"Language policies by Canadian government"

Jumpei Amemori

Abstract

In this thesis, I will discuss the language policies of the Canadian government. Canada has a complicated language environment. There are two official languages and many immigrants from all over the world come to Canada to live there. The Canadian government defines six categories for immigrants. Each category has different language requirements. The bigger contribution to the economy immigrants have the more language requirements become relaxed. Therefore, some immigrants need language training after arriving at Canada. Free language trainings are offered by the government with cooperation from various social institutions. The government has sent vouchers to immigrants to increase the number of immigrants who receive language training. People who understand neither English nor French concentrate in metropolitan areas where most immigrants settle. Official language policy does not require that all citizens in Canada must be bilingual. However, most bilinguals are francophones. Although francophones learn English and become bilingual, anglophones do not learn French unless they think it is necessary. Francophones in English-speaking provinces learn English and their first official language shifts to English. The government needs to offer language trainings to more immigrants in metropolitan areas and protect francophones in English-speaking provinces.

A Study of the Japanese Words in Taiwan

Hitomi Katagiri

Abstract

In Taiwan, a lot of Japanese words are used in everyday life, much like we see many English words in Japan. I was interested in it, and researched what kind of Japanese words are used nowadays there and the future of Japanese usage. In this paper, I examined these words divided into two groups depending on when they were incorporated. In chapter 1, I considered the ones which have remained since Japanese occupation. I found that many of them were new concepts in Taiwan, and I introduced their evolution in meaning and pronunciation. In chapter 2, I looked into the ones that began being used in comparatively recent times. I showed a lot of types of Japanese vocabulary incorporated into Chinese such as pronunciation, literal loans, graphic loans and others. In this time, Taiwanese people borrow them even if they have the Chinese equivalents because they think Japanese is fashionable. Then, in chapter 3, I predict the use of Japanese in the future. Referring to a lot of data, I expect that except for some words, most of the Japanese loanwords from Japanese rule will disappear. However, more and more new Japanese words will be introduced into Taiwan.

Japanese Subculture Language

Nami Hamada

Abstract

In this thesis, I introduced the definition of people who use 2-chan-go. At first, I defined 2-chan-go as word s used in 2-channel, a type of internet slang. Next, I showed examples of nouns, adjectives, verbs, and loan words to consider word formation rules in 2-channel. There are five word formation rules in 2-channel. The first rule is one consonant is deleted, if Japanese words consist of four moras and its second mora is a double consonant. The second is one consonant is deleted and a long vowel is inserted between the second and third mora, if the Japanese word consists of four moras, and its second mora is a double consonant. One consonant is deleted, if the Japanese word consists of four moras, and its third mora is a double consonant. Moreover, I showed the exceptions of these rules, and introduced two new rules. The third is one consonant is deleted, if the Japanese word consists of four moras, and its third mora is a double consonant. The fourth is one consonant is deleted and a long vowel is inserted between the third and fourth mora, if the Japanese word consists of four moras, and its third mora is a double consonant. The fifth is one consonant is deleted and a long vowel is inserted after the final mora, if the Japanese word consists of four moras, and its third mora is a double consonant.

Japanese Words in English

Ayaka Hotta

Abstract

In Japan, we use many English words as part of Japanese. This seems to show that the Japanese have accepted English. On the other hand, some Japanese words are used in the English-speaking world. In the OED (2010), there are about 400 words whose origin is Japanese such as *cosplay* (コスプレ), *ninja* (忍者), and *sushi* (すし). I wanted to know how many Japanese words have been adopted into English and how they are changed when they were incorporated into English. In chapter 1, I studied about the words whose origin is Japanese in the OED (2010): grammatical categories, pronunciation and spelling, the times when the words were adopted. In chapter 2, I classified the words in seven types by my personal criteria. It seems to go well but there are some problem words which I couldn't classify into any groups or they seemed to belong two groups at the same time. Therefore, in the chapter 3, I discussed about some problems of the classification.

The Choice of Suffixes Expressing the Person

Miho Ito

Abstract

Sometimes –*ist* words and –*er* words mean professional people, players of musical instruments, players of sports and so on. I will mainly focus on suffixes which derive nouns with the meaning of "someone who is / does~~" and mainly focus on '-*ist*' semantically and historically because '–*ist*' have old history and many –ist words are connected to religious ceremony or people's culture like organists who play in church. I also discuss –*er* words because I think –*ist* words have similar constituents with –*er* words. Both -*er* words and –*ist* words are able to be attached to same words, such as *harper* and *harpist*. And -*er* words are also attached to noun words which represent people in the same way as -*er*. By looking at examples of musical instrument's words and words which are related to sports, I found that sometimes both –*ist* and –*er* words are able to be attached to the same word. I guess the meaning of –ist words is often more professional than –*er* words but not always. On the other hand, if only –er is attached to the word, sometimes words mean professional people.

Merits Of Teaching English Early

Kumi Uchida

Abstract

The Japanese government decided that English will be a compulsory subject in elementary school from April, 2011. I am sure that the government's decision is good for children because Japan has not gotten as far as China in English education and Japanese children lack motivation. In this thesis, I want to discuss and illustrate the above-mentioned opinion through research on the educational situations of China and Japan. I will introduce the English education system of both China and Japan. Compared with China, the time that Japanese children learn English is very short. Furthermore, Japanese education which attached weight to grammar and vocabulary is not effective. Also, I will focus on the difference in motivation to learn English between Chinese children and Japanese children. The reason why Chinese children have a stronger motivation than Japanese children is in the difference of the social trend that English skill is directly connected to a high income. Even though there are many people who are against the Japanese government's policy that English will be a compulsory subject in the elementary school, I will express my view on the opposing opinions of early English study.