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HARDSHIPS OF THE FAMILIAR

A linguistic study of acquisition and categorisation of English loanwords in Japanese.

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Rapport nr:	xx (ifylles ej av studenten/studenterna)

Abstract

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Nyckelord:	Loanwords, categorisation, acquisition, linguistics, Japanese, waseieigo, classification, Japanized English, gairaigo

This study investigates what type of Japanese loanwords and *waseieigo* (Japanese made English), is the most difficult to comprehend for Swedish students studying Japanese at University.

With the framework presented in Inagawa (2007) classification system, categorizing the loanwords into five different categories. Straightforward loanwords, morphologically modified loanwords, semantically modified loanwords, grammatically changed loanwords, and lastly *waseieigo*. A questionnaire was distributed to Swedish University students at Lund, Gothenburg, Stockholm and Dalarna University (54 first-year, 26 second-year and 12 third-year students). Altogether there were 92 participants, out of about 32 participants had studied in Japan. The words for the questionnaire were chosen from previously conducted researches in the same field. 10 words out of each category, all in all 50 words, were written in katakana with 3 different answer choices out of which 1 was correct.

The paper identifies that the order of difficulty in Japanese loanwords to be as followed, semantic modification > *waseieigo* > morphological modification > straightforward loanwords > grammatically modified, (“>” equals “more difficult than”). It was also found in the mean percentage that the participants that had studied in Japan had a higher level of comprehension then the participants who had only studied in Sweden.

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1. Background

1.1 Introduction

When in a different country with a different language and culture, you might often find yourself in a conundrum over things that are completely new to you. But what if the things that you find yourself most perplexed about is not the new language or culture, but something familiar, like the English loanwords that sometimes pop up into a conversation.

At this moment there are thousands of loanwords in the Japanese language. It is hard to know exactly how many loanwords there are, but Stanlaw (2010:47) predicts that between 5-10% of the Japanese language now consists of loanwords. Some people look at this as an abomination, where the English loanwords have taken away the legitimacy of the language, while others see this as a natural way for a language to evolve (Suzuki 2008). The loanwords do not always look or sound the same as they did in the English language, but often change as to comply with the new language. This might be by changing the spelling, the pronunciation or by shortening the word and so on (Kay 1995). Except for loanwords that have changed in some matter there is also one group that is completely new and does not count as a loanword such as the others do, that of the Japanese made English, *waseieigo* (和製英語). The words in this group do not exist in the English language and many people press that this group should be viewed as a part of the Japanese language instead of that of the English loanwords (Suzuki 2008, Tanabe 1990).

My inspiration for this thesis were events that took place during my exchange year in Japan. For example, one day spending time with my friends, they said that I have a nice style “スタイルがいい“. At the time I did not quite understand what they meant, since I was only wearing a white t-shirt and a pair of jeans. I later found out that “スタイルがいい“ means that you have a nice figure and had nothing to do with clothes and personal style. This event led me to think about different loanwords in Japanese and about how prior knowledge in English can conflict with English loanwords in Japanese and the Japanese made English, *waseieigo*.

1.2 Purpose and research questions

Even though many have raised the topic of loanwords in different ways, like looking at it from a phonological standpoint, by means of classification or acquisition. No one has yet to look at it from the point of view of Swedish students studying Japanese as a second language, by means of classification and acquisition.

The primary aim of this thesis is to examine as to which category of English loanwords in Japanese has the highest level of difficulty. This by asking questions to students who study Japanese at different Universities in Sweden during their first three year, some which have studied in Japan and some of which have not have not yet studied in Japan. Awareness in the difficulties that lies within different loanword categories can be helpful to the teachers of the Japanese language. By knowing what type of category is deemed most difficult, they can put extra emphasis on these, and thus be able to counteract the unawareness within this category.

The research questions for this thesis are articulated as follows,

1. Do Swedish students have trouble understanding loanwords and *waseieigo*? What is the easiest and most difficult type of loanword and *waseieigo* for Swedish learners to understand?
2. Can a difference be seen between the students who have/have not studied in Japan?
3. Out of the words were there any that were pointed out by the participants to be extra difficult? Do the words differ in identification and their own use, or do they have a similar categorization?

