

英文要旨

English Speakers' Use and Acquisition of *no* as Seen in Oral Proficiency Interviews Data

Yukari Tsubone

[Abstract]

No has a very important role in the production of sentences in Japanese. Besides such functions as pronoun and nominalizer, it expresses the speaker's mood when it is used at the end of a sentence followed by *da* and also has a usage as a conjunctive expression in the form of *no-daga*. It is necessary to acquire the usage of *no* in order to communicate one's intention correctly. In this study I investigated English speakers' use and acquisition of *no*, using the OPI (Oral Proficiency Interview) data known as KY corpus.

As a result of my study, it was suggested that pronoun, nominalizer, and *no-da* (function of explanation) usages are acquired by middle/high intermediate level, at the advanced level more natural Japanese, incorporating indirect expressions such as *no-daga* and *to iu-no*, is used and at the superior level the kinds of usage become much broader, using *no-dewa-nai-ka*, *to iu-no-ka*, *no-da* and *no-ka* etc..

The acquisition stage of *no* suggested from this study is as follows:

1. *no* (nominalizer), *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* (pronoun)
2. *no-ka* (asking explanation), *no-daga* (preliminary remark / contrary consequence / sentence-final particle), *to iu-no* (generalization)
3. *to iu-no-ka* (questioning oneself), *no-dewa-nai-ka* (conjecture / assertion), *no-da* (emphasis / confirmation), *no-ka* (scope / confirmation), *no-dakara* (reason), *to iu-no* (meaning, definition)
4. *no-da* (admiration / blame), *no-ka* (blame), *no* (sentence-final particle: explanation/revelation)

Japanese Language Education for Visually Handicapped Persons

– Report of class work during Summer Courses and issues to be solved in the future –

Yasuko Kanayama

[Abstract]

ICU accepted visually handicapped persons on its summer course of Japanese language education in 2003 for the first time in its history. This paper outlines the class work and issues to be solved in setting up an environment for accepting visually handicapped students. The following three points are considered to be important in accepting visually handicapped students. Firstly, the instructors must correctly understand the background of the students. The instructors must decide the form of class (class-participation type, personal learning type, self-study type) and type of educational materials (use of voice, Braille, electronic equipment) after correctly understanding the study history, level of ability, level of handicap and equipment used so far by the students. Secondly, a network should be established among the instructors, staff members and volunteer groups both inside and outside the school. It is important for the instructors to closely cooperate with inside and outside staffs and volunteer groups to promote Braille and computer studies. Thirdly, it is necessary to increase the number of personnel involved in running the class, as it takes much time and effort to prepare educational materials and arrange personal classes. It is therefore necessary to deploy more instructors and staffs than usual for preparing educational materials to ensure the smooth running of classes.

Course Report on
“Advanced Japanese 2: Writing and Presentation”

Ikumi Ozawa

[Abstract]

This paper is a course report on “Advanced Japanese 2: Writing and Presentation” in 2003 spring term at International Christian University. As a course head, author adapted two things to the course design. This paper aims to describe those two points and their influences on the learners.

First, author emphasized to raise learners’ meta-cognition of the as well as to train language skills and proficiency. In this paper, author introduces how “writing e-mails” class was conducted and shows what meta-cognition of this matter the learners acquired by the end of the course based on their answers in final exam.

Secondly, author tried encouraging learners’ spontaneous participation toward the “research and presentation project”, and it was very successful. This paper briefly reviews the process of the project and introduces the comments from the learners on this project.

Finally, the author suggests contribution of paying attention to learners’ meta-cognition when considering teacher role and assessment from the perspective of new learning theory such as “situated learning theory”. In addition, this paper refers to possible problem that teachers would face concerning learner motivation and time limitation when conducting this course.