あだ名 — アイデンティティと社会管理 —
Nicknames: Identity and Social Management

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text

Keywords
アイデンティティ，グループ連帯，参照表現，音節省略，指小語，ステレオタイプ
identity, group solidarity, referential expressions, truncation, diminutive, stereotype

ABSTRACT

あだ名とは，個人に属する名前の代わりとして，もしくは，個人の名前に付け加える形で，個人を特定する参照表現である。それは新しい分類化である。名前を作り出す方法が存在する。あだ名は語彙を増やす。あだ名は，他者の先入観や，性的，人種的ステレオタイプや，集団の規範の強化などを作りやすいにしている。あだ名は，社会管理の一つの形である。あだ名は，同族意識と集団の連帯感覚，つまり団結心を強くすることができる。あだ名はしばしば，社会的，言語的行動や行動に影響を与える。個人は，あだ名を持つことにより，自分の行動の特徴や，話すアクセントや体型や日常の習慣を変えようとすることがある。同じ集団にいる人々を特定し，明確にすることもできる。あだ名をつけることには，子ども世代に，そして学校において，広く普及している。男性は女性より，あだ名をつけられたり使ったりすることが多い。男性のあだ名は，強さや大きいことという意味を含むことが多い。たとえば，野球の松井秀喜選手をゴジラと呼ぶいったものである。女性のあだ名は，軽蔑的あだ名であるよりは，愛情のこもったものであることが多い。身体的・個人的特徴（美しさ，親切）を示す傾向がある。学校の教師にあだ名を付ける慣行は広く普及している。教師は，教員としてのステレオタイプなイメージを自ら投影する。この教室でのペルソナは，子ども達から教師を守り，また教師のプライベートな生活を守る防御手段となる。一般に親しみや，あるいは不満や軽蔑を示すために使われる名付けの工夫を生徒がこっそりと使うことは，おそらく，強力な人物の地位を寛容できる程度にまで縮小化する方法である。こういう形で，生徒であることからくる無力感が和らげられるのである。ここで使用するデータは，2008年から2010年における東京西部のある中学校の２，３年生ものである。

A nickname is a referential expression that identifies a person instead of, or in addition to, the name
belonging to the individual: a new categorization. There is a system for creating names. Nicknames enrich the lexicon. Nicknames are a tool for revealing the preconceptions of others, racial and sexual stereotype and the enforcement of group norms. Nicknames are a form of social management. Nicknames can enhance a sense of group solidarity, an esprit de corps. Nicknames influence social and linguistic behaviour. A person may seek to alter their mannerisms, accent, body shape or daily habits by a nickname. It may disambiguate among persons in a group. Nicknaming is a widespread in childhood and school. Males assign and use more nicknames than females. Male ‘Homeric’ nicknames connote strength and largeness, e.g. Godzilla for baseball player Matsui Hideki. Female nicknames are more likely to be affectionate than disparaging tending toward physical and personal attributes (beauty, kindness). There is a widespread practice of assigning nicknames to school teachers. Teachers project a stereotyped image of themselves. A classroom persona likely constitutes a protective defence against children and against the invasion of a teacher’s private life. Perhaps pupils’ use, sotto voce, of a naming device, normally used for intimacy or to express disapproval or contempt, is a way of reducing a powerful person’s status to manageable proportions. In this way at least, the felt powerlessness of being a pupil is remedied. This paper employs data from reports from pupils at a Tokyo junior high school (years 2-3), 2008-2010.

“かさねとは 八重桜子の 名なるべし”
松尾芭蕉「奥の細道」
Kasaneto wa yaenadeshiko no nanarubeshi
“This child Kasane, if she were a flower, would be a Yae-nadeshiko” Matsuo Basho (Oku no Hosomichi)

Naming and Identity

Matsuo Basho, narrates in Oku no Hosomichi (‘The Narrow Road to the Interior’) that one day, riding on horseback in the countryside, he saw a little girl, elegantly named called ‘Kasane’ (lit. ‘multilayered’), running alongside. Nadeshiko or ‘Fringed Pink’ is a flower associated with girls whilst Kasane means ‘layers’. The poet wordplays by adding the prefix yae- or ‘eighthfold or multilayered’ to nadeshiko “ to produce a poetic nickname.

A nickname is a referential expression that identifies a person instead of or in addition to the name belonging to the individual. It is a new categorization. A nickname re-names a person. The mechanism is elaborate and often subtle. There is a system for creating names.

Nicknames enrich the lexicon. Nicknames play, in sophisticated fashion, with the phonological and semantic structure of a language. Nicknames are a dynamic component of language, and a useful tool for revealing the preconceptions of others, current racial and sexual stereotype and the enforcement of group norms.

Nicknames are a form of social management. They form part of a person’s autonomous social world (Pulgram 1954). There is evidence that having a favourable nickname can enhance social and personal esteem whereas a disparaging nickname can lead to unhappiness and violence. Nicknames can enhance kinship and a sense of group solidarity, an esprit de corps. Nicknames often influence social and linguistic behaviour. A person may seek to alter their mannerisms, accent, body shape or daily habits as a result of a nickname. It may disambiguate among persons in a group or community with similar names (Dorian 1970).