The hypotheses for this research has come down to two statements,

1. There will be a difference in understanding depending on the category of words. This related to the research done by Inagawa (2007) and Uchida and Scholfield (2000). The straightforward loanwords and grammatically changed loanwords will be the easiest to understand. And the morphologically modified, semantically modified and *waseieigo* will be the hardest to understand.
2. Because of the higher number of years that has been done studying Japanese and the opportunity to study and learn Japanese and its culture in Japan, the third year students will have a higher understanding of the words. A difference should also be seen between the students who have/have not studied in Japan on all levels.

2. Previous research

When it comes to loanwords and *waseieigo*, a vast number of studies and reports have been conducted and books have been written on the subject. But most of these have been written by Japanese or English authors, concerning Japanese speakers. There has yet to be a Swedish person addressing the subject when Swedish speakers learning Japanese as their focal point.

2.1 Linguistic and sociocultural point of view

Kay (1995) describes in her paper how and why loanwords are modified. One point that she makes is that the loanwords that are taken into Japanese are usually given a Japanese pronunciation, since the English language has different phonemes than Japanese, the loanwords are changed so to fit the Japanese tongue. Because the Japanese language is built up by having five vowels (/a/, /i/, /u/, /e/ and /o/) and circa 100 syllables that have a structure of a consonant followed by a vowel, where a word has to end on a vowel or the n-sound, the loanwords that come into the Japanese language are changed to fit this system. Because the Japanese language do not inhabit some of the phonemes that occur in English, this also changes. For example, $l \Rightarrow r$ and $v \Rightarrow b$, as *love* becomes *rabu*. The different types of loanwords that she describes are,

- Phonological change, words that have been changed phonologically, e.g. “ライバル” (*raibaru*) meaning rival.
- Morphological change- made up of abbreviation e.g. “サンド” (*sando*) meaning sandwich, language combination words e.g. “歯ブラシ” (*haburashi*) toothbrush, and *waseieigo* e.g. “ワンピース” (*wanpiisu*) meaning dress.
- Semantic change- words that appear in both languages but do not hold the same meaning. E.g. “マンション” (*manshon*) meaning condominium and not mansion.
- Syntactical change - words that are incorporated into the Japanese syntax by adding grammatical elements, e.g. verbs by adding *suru*, “ショッピングする” (*shopping suru*) meaning shopping, or by adding particles like in the case of adverbs e.g. “エレガントに” (*ereganto-ni*) meaning elegantly.

She argues that the English loanwords in Japanese provides a Japanese person with the ability to communicate in English, to some extent. But it can also be disadvantageous. Because of the difference in pronunciation and modifications made to the words, an English speaker might not always be able comprehend what these words are.

Stanlaw (2010) studies the presence of English in the Japanese language, as well as examines what actually categorizes as an English loanword in the Japanese language. He also investigates as to what it means to know a word. His findings shows that a great deal of these words are intelligible to the Japanese people. Furthermore, he also examines what troubles English loanwords can cause to people studying or teaching English in Japan.

2.2 Negative effects in phonologies

There are those that point out the downside of using loanwords. For example Shepherd (1995), who mostly focuses on phonetics and the negative effects that the *katakana*-written and modified loanwords have on the pronunciation. As mentioned previously in this paper, the loanwords are changed as to fit the Japanese tongue. Because the Japanese language is built up by having five vowels (/a/, /i/, /u/, /e/ and /o/) and circa 100 syllables that have a structure of a consonant followed by a vowel, where a word has to end on a vowel or the n-sound, the loanwords that come into the Japanese language are changed to fit this system.

2.3 Acquisition of English vocabulary

Daulton (1998) as well as Brown and Williams'(1985) have written studies on the positive effects that English loanwords have on Japanese children learning English. Similarly Yoshida (1978) shows in her empirical study how English loanwords make it easier for a child to acquire English words when in an English speaking country. This by studying a 3 year olds vocabulary acquisition while living in America.

Through listening exercises, Brown and Williams'(1985), concluded that the focal group of 262 Japanese university students studying English, had it easier to understand the borrowed words in the listening exercise than other English words. The exercise was designed as three different hearing exercises of borrowed words, borrowed words where the students were informed that they were borrowed and none-borrowed words. The questions were designed as multiple choice questions and they were then to choose from the four provided answers.

Daulton (1998), showed through his study that students have a better understanding of English loanwords than none-loanwords. Through examining 27 junior college students who were to fill in the blanks in vocabulary questions, with both loanwords and none-loanwords, this was to check whether or not the prior knowledge of pre-existing loanwords help in the acquiring of English words. Daulton (1999) also published a word list containing high-frequency base words that appear as loanwords in the Japanese language.

