

An Exploratory Study on the Birth and Evolution of Japanese Katakana and Its Cultural Function

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Abstract: Loan words are an important part of Japanese vocabulary. From the point of view of speech classification, this paper compares the number of Katakana ideograms introduced in two groups of textbooks, new comprehensive Japanese and Japanese curriculum Volume 3. Then, (1) draw the conclusion that the volume of Chinese and foreign languages input is similar to the total volume. The two foreign languages in the two textbooks include nouns, verbs and adjectives, but the proportion is totally different. (3) both textbooks focus on the introduction of nominal loanwords, and the proportion is far greater than that of non nominal loanwords. 4) as for the classification of foreign languages, the volume and proportion of the two volumes are very similar.

1. Introduction

Expression refers to the written form of language, including language and auxiliary symbols. Expression is the impression of language entering into vision. What kind of language is the form of expression. Loanwords are a kind of loanwords. They are foreign languages, but they are part of the languages of different countries[1]. There are two foreign languages in Japanese, one is the eastern language which contains Chinese, the other is the western language. Loanwords now used in Japan, in addition to those borrowed from Chinese and Ainu, are also defined in detail and marked with katakana. According to the survey, foreign languages account for about 10% of Japanese vocabulary, bahaiichang said. Teaching materials are the core of curriculum resources, as well as the important content and means of students' learning and teachers' education. In this study, with regard to the introduction of foreign languages into Japanese textbooks, the classification and classification of Katakana notation in new Japanese and Japanese basic textbooks are analyzed.

2. Advance Study

Nowadays, more and more attention has been paid to the comparative study of Japanese professional textbooks. However, the comparative study of foreign languages in textbooks is not much[2]. For example, in order to explore the basic vocabulary of Zhou Jing foreign language and obtain high repetition rate words, six kinds of data were compared. Guan Zheng's foreign language is used as an entry point. This paper introduces three new words, Putonghua and repetition words. In order to make clear Japanese learners' understanding of Katakana language and classify foreign languages, this study compares four sets of textbooks and their similarities and differences. The comparative study of textbook structure is not only about foreign languages, but also textbook comparison.in the above research, there is no specific comparison between the classification and quantity of Katakana in textbooks[3]. Therefore, in order to make up for the deficiency of the previous research, the subjects used textbooks of "new Japanese" and "basic Japanese course", and compared and analyzed the proportion of imported Katakana from the perspective of phonetic classification.

3. Comparison Method

3.1. Introduction to Teaching Materials

The textbook was edited by Li Xiaoying and sun Lianhua of Dalian University of technology and published by Dalian University of technology. The original edition of the textbook was first printed in February 2010. This textbook is based on the characteristics of traditional Japanese textbooks. It really effectively integrates Japanese art and science[4]. That, pay special attention to the arrangement of various occasions for communication and exchange. Then, students are the center to reflect. The third and fourth volumes of textbooks are mainly practical. Each course has five parts.

Table 1 Classification of pseudonyms

	New comprehensive Japanese		Basic Japanese course	
	Number	Proportion	Number	Proportion
Loanwords	308	91%	328	68%
Non borrowed words	30	9%	156	32%
Total	338	100%	484	100%

Li Wei and Cui Wan were published by Dalian University of technology. The original edition of the textbook was first printed in March 2010[5]. This textbook has a wide range of topics and rich contents. Therefore, we can deepen our understanding of Japanese culture, society and economy. The part of a conversation is a conversation written in combination with the content of the text. Compared with the basic textbooks, the language form is simpler and more realistic. The intermediate teaching materials (Volume 3 and volume 4) are respectively composed of 15 courses. The contents of each course include "this article", "conversation", "new language", "language and performance", "sports question", "complement", etc.

3.2. Comparability

From the point of view of sound classification, the number of imported Katakana is compared. "New comprehensive Japanese" and "basic Japanese course" are the latest edition of 2010 Revision. This kind of textbook is written in close time and can be compared with it. In terms of content, "new comprehensive Japanese" is the textbook formulated by the education research group of Dalian University of technology[6]. The "basic line of Japanese" is the textbook of higher education, and the content of traditional language education edited by the group is not only the characteristics of the times and society, but also the combined textbook. From the point of view of the target audience, the two textbooks take the Japanese major of University as the object and the basic stage of Japanese major of higher education as the goal.