Males assign and use more nicknames than females (Phillips 2004). Male nicknames carry connotations of strength and largeness. Some nicknames describe the person in dramatic terms as an actor in a dramatic story, e.g. Godzilla for
baseball player Matsui Hideki. This is sometimes referred to as the Homeric nickname (Kennedy and Zamuna 2006) from the use of epithets for characters in Homer’s Iliad. Female nicknames are more likely to be affectionate than disparaging tending toward physical and personal attributes (beauty, kindness). As well as a form of address or informal reference the vivid imagery and wordplay in nicknames can be regarded as a kind of literary device.

Nicknaming is a widespread and important linguistic practice in childhood and school. There is a widespread practice of assigning nicknames to school teachers. Teachers project a stereotyped image of themselves. The classroom persona or stereotypical role that teachers force themselves into likely constitutes a protective defence against children and against the invasion of a teacher’s private life. This, however, invites nicknaming: Abe Keichiro: Kei-chan, Kondo Takashi: Chibi-kon. As Morgan et al (1979) have noted: “Perhaps the use, sotto voce, of a naming device normally used for intimacy or to express disapproval or contempt is a way of reducing a powerful person’s status to manageable proportions. In this way at least, the felt powerlessness of being a pupil is remedied (p.143).

**The Structure of Nicknames**

Nicknames in Japanese typically employ truncation + suffixation (Masumi: Ma-chan) or repetition (Tabata: Tan-tan), double consonants (Yuko: Yukko), sound changes (Mika: Min) and a large variety of suffixes: san, kun, chan, yan, pon, pi, chin, hime, suke, etc. Nicknames may be triggered by a person’s physical appearance or manner. buchan, buko, dango, mumin or kumasan, longu and shota as well as Rika-chan (doll) style hair, maru-chan: like Chibi Maruko manga figure mon chan: round face like the Monchichi doll or doraemon: large and round head like robot-doll manga character. Other nicknames mimic personal habits or mannerisms or recall biographical events in a person’s life: kyandi; person who likes sweets and robochan: a person with robot-like movements. A nickname may influence a person’s social or linguistic behaviour. ‘Tochigi-kun’ – a reference to a person’s Tochigi prefecture dialect can cause the person to quickly modify speech to the local norm. Names assist group identity among schoolchildren. There are personal and academic tensions in a school classroom. However, nicknames promote solidarity among classmates. Everyone has a nickname, an alias.

There is a system for creating names. Consider this list of nicknames from a Grade 1 and 2 classroom in a Junior High School in west Tokyo (2008-2010). Names have been shuffled and recombined for privacy.

**SOUND CHANGES**

**a. Abbreviation by deletion** 削除による省略

There is abbreviation with a suffix after abbreviation

真澄ちゃん まーちゃん
あるいは、単純な音節省略
津村（つむら） つむ
Masumi-chan Ma-chan
or a simple truncation:
Tsumura Tsumu

**b. Abbreviation and sound change** 省略と音の変化

Abbreviation is accompanied by accent changes as in

明美（あけみ） あけちゃん
天野（あまの） あまちゃん
Akemi Ake-chan
Amano Ama-chan

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c. Repetition 反復

There is repetition of part of the original names many ending with ‘n’

元来の名前の一部を反復する形、「ん」で続けることが多い。

田端（たばた） たんたん
典子（のりこ） のんのん
京子（きょうこ） きょんきょん
Tabata Tan-tan
Noriko Non-non
Kyoko Kyon-kyon

d. Double consonant (gemination) nicknames 二重子音（子音重複）のあだ名

There are double consonant (sokuon) nicknames.

促音を二重にするあだ名

晶子（あきこ） あっこ、あっちゃん、あっくん
川口（かわぐち） ぐっち
小松（こまつ） こままちゃん
祐子（ゆうこ） ゆっっこ
律子（りつこ） りっちゃん

閉鎖子音と母音から成る音節の後に、別の音節がつづくとき、母音間の子音は削除される。

加来子（かくこ） かっこ
由紀子（ゆきこ） ゆっこ

また、名前のあとに「ちゃん」がつくときには、「ちゃん」前の母音は脱落する。

石本（いしもと） いしまっちゃん
松下（まつした） まっしぃちゃん

Akiko Akko/Atkim/Akkun
Kawaguchi Gucchi
Komatsu Komacchan
Yuko Yukko
Ritsuko Ricchan

When a syllable consists of a stop consonant and vowel followed by a syllable, the intervocalic is deleted as in:

加来子（かくこ） かっこ
由紀子（ゆきこ） ゆっこ

また、名前のあとに「ちゃん」がつくときには、「ちゃん」前の母音は脱落する。

石本（いしもと） いしまうちゃん

Kakuko Kakko
Yukiko Yukko

Also, when a name is followed by -chan the vowel before –chan is dropped:

