

경어법 사용- 터키인 학습자들 중심으로 한 담화완성테스트 (Use of Korean Honorifics- An Approach Based On A Discourse Completion Test For Turkish Learners)

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Korean has a very developed honorifics system which requires speakers to make choice among appropriate hearer honorifics, referent honorifics and forms of address while speaking according to the various components of the sentence such as age and position of the listener or the subject of the sentence. Misuse of this mechanism may threaten interpersonal relations and cause serious problems in the society. Turkish learners have challenges while speaking Korean due to this complicated system which goes beyond being only a linguistic structure but an important social factor determining and balancing interpersonal relations. As it is almost impossible to speak suitable with this specific feature of Korean language without knowing grammatical and lexical forms of this complex system it is essential that learners are equipped with these forms along with the sociolinguistic background of Korean language in the teaching process.

This study aims to find out if the Turkish learners of Korean are aware of this trait of Korean and to what extent they can adopt right strategies regarding the system of honorifics in Korean. To test this, 2nd, 3rd and 4th grade students at the Department of Korean Language and Literature at Ankara University will be asked to answer an e-mail discourse completion test designed by J. Kim (2009) containing three different situations sent to [+age], [=age], and [-age] people respectively. Responses to the questionnaire will be analyzed based on the classification of Korean honorifics made by Brown 2008 composing of three dimensions: hearer honorifics, referent honorifics, and forms of address. Through this experiment it is aimed to determine whether Turkish learners can put honorifics into practice and what kind of mistakes they make in three different situations in which they send imaginary e-mails to the person who is older or younger than them or to a friend who is of the same age. Additionally, some suggestions will be made for teaching honorifics to Turkish learners of Korean in connection with the replies to the discourse completion tests used in this study. Also I will discuss how to include socio-linguistic features especially honorifics in teaching process of Korean as a foreign language in Turkey where showing deference to the listener or to the subject of the sentence is manipulated very differently.