宣長・成章による名詞修飾構造

ジョージ・ベデル

　本稿は十八世紀に本居宣長・富士谷成章が分析した古典日本語の名詞修飾構造を考察する。両者のアプローチはそれぞれ目的が違うことを明らかにする。宣長は意味を強調するのに対して、成章は形態を強調する。また、両者の術語（成長の「切る」・「続く」や成章の「末」・「引く」「靡」）を解釈し、現代の分析と比較する。両者がともに関係節・補語節・名詞的助動詞（東京へ行く人・東京へ行くこと・東京へ行くつもり）を区別しない理由は、日本語の修飾される言葉が修飾する言葉に続くからではないかと考える。

The Usage of "...teki" in Modern Japanese

Chika Maruyama

"...Teki" words are widely used in modern Japanese language. The affix "teki" was introduced into Japanese language during the Meiji era, based on the "tic" sound of English adjectives- systematic, automatic, etc.

Establishment of "...teki" word usage in contemporary Japanese language within just a century manifests foreign influence in the diversification of Japanese vocabulary. Embedded in the characteristics of "...teki" words are certain characteristics of the Japanese language. To study these characteristics, this paper analyzed 841 "...teki" words that appeared in the magazine CHUO - KORON (1962.11). Concluding from the analysis are five distinctive points:

(i) Frequency of the usage of "...teki" words is dependent on the article's topic. Frequency of usage is comparatively higher in writings on politics compared to science.

(ii) The type of vocabulary used as prefix differs according to the topic of writing. The variation could be distinct as:

    (1) *Kango, wago, gairaigo,* in topics on culture.

    (2) *Kango, wago ,kango+wago* in topics on literature.

    (3) *Kango, wago ,kango+gairaigo* in topics on politics.

    (4) *Kango* and *gairaigo* in topics on economics, social problems, education.

    (5) Only *kango* are used in topics on history, science, and advertisement.

(iii) Notation of the prefix varies by the type of vocabulary.

    (1) *Kango* are written in kanji.

    (2) *Wago* are written in kanji + hiragana.

    (3) *Gairaigo* are written in katakana.

    (4) *Konshugo* are written in kanji + hiranaga.

(iv) Frequency of repeating the same "...teki" is higher in economics than in science.

(v) The range of the meaning of the prefix varies according to the article's topic.

Teaching Japanese Composition in an Intermediate Course: Considering a survey of students' consciousness, use of word processors and e-mail, and a survey of student compositions

Yukari Tsubone

Yoko Suzuki

Abstract:

The studies about Japanese composition to date have mainly focused on providing the items that teachers should teach and how to teach effectively. This study focuses on the writers' confidence and motivation and reports on the following:

1) the students' consciousness for composition, 2) the effect of using a word processor and e-mail, and 3) the result of the Japanese composition classes. The findings indicate that:

1) The students lack confidence to write in Japanese and are interested in writing accurately.
2) The use of a word processor and e-mail is effective for motivation.
3) Students' writing skills, as shown in sentence length, sentence complexity, use of kanji, and use of conjunctions and demonstratives improved.

In addition, it became clear that the improvement in sentence complexity, which means increase of the use of subordinate clauses, owes to increased use of noun clauses and quotation.

According to this experiment, in spite of the improvement of students' writing skills, students' self-estimation in the follow-up survey was very low. Further, it is necessary that the teacher give special attention to students who haven't used e-mail.

We need to establish a different norm for different levels of writing ability in order to increase students' confidence for writing in Japanese and set up the environment for the use of word processor and e-mail.

Nihonjinron: A Perspective for Japanese Culture Class

Takashi Ogawa

Modern sociology anatomizes the "uniqueness" stressed in Nihonjinron. This view includes 1) the proposition that tradition is a "created" concept according to various needs and contexts in stages of history, and 2) the proposition that the shape of a culture varies according to the frame of reference possessed by the interpreter (learner).

In the light of this theory, Japanese culture class needs to be organized with multi-perspective and interactive activities to understand Japanese cultural and social phenomena.

終助詞「ね」── 統一的説明の試み

小瀬百合子

　終助詞「ね」は、いろいろなスピーチアクトの後に使われ、また、使われる状況も様々である。しかし、過去の研究は、多様な状況の中で用いられる「ね」を統一的に説明できていない。統一的な説明を試みているものでも、仮説が厳密でないため、テストできるような予測がたてられていない。本稿の目的は、厳密な「ね」の使用原理をたて、その原理から導き出される予測をテストし、統一的な説明を試みることである。今までの研究とは違い、本稿では、「ね」の使用において重要なのは、聞き手が発話の命題内容にコミットしていると話し手が信じているかどうかであって、話し手自身が発話の命題内容にコミットしているか否かは関係ないことを示す。