2.4 Classification

By examining the difficulty within English loanwords, the study of Uchida and Scholfield (2000), categorized words which had undergone semantical modifications into six types, though they point out that more work needs to be put in to make the different categories more accurate:

1. True cognates, words that hold the same meaning in both English and Japanese, for example, ラジオ, (*rajio*) meaning radio.
2. Convergent cognates, words that only cover parts of the meanings in English, for example, アクセサリー (*akusesari*) referring only to jewellery and not all accessories.
3. Divergent cognates, words that take on more than one meaning, for example, フェミニスト (*feminisuto*) which can mean both feminist and gentleman.
4. Close false friends, words that have similarities but still hold different meanings, for example, クレーム (*kureemu*) referring to complaint and not to claim.
5. Distant false friends, words that have completely different meanings, for example コンセント (*consento*) referring to wall socket and not to consent.
6. Japanized English, *waseieigo*, words that were made up by the Japanese by mixing different English words but hold no counterpart in the English language. For example, ヘルスメーター (*herusumeetaa*) healthmeter, meaning bathroom scale in Japanese

Uchida and Scholfield (2000) examined the difficulty within English loanwords by having two focal groups, consisting of Japanese students studying in the United Kingdom and undergraduate students in Japan, whom were given a correction task of identifying and correcting the cognate loanwords in a text. The result of the study showed that there is different levels of difficulty when it comes to loanwords, but that the category that was the most difficult one differed between the two focal groups.

Inagawa (2007) studied the difficulty of words that have been changed in different ways, grammatically and morphologically etc. Her classification system categorizes the loanwords into five different types.

1. Straightforward loanwords- loanword that have been phonologically modified, for example, ソフトドリンク, (*sofuto dorinku*) soft drink.
2. Morphologically modified loanwords- loanwords that have been changed by shortening, for example, セクハラ, (*sekuhara*) short for sexual harassment.
3. Semantically modified loanwords- words that have had the meaning partly or completely changed, for example, スタイル, (*sutairu*) referring to figure and not personal style.
4. Loanwords with speech modifications- words that are phonologically difficult or grammatically changed, for example, フリーマーケット, (*free market*) instead of flea market for phonological change, and スモークサーモン, (*smoke salmon*) instead of smoked salmon for grammatical change
5. *Waseieigo*- Japanese made English that does not exist outside the Japanese language, for example, モーニングコール (*morning call*) referring to wakeup call.

A correction task and questionnaire was distributed and answered by 86 high school students and 34 university students. The participants were asked to judge whether the underlined word in the sentences was correct English usage or not. If assumed correct, they were asked to write o in the English answer box. If not, they were asked to write o in the Japanese answer box, and to also write the correct English term. For example (Inagawa 2007 p.90).

“I wish I were as smart as that model. She weighs only 45 kilo,

English ()

Japanese (o)(slim)”

The order of difficulty in Inagawa (2007) study can be summarized as followed, Speech Modification > Semantic Modification> *Waseieigo* > Morphological Modification> Straightforward Loanwords ('>'means 'is more difficult than'). Her conclusion was that the order of understanding these categories not necessarily went from lowest English education to highest. The university students preformed best, but the first year high school students performed better than the second years in some places.

Suzuki (2008) thesis is a classification of *waseieigo* and English loanwords in Japanese. Her main question in the thesis is about if *waseieigo* and *katakanago* (loanwords written in katakana) are actually the same thing or if they differ. She explains that it is a general consensus in Japan that these two groups are one and the same but that she believes that they should be divided. She also presses that *waseieigo* shouldn't be considered to be English but actually Japanese, since it is a natural process that a language changes with time and external influences

Suzuki (2008) uses the classification system of Ishiwata (1976, cited in Suzuki 2008) in her thesis, which is categorized into six types,

1. Words that do not exist in English
2. Prefix to words used in a matter not common to English
3. Semantically changed words
4. Part-of-speech, lexical category
5. Morphologically modified words
6. Language combination words (mostly English and Japanese)

Tanabe (1990) thesis is also a classification study of *waseieigo*, where the *waseieigo* are classified into 3 different categories 1) word type and compound word type, 2) synonymous type and anomalous type, 3) complete type and abbreviation type. He further explains in his thesis that there are 15 to 17 different variables to be taken into account when it comes to *waseieigo*. Among these are phonetic borrowing, spelling, pronunciation, naturalization, hybrid structure, abbreviation, prefix and suffix, portmanteau-word formation, inversion, acronym formation, metathesis structure and so on. The corpus was chosen from magazines, dictionaries, posters et cetera. All in all 2191 words and phrases were selected for the classification study.

