linguistics of Japanese and Kazakh and interlanguage studies of Kazakh learners' Japanese. The paper indicates research themes of contrastive analysis of the languages from the view point of grammar (case and auxiliary verb) and pragmatics (refusal, request and apology).

Key words: Contrastive analysis, case, auxiliary verb, request, apology, refusal.

Ниномия Т., Бекебасова А.

**Қазақ және жапон тілдерінің
грамматика мен прагматикасына
контрастивтік талдау: зерттеу
тәсілдері мен болашағы**

Бұл мақала жапон және қазақ салыстырмалы зерттеулерге және қазақтілділердің жапон тілін меңгеруінде тіларалық оқуға бағытталған. Ғылыми-зерттеу тақырыбын грамматика (септік және көмекші етістік) мен прагматика (бас тартуына, сұраулар және кешірім) тұрғысынан тілдерді салыстырмалы түрде зерттеу мәселелері мақалада жазылады.

Түйін сөздер: салыстырмалы талдау, септік, көмекші етістік, бас тарту, сұрау, кешірім.

Ниномия Т., Бекебасова А.

**Контрастный анализ
грамматики и прагматики
японского и казахского языков:
перспективы исследований
и методы**

Данная статья посвящена исследованиям специфики японского и казахского языков с позиции лингво-прагматической компаративистики. Основываясь на исследованиях о структурных компонентах коммуникативного акта в межкультурном общении, освещены основные единицы межязыковой и сопоставительной лингвопрагматики японского и казахского языков на примере коммуникативных актов извинения, просьбы и отказа. Была также освещена сфера будущих исследований в области сопоставительной грамматики падежей и вспомогательных глаголов казахского и японского языков.

Ключевые слова: сравнительный анализ, падеж, вспомогательные глаголы, категория просьбы, категория извинения, категория отказа.

**A RESEARCH AGENDA
FOR CONTRASTIVE
ANALYSIS OF JAPANESE
AND KAZAKH:
THE CASE OF
GRAMMAR AND
PRAGMATICS**

Introduction

Japanese language teachers at the Faculty of Oriental Studies at Al-Farabi Kazakh National University established 'The research group of acquiring Japanese by Kazakh speakers' in September 2014. We aim at conducting studies on contrastive linguistics (a practical comparison of two languages based on the similarities and differences, which are applied in language learning process. ref. Lado 1957) of Japanese and Kazakh and interlanguage studies of Kazakh learners' Japanese in a field of phonetics, phonology, morphology, syntax and pragmatics (a field of study that focuses on the mechanisms of an operative use of a language in all its above mentioned aspects). As the second section of this paper, the contrastive studies of Japanese and Kazakh are few in number, in addition, have not studied interesting topics. In order to overcome the problems, we will actively conduct the contrastive studies and suggest methods of learning Japanese for Kazakh native speakers. This paper indicates research themes of contrastive analysis of the languages from the view point of grammar and pragmatics.

Previous works

We show the previous studies as contrastive analysis of Japanese and Kazakh as below:

Grammar	Research themes
Borankulova (2009)	abbreviations of proper nouns
Nurelova (2010)	substantive verbs
Sarjanova et al. (2012)	adverbs
Nurelova (2012)	adverbs
Pragmatics	
Ninomiya, Nurseitova& Bekebasova (2015)	requests
Ninomiya, Shadaeva&Borankulova (2015)	requests
Grammar and Pragmatics	
Ono et al. (2010)	quotation expressions

In case of pragmatic approach, Ninomiya, Nurseitova & Bekebasova (2015) as well as Ninomiya, Shadaeva & Borankulova (2015) investigated the communicative act of request. The two studies partially described the request examples given in the coding manual of Cross-Cultural Speech Act Research Project (CCSARP) by Blum-Kulka et al. (1989). The former applied tentatively the examples of the nine request strategy types of CCSARP to Kazakh and Japanese. The later examined syntactic downgraders linked to requests of Head Act (the request proper). The downgraders are used to mitigate the impositive force of inquiries with the help of syntactic units (ref. Blum-Kulka et al. 1989: 281-285). Blum-Kulka et al. (1989) showed past tense as one of downgraders, for example, the word *edi* meaning past tense of Kazakh mitigates non-positive force of the request. The sentences with the word are coded as downgrading only if they are used in present time reference.

As the first problem of the research field, the number is low, compared to Japanese-English, Japanese-Korean, and Japanese-Chinese etc. We aim at developed contrastive studies of Japanese and Kazakh through referring to methodologies of other contrastive studies acquiring rich accumulated knowledge.

Secondly, some previous studies have focused on Japanese errors by Kazakh native speakers. Surveying Japanese language teachers at our university, we noticed not only the errors of grammar (e.g., case, causative, passive, benefactive, conditional clause, adverb, auxiliary verb, transitive or intransitive verb etc.) but also mistakes in pragmatics (e.g., awkward requests, refusals and apologies). Certainly, Sarjanova et al. (2012: 40) conducted the contrastive analysis of the adverbs, based on the condition that they often led Kazakh speakers learning Japanese into error. However, the most works have not investigated the cases of the above-mentioned error or inadequacy. We will study the research topics in which contrastive analysis is effectively applied.

Thirdly, few papers have studied crucial problems in communication. In particular, pragmatics can resolve many problems. Certainly, Ninomiya, Nurseitova & Bekebasova (2015) as well as Ninomiya, Shadaeva & Borankulova (2015) conducted pragmatically the contrastive analysis of the request. However, we cannot confirm researches on the apologies and refusals. Hence, we will not only continue studying request, but also choose the other speech acts as a research theme.