3.3. Comparison Items

The first and second volumes of the textbook focus on phonetics and the introduction of basic words, which is the initial stage of learning. The amount of words in Katakana is very small. Therefore, for the sake of research, the third group of two textbooks of Katakana was selected. Compare objects. As shown in Table 1, the marking methods used in the two textbooks are illustrated by examples. The two groups of textbooks use five writing methods[7]: Chinese character writing, hiragana writing, katakana writing, symbol writing, number writing and alphabetic writing. None of the Roman alphabet is used. This paper uses data classification and comparison methods to analyze the number of katakana words in two textbooks from one part of sound classification.

4. A Comparison of the Words Recorded in the Pseudonym Table

4.1. Overall Comparison of the Number of Imported Words in the List of Pseudonyms

The survey results show that 338 katakana words have been introduced into the "comprehensive Japanese" textbooks, and the total number of katakana words is 996, 308 of which are foreign languages and 30 are foreign languages[8]. In the basic Japanese textbooks, 484 Katakana

languages have been introduced. The total number of Katakana languages is 1004, 328 are foreign languages and 156 are foreign languages.as shown in Table 2, the number of foreign languages in the two textbooks is larger than that in foreign languages[9]. The proportion of non foreign languages in basic Japanese courses is 32%, and that in new comprehensive Japanese is 9%. There are more foreign language logins in "language course" than "new comprehensive Japanese". Most of the entries of Katakana in basic Japanese course come from the second part after school. In order to facilitate the learning of learners, special tips are put on the Katakana mark. In this study, this part is not included in the scope of the study.

4.2. Comparison of Loanwords

Loanwords can be divided into nominal loanwords and non nominal loanwords according to a part of speech. As shown in Table 3, 288 nominal loanwords and 20 non noun loanwords, 32 nominal loanwords and 16 basic non noun loanwords are added to the Japanese special section. Each. Although language varies according to textbooks, the proportion of nouns is almost the same, and the number of nouns is far more than that of non nouns. It can be seen that both sets of textbooks pay more attention to the introduction of nominal foreign languages.

Non noun loan words can be divided into verb loan words and adjective loan words. As shown in Table 4, there are 20 non noun compounds, 13 verbs and 7 adjectives in the new general Japanese. In the basic Japanese course, there are 8 verbs and 8 adjectives in all 16 non noun loanwords. The number of adjectives in new Japanese and Japanese basic courses is similar, but the number of verbs in new Japanese is nearly twice that of basic courses. As shown in Table 5, foreign languages in the two textbooks are classified according to self verbs. The number of other verbs in the book is the same, and the number of new Japanese automatic words is 3.5 times that of basic Japanese.

According to the foreign language classification pattern on the website, the author has slightly modified it to divide noun sentences into five categories. They are general, mixed, abbreviated and systematic and special terms. Special terms include place names, person names, and product names. Table 6 shows the specific figures and proportions. Among them, there are three kinds of names of people, places and products of Japanese basic courses, and there are names of new comprehensive Japanese number or above. It can be seen from almost the same proportion of each part of the two volumes of noun loan words that they are the initial Japanese of the general special word mixture.

5. Comparison of Mixed Languages

Mixed foreign languages can be divided into four types: Chinese character + kana, kana + Chinese character, letter + kana, kana + text. As shown in Table 7, the number of mixed words in textbooks of both parties is 15, and there is no word of "kana + text" type. Among them, 47% are Chinese characters + kana, kana + kanji, and 6% are kana + kana. 12% of the total. All accounting "kana + kana" is one. %The comparison of initials is shown in Table 8. There are 10 and 13 ellipsis forms in the two volumes of "new comprehensive Japanese" and "Japanese Basic Course" respectively, with similar quantity. As two general words, i.e. swallow language.

6. Conclusion

This paper compares the number of Katakana ideograms introduced in the new Japanese textbook and the third volume of basic Japanese course. Then, from the point of view of speech classification, the following conclusions are drawn:the number of foreign languages introduced in textbooks is similar to the total number. There are two volumes of Katakana expressions in the textbook, including noun, verb and adjective. The proportion is different from that of noun and verb noun adjective. Both textbooks focus on the introduction of nominal loanwords. Their proportion is 94% and 95%, which is much higher than that of non noun foreign languages. In terms of foreign language classification of nouns, the quantity and proportion of the two volumes are very similar. According to the above conclusion, the two textbooks focus on the introduction of foreign words. Moreover, this paper compares the foreign language input of the two textbooks and does not

analyze their import frequency. This content will be studied as a research topic in the future.

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