Ishimoto Ishimot-chan
Matsushita Matsushit-chan

e. Modification of sound 音の改変

There are several types of sound modification such as:

Yuka Iga

Here the sound change is /yu/ to /i/, /k/ to /g/. Other examples are:

こここ、「ゆ」が「い」に、「k」が「d」に音がかわっている。ほかは例は以下の通り。

法子（のりこ） のんこ
久美（くみ） くんちゃん
美佳（みか） みん
石本（いしもと） もとちゃん、もんちゃん
Noriko Nonko
Kumi-chan Kun-chan
Mika Min
Ishimoto Moto-chan Mon-chan

Lengthening of the sound occurs in:

Kayoko Ka:ko
Sumiko Su:chan
Nagao Na:chan
Miyazaki Mya:ta
Takushi Ta:bo:
f. Suffixes 接尾辞

A variety of suffixes can accompany names:
さん: たかさん, くみさん
くん: あっくん, ともくん
ちゃん: ひろちゃん, まいちゃん
やん: ひぐやん, かまやん
ろん: みころん
りお: みおりお
た: ゆきた
りん: かりん, まりりん
ほん: うめほん, ゆかほん
こ: りこ, なこ
ちん: とよちん
ち: もりっち, せっち
べ: のりっぺ, まゆっぺ
べ: やすべ, ともべ
すけ: ともすけ, はたすけ
ぶー: かとぶー, とよぶー
びー: のりびー, はたびー
ひめ: たかひめ
SAN: takasan, kumisan KUN: akkun, tomokun
CHAN: hirochan, maichan
YAN: higuyan, kamayan RON: mikaron
RIO: miorio TA: yukita
RIN: karin, maririn PON: umepon, yukapon
KO: riko, nako CHIN: toyochin
TCHI: moritchi, setchi PE: norippe, mayuppe
BE: yasube, tomobe
SUKE: tomosuke, hatasuke
BU: katobu, toyobu PI: noripi, hatapi
HIME: takakohime

The Origin of Nicknaming

The causes of nicknames are complex.

a. Appearance 外見

Nicknames may be triggered by a person’s physical appearance or manner.

Nickname suffixes vary in desirability from the cute like –PI to the less flattering –BU or –PON.

Plain overweight may invoke buchan, buko, dango whilst plump and nice may become mumin or kumasan. A tall person may be longu and a short person shota. Dekopatchi describes a person with a prominent forehead. A clever person may be hakase or shiso. Sara refers to one who looks like a monkey. There are culinary allusions such as: yakisoba: wavy hair hakusai, retasu: curly hair. Daimajin is a person with frightening appearance and karo is a person with the image of ‘light’ and ‘fluffy’.

b. Media and Consumer Culture メディアと消費文化

Some aspects of physical appearance are culture specific deriving from the media (TV, manga) or consumer life:
rikachan: Rika-chan (doll) style hair
pekochan: like Peko-doll
maru-chan: like Chibi Maruko manga figure
monchan: round face like the Monchichi doll
doraemon: large and round head like robot-doll manga character
kyupisan: flat nose

c. Personal Behaviour 個人の行動

Some nicknames mimic personal habits or mannerisms
papi: person with puppy-like movements
robochan: person with robot-like movements
kyandi: person who likes sweets
kyappu: club captain

d. Biographical Events 人生上のできごと

Nicknames might re-create or recall biographical events in a person’s life:
inemichan, nemurihime: person who was caught
napping in class
kobura: person who bit someone in a fight
kaeruchar: person who is good at imitating a frog’s croak
howai: person who often asks the question naze (why)
mizumushi kozo: person who had athlete’s foot

Conclusion

Nicknames are normally studied for their cultural, sociological and linguistic properties. For instance, a nickname can have an impact on a person’s social or linguistic behaviour. Retasu - a mocking reference to a person’s wavy hair – may cause a girl to have her hair straightened. Tochi-kun – a reference to a person’s Tochigi (prefecture) dialect caused someone to quickly modify their speech to the local norm.

Names assist group identity among schoolchildren. Within the personal and academic tensions in a school classroom nicknames promote solidarity among classmates. Everyone has a nickname, an alias. In some cases a “derogatory” name is perceived as better than none at all (Morgan et al. 1979). A nickname, which re-names a person, is a form of recognition. It is a new categorization, a linguistic way of structuring our experience.

APPENDIX: LIST OF NAMES AND NICKNAMES
(1-2 year, Co-educational Junior High School, Tokyo)

<table>
<thead>
<tr>
<th>Japanese Name</th>
<th>English Translation</th>
</tr>
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<tbody>
<tr>
<td>村田 夏美</td>
<td>Nakatsuna, Murae</td>
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<td>阿部 美穂</td>
<td>Ahabe, Mieko</td>
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<td>明石 純香</td>
<td>Aoki, Juuiko</td>
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<td>Wilson Naomi</td>
<td>Wilson, Naomi</td>
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Japanese Translations by Izumi Nishizono and John C. Maher

References


