Korean Speakers' Use and Acquisition of *No* as Observed in Oral Proficiency Interview Data

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When we produce sentences in Japanese, *no* appears in a variety of usages, for example, it is used as a pronoun or a nominalizer, or expresses the speaker's mood when it is used at the end of a sentence followed by *da*. It is necessary to acquire the usage of *no* in order to communicate one's intention correctly.

This study examines Korean speakers' use and acquisition of *no*, using the OPI (oral proficiency interview) data known as KY corpus. The acquisition order of *no* is also considered. By using OPI data, language use in natural circumstances can be examined. The KY corpus consists of transcripts of oral data from 30 Korean speakers. It has four levels: novice (5 persons), intermediate (10 persons), advanced (10 persons) and superior (5 persons).

First, 1,161 *no* sentences occurring in the material were extracted and classified; those whose frequency of use was very low (54 sentences) were eliminated from consideration. Second, each sentence was judged to be correct or incorrect. Third, a table was constructed showing each person's use of each *no* usage and the number of the kinds of correct use. Fourth, the number of persons with correct use for each level and each usage was determined. Based on that, the usages of *no* which were used correctly by more than 60% of the respondents and those used correctly by 30% to 60% were examined and the acquisition of those usages was considered. Finally, based on the results, the acquisition order of *no* was posited. In addition, some of the usage errors occurring in this data were analyzed.

As a result of this study, the following points are suggested.

1) The acquisition order of *no* proposed from this study is as follows:
1. *no* (a pronoun), *no* (a nominalizer)
2. *no-da* ("explanation/revelation" which indicates that a speaker tells a hearer information that only the speaker knows), *no-da* ("explanation/instruction" which indicates that a speaker informs a hearer of some information that the hearer

probably doesn't know), *no-daga* (preliminary remark)

3-1.   *no-daga* (a sentence-final particle), *no-daga* (contrary consequence)

3-2.   *no-dewa-nai-ka* (conjecture) , *no-dewa-nai-ka* (assertion)

4-1.   *no-ka* (asking explanation) , *no-da* (emphasis)

4-2.   *no-ka* (questioning oneself), *no-ka* (doubt), *no-da* (admiration),

to iu-no (generalization), *to iu-no* (content), *no-dewa-nai* (scope)

2) The kinds of *no* used by Korean speakers increases approximately twice in each proficiency level.

3) Along with the increase in use of *no-da* and *no-daga,* the total number of overall use increases from high advanced level.

4) *No-dakara* is difficult to acquire even at superior level.

5) At the advanced level, more natural Japanese expressions are used than at lower levels, for example, using indirect expressions, questioning oneself, etc. .

The last part of this study presents and analyzes errors in *no-da* (explanation/revelation and explanation/instruction) , *no-ka* (asking explanation) and *no-dakara* use. Teachers should make it clear that *no-da* can't be used when simply answering a question, although it is used if we continue to talk about a topic begun with a *no-da* sentence. Furthermore, *no-da* (explanation/instruction) can't be used when a hearer undoubtedly knows the information that we are going to tell. *No-ka* (asking explanation) should be used only when the *no-ka* sentence is related to the former context. Finally, concerning *no-dakara* usage, it is used to make a hearer aware of some matter which he/she ought to know but seems not to recognize. Because learners seem to confuse *no-da* (explanation) and *no-dakara* and therefore make errors, we should make their differences clear, when we teach.

Further research will investigate the use of *no* by English speakers and Chinese speakers and compare those results with these results about Korean speakers.

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