

論文の英文要旨	
論文題目	Social Change and Education in Nunavut, Canada —A Case Study at Iqaluit—
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Nunavut land claims agreement in 1993 and the official creation of Nunavut, 85% of which is inhabited by Inuit, in 1999 were significant historical events. One of the biggest motivations in creating Nunavut was the desire to protect Inuit language and culture. In 2008, three acts were passed in Nunavut. The Inuit Language Protection Act was created to revitalize and protect Inuit language. The Official Languages Act gives equal rights and status to the Inuit, English and French languages. Education Act sets a bilingual education system based on Inuit cultural values.

The schools in 1950s and 1960s were used as instruments of colonial policy and schooling was aimed at the assimilation of Inuit into the main stream. All instruction was done in English. At the moment, having abandoned the colonial policy of assimilation, the Canadian government has been taking measures for the legislative and financial support for Inuit, their language and culture. Inuit language and culture were given “recognition” under multiculturalism. However, Nunavut Inuit now realize that the Inuit language usage has declined and education achievements and outcomes in Nunavut are still lower than in other jurisdictions in Canada.

Why and how did this happen? The object of this thesis is:

- 1) To understand and analyze the language situation, educational achievements and the implementation of bilingual education at Iqaluit, Nunavut.
- 2) To analyze the reasons for the present situation.
- 3) To propose some measures for the present situation.

The author of this thesis got a research license (02-049-16N-M) issued by Nunavut Research Institute and conducted questionnaire (61 Inuit) and interview (4 non-Inuit, 23 Inuit) research at Iqaluit in September, 2016. The research methodology is a triangulation of quantitative and qualitative research, participant observation of language behavior and a literature review concerned. Therefore, data came primarily

from questionnaire, interview and a review of the literature. Findings are as follows:

- 1) Inuit language as the language spoken at home and at work is declining.
Inuktitut (a major Inuit dialect) slides toward endangerment.
- 2) It is age that constitutes the most meaning factor related to language abilities.
Most Inuit between 30 and 60 years old are bilingual but young Inuit are more fluent in spoken English than in Inuktitut. English is also more dominant when it comes to reading and writing for young Inuit. Formal Nunavut education thus seems to have been detrimental especially to literacy in Inuktitut.
- 3) Most Inuit wish to be Inuit-English bilingual.
- 4) High school graduation-rate is still low (31.5%, 17-18 years old) in Nunavut.
- 5) The data shows class formation within Inuit population. Almost 40% of Inuit go on to post- secondary education (Aboriginal Statics, 2015).

The reasons for the present situation are:

- 1) Early-exit transitional bilingual education system.
Under the current bilingual system, students in Inuit language stream make an abrupt switch to English language instruction following grade 4 and it is inadequate to achieve truly bilingual students.
- 2) Shortage of Inuit teachers and teaching materials.
- 3) Social problems.
As for low high- school graduation rate, various social factors, such as drug, violence, poverty, teenage pregnancy etc. are interacting with each other and no one factor can explain the issue.
- 4) The transition from regional board-administered decision making to government centered decision making.

Lastly, the following seem to be necessary:

- 1) Teacher recruitment and training and the development of teaching materials
- 2) The Inuit language immersion school (k-12) as a pilot case
- 3) Nunavut Teacher Education Program taught in Inuit language
- 4) Standardization of Inuit language
- 5) More use of Inuit language at home and in community

The urgent education efforts and the adequate solution of social and cultural problems are necessary in Nunavut.