Future Issues

We have a possibility to improve the above-mentioned previous works and to choose research themes associated with the learners' errors noted in the second problem of section 2, especially the errors made due to language transfer, and with speech acts in the third problem.

Grammar

(1) 'Contrastive analysis of cases in Japanese and Kazakh'

Japanese has 10 case particles (e.g., *-ga*, *-o*, *-ni*, *-e*, *-de*, *-kara*, *-made*, *-to*, *-yori*, *-ø* (zero), ref. Iori 2012: 61). According to morphological typology, Kazakh belongs to agglutinative language, while Russian, German and Chinese belong to the other language groups. Therefore, Kazakh is more similar to Japanese than the other languages in a case system. The basic correspondence of the system of Japanese and Kazakh is below (the part *dejīn* of *-ga* *dejīn* in Kazakh is a postposition):

Case	nom.	acc.	dat.	dat.	dat.
Japanese	<i>-ga</i>	<i>-o</i>	<i>-ni</i>	<i>-e</i>	<i>-made</i>
Kazakh	<i>-ø</i>	<i>-nə</i>	<i>-ǵa</i>	<i>-ǵa</i>	<i>-ǵa</i> <i>dejīn</i>
Case	abl.	abl.	loc.	loc.	ins.
Japanese	<i>-kara</i>	<i>-yori</i>	<i>-de</i>	<i>-ø</i>	<i>-to</i>
Kazakh	<i>-dan</i>	<i>-dan</i>	<i>-da</i>	<i>-da</i>	<i>-men</i>

Language transfer can be positive or negative (Odlin 1993). Cortés (2005: 240) stated that Positive Transfer occurs when those similarities in the mother tongue and the target language can facilitate the learning. Negative Transfer, however, refers to the negative influence that occurs in knowledge of the first language, appearing in learning a target language due to the differences existing between both languages. When Kazakh native speakers learn Japanese cases, positive transfer will enhance. However, even though the case system of Kazakh is similar to Japanese, negative transfer will also occur. When we compile the dictionary of Japanese-Kazakh, the case information is needed to be considered.

(2) 'Contrastive analysis of auxiliary verbs in Japanese and Kazakh'

Yoshikawa & Himeno (1987: 121) wrote that Japanese auxiliary verbs are divided into two types: 1) A suffix of the preceding verb is *-te* form (i.e.

tabe-te iru 'to be eating'); 2) It is a conjunctive form (i.e. *tab-e hajimeru* 'to begin eating'). On the other hand, Kazakh has the two auxiliary verbs similar to Japanese: 1) A suffix of the preceding verb is *-p* form corresponding to Japanese *-te* form (i.e. *-p kōrw* 'to try doing'); 2) It is *-a* form (i.e. *-a bacmay* 'to begin doing'). In light of similarity of the auxiliary verbs in the languages, we can choose research themes. For example, we can contrast categories of «*-te iku* 'to go' / *-te kuru* 'to come'» deriving from movement verbs in Japanese and those of «*-p barw* 'to go' / *-p kelw* 'to come'» in Kazakh. Do (2008) studying auxiliary verbs associated with movement verbs of Korean and Japanese is beneficial to our contrastive analysis. In the study, he contrasted «*-te iku* / *-te kuru*» with «*-ka-ta* 'to go' / *-o-ta* 'to come'» of Korean. The categories of the languages correspond basically, however do not correspond in occurrence (e.g., *araware-te kuru* 'to have appeared') and changing (e.g., *hie-te kuru* 'to become cold'). We will contrast «*-te iku* / *-te kuru*» in Japanese and «*-p barw* / *-p kelw*» in Kazakh through referencing carefully Do (2008).

Pragmatics

(3) 'Contrastive analysis of requests and apologies in Japanese and Kazakh'

We will improve the request strategy types of Japanese and Kazakh tentatively indicated in Ninomiya, Nurseitova & Bekebasova (2015), and construct the modified downgraders of Head Acts in the requests. Blum-Kulka et al. (1989) gave German-

ic and Romance languages as examples of downgraders. However, 'Typologically different languages are likely to rely on different sets of syntactic downgraders, which would have to be established accordingly' (Blum-Kulka et al. 1989: 281). In Japanese pragmatics, Yamaoka, Makihara & Ono (2010) will present the term «Hairyo» similar to downgraders. We have already collected the request's data of Kazakh. In analyzing it, it has been shown that the Head Acts of request is downgraded by changing verbs into auxiliary verbs. In light of the research, we will present the optimized categories for Japanese and Kazakh, also, conduct a quantitative research such as frequently conducted in researches utilizing the framework CC-SARP. Blum-Kulka et al. (1989) presented the CC-SARP coding manual in not only requests, but also apologies. Because of not having analyzed the apologies, we will first confirm methods and results of the other contrastive studies: English and Arabic (Batineh & Batineh 2008); Korean and English (Kim 2008); Japanese and English (Bamlund & Yoshikawa 1990) etc. By using discourse completion test, we have collected the data. However, we will collect the data through the other methods (e.g., open role play and natural discourses etc.)

(4) 'Contrastive analysis of refusals in Japanese and Kazakh'

We will study the refusals of Kazakh and Japanese through using Beebe et al. (1990) frequently conducted in studies of refusals, also refer the previous works: Arabic and English (Nelson et al. 2002; Nader 2014); Japanese and English (Gass 1999) etc.

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