

CALL ME BY MY NAME: A CASE STUDY OF CHINESE
SOJOURNERS' USE OF CHINESE AND NON-CHINESE
NAMES AS IDENTITY MARKERS AT A JAPANESE
COMPREHENSIVE RESEARCH UNIVERSITY

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<https://hdl.handle.net/2324/4496122>

出版情報 : Kyushu University, 2021, 博士 (学術), 課程博士
バージョン :
権利関係 :



氏 名	陳璿琰 / CHEN JINYAN			
論 文 名	CALL ME BY MY NAME: A CASE STUDY OF CHINESE SOJOURNERS' USE OF CHINESE AND NON-CHINESE NAMES AS IDENTITY MARKERS AT A JAPANESE COMPREHENSIVE RESEARCH UNIVERSITY (私の名前で私を呼んで：日本のある研究志向大学における中国人滞 在者の中文名と非中文名のアイデンティ標識としての使用に関する 事例研究)			
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論 文 審 査 の 結 果 の 要 旨

This dissertation is an interdisciplinary study of Chinese students' naming practices and their identity in a Japanese university. Although considerable research has been conducted on the naming practices of Chinese people in English-speaking contexts and Chinese-speaking societies, there is hardly ever academic research published in the context of non-English-speaking overseas societies such as Japan, which gives a unique research field where Chinese sojourners' naming practices may be influenced by these two societies' cultural and geographical proximity.

Based on the thorough review of currently available research in onomastics, psychology, sociology and linguistics, the author identified several factors influencing the naming practices and the relationship between identity and names, leading to four research questions:

1. Amongst Chinese names and non-Chinese names, which is/are perceived as “my name”?
2. What are the reasons and motivations for the Chinese sojourners' Chinese and non-Chinese naming practices in Japanese universities?
3. How do the identified reasons and motivations influence the participants' perception toward their names?
4. How do the participants manage the relationships between their names and identity?

The author's proposed integrated framework of the name-identity relationship (Figure 3, p. 26) provides a reasonable theoretical model to interpret the interaction among those factors that emerged from literature review.

Twenty-one semi-structured interviews were used as the main source of empirical data for thematic analysis, which yielded a variety of findings including the following:

1. Although the majority of the participants considered their Chinese name as “my name,” their non-Chinese names were also perceived as “my names” because they can actively

explore into their identity and its relation to the world.

2. The study identified individual agency, the influence of significant others, Chinese collective identity and social and cultural background as major influences on both naming practices and name-identity construction.
3. Individual agency has a mixed effect on participants' perceptions of their names' pronunciation and connotation. Names that are deemed desirable in terms of pronunciation or connotation, or both, strengthen the user's connection with the name; whereas names with an unfavorable pronunciation or connotation widen the name-identity gap. Significant others (teachers and peers) also had both positive and negative influences over the name-identity relation. Chineseness (multi-name practice) enabled participants to favor non-Chinese names while the complex relation of Japanese and Chinese readings of the same *kanji* character caused some participants' negative reaction to their name's Japanese *onyomi* reading.
4. The participants actively used a variety of strategies to close the name-identity gaps in both Chinese and non-Chinese names, such as repeated use, modification, and adoption of a new name.

This exploratory study identified a new area of investigation for future onomastic research on Chinese naming practices. Additionally, it contributes to our understanding of the relationships between names and identity, as well as how one's individual agency manifests itself in name-identity relationships. Furthermore, the study has pedagogical implications for educators, arguing that educators should respect students' naming preferences and that new names should be negotiated rather than imposed.

Based on the above, the committee hereby certifies that the manuscript is fully adequate in scope and quality as a dissertation for the degree of Doctor of Philosophy.