3. Framework

The base for this thesis will be on the previously mentioned study of Inagawa (2007). In which she categorises English loanwords into five different groups, but instead of doing both phonological change and grammatical change in group 4, it was decided to only go with the grammatically modified loanwords. Thus the categories are as followed.

1. Straightforward loanwords- loanword that have been phonologically modified, for example, タクシー , (*takushii*) taxi.
2. Morphologically modified loanwords- loanwords that have been changed by shortening, for example, スマホ, (*sumaho*) abbreviation of smartphone.
3. Semantically modified loanwords- words that have had the meaning partly or completely changed, for example, カンニング, (*kanningu*) referring to cheating and not to be cunning.
4. Grammatically modified loanwords- words that are grammatically changed, for example, ハムエッグ, (*hamueggu*) instead of ham *and* eggs.
5. *Waseieigo*- Japanese made English that does not exist outside the Japanese language, for example, スキンシップ, (*sukinshippu*) skinship, referring to physical contact.

4. Method and Material

A questionnaire was distributed to Swedish University students studying at the Japanese faculties of Gothenburg, Lund, Dalarna and Stockholm University. The participants were studying Japanese at three different levels, first, second and third-year of University. The total number of participants was 92, 4 who preferred not to state their gender, 48 male and 40 female. 54 first-year, 26 second-year and 12 third-year students took part in the survey, out of about a third, 32 people, had studied in Japan.

The words for the questionnaire were chosen from previously conducted researches in the same field, for example from Suzuki (2008) paper and Daulton (1999) wordlist of English loanwords in Japanese, as well as from different web sites (Case 2010), cross-referencing the words at online dictionary *Jisho* (2016). 10 words out of each category, all in all 50 words, were written in katakana with 3 different answer choices, out of which one was correct.

The questionnaire was devised on Google survey and then administrated by email as an attachment to the heads of the Japanese faculty at the different universities. It was then forwarded to the students of each school.

A time limit of completion was set from Monday the 21st of November to Friday the 2nd of December 2016. After which the results of the survey were turned into an excel file and calculated into results shown in the thesis by means of tables and diagrams.

Screenshots of the questionnaire can be found in the appendix together with a table of all the words.

5. Results

5.1 Research question 1

Table 1. The order of the words difficulty, among the five types of loanwords. The percentage of correctly answered words in the questionnaire.

Modification	1st year	2nd year	3rd year
Straightforward	94,8%	90,3%	89,1%
Morphological	70,1%	82,6%	85,0%
Semantical	14,4%	35,4%	51,6%
Grammatical	96,3%	96,5%	93,3%
Wasei eigo	48,7%	62,3%	70,8%

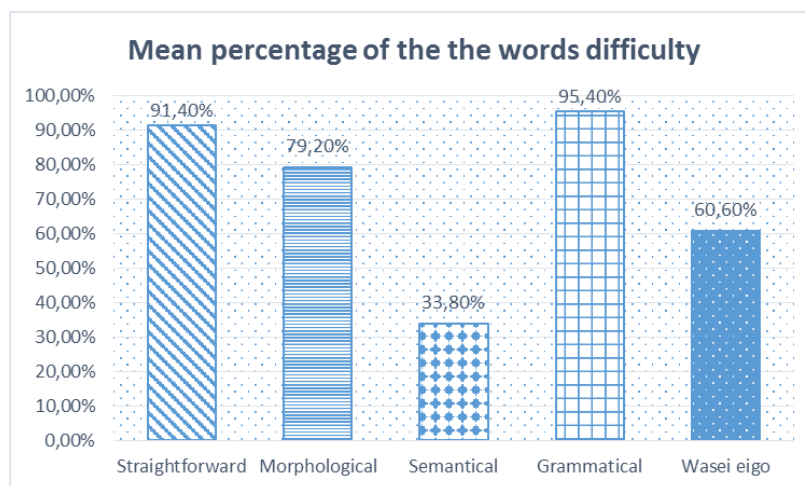


Figure 1. The mean percentage of the words difficulty, among the different types of loanwords.

Beginning with answering the first question, if Swedish students have trouble understanding English loanwords and *waseieigo*. It was shown in the results of the questionnaire (table 1) that there were largely two groups (straight forward loanwords and grammatically modified loanwords) that came quite easy to the Swedish students, and three (morphologically modified loanwords, semantically modified loanwords and *waseieigo*) that were a bit harder to comprehend. Out of these three, there were especially one that was shown to be the hardest, the semantically modified group. In the mean percentage this group barely got 34 % of correctly answered words, as can be seen in figure 1.

5.2 Research question 2

Out of all of the people that participated in the survey about a third, 32 people, had studied in Japan. In the first year group, 8 out of 54 participants had studied in Japan in some form. In the second year group 15 out of 26 participants, lastly the third year group where 9 out of 12 people had studied in Japan.

On the question of there being any differences between people who had studied in Japan or not, a pattern was quite apparent within the third year students. The average percentage of correctly answered questions among the third years, was around 19.5% more than those who had not studied in Japan. The percentage of correctly answered questions among the second years were 4.7%. When it came to the first years there were only minor differences in the correctly answered words between the two groups, 0.4%. In the grammatically modified group the participants of year two and three, who had not studied to Japan, managed to get more answers correct than those who had studied in Japan.

5.3 Research question 3

One of the questions in the survey concerned which words the participants believed to be the hardest. Alternatively, which words they believe they would not have been able to answer without the three different answer choices, and were a bit unsure of.

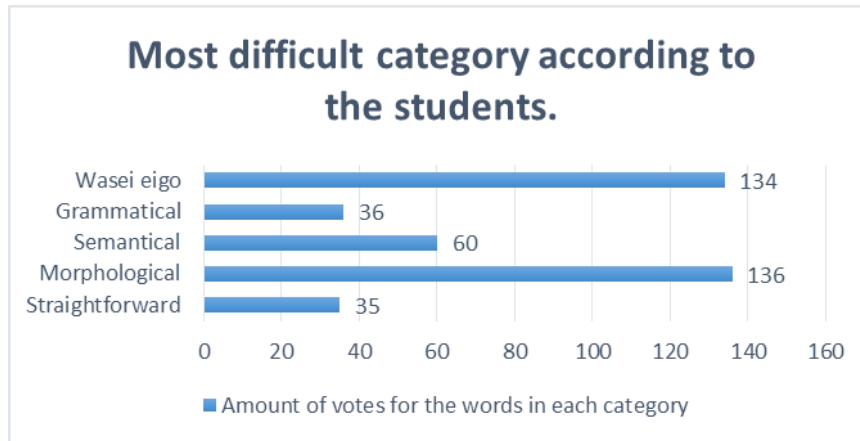


Figure 2. The most unintelligible category, based on the students own beliefs.

As you can see in figure 2, the morphologically modified loanwords got the most votes, 136. Closely followed by *waseieigo* at 134. According to the students these two types are the most difficult and have gotten approximately 100 more votes than the type that was thought to be the easiest, straightforward loanwords at 35 votes. Since one person could vote for more than one word many of the words were voted for by the same person. 18 participants wrote that there were no words that they deemed extra difficult.

Out of all the words that were mentioned in the previously stated question, there were those that had gotten more votes, and were perceived to be more complicated to understand than others. To only list some of them, the top 10 are shown in table 2.

Table 2. The top ten words that the participants were most unsure of the answer to.

Placement	Group	Votes	Number in survey	Word	Meaning
1	<i>Waseieigo</i>	37	7	ヘルスメーター	Bathroom scale
2	Morphologically modified	30	22	アポ	Appointment
3	Morphologically modified	29	31	デジカメ	Digital Camera
4	<i>Waseieigo</i>	28	25	オーエル	Office Lady
5	<i>Waseieigo</i>	20	30	オールドミス	Spinster
6	Straightforward Loanwords	19	18	ジャグシー	Jacuzzi
7	Semantically modified	18	41	カンニング	To cheat
8	Semantically modified	15	8	リンス	Conditioner
9	Morphologically modified	13	12	スマホ	Smartphone
	Morphologically modified	13	36	リモコン	Remote control
	Morphologically modified	13	42	マスコミ	Mass communication
	<i>Waseieigo</i>	13	49	フリーサイズ	One size fits all
10	<i>Waseieigo</i>	12	26	スキンシップ	Physical contact
	<i>Waseieigo</i>	12	35	アメリカンドッグ	Corn dog

When looking at table 2, it is apparent that the morphologically modified loanwords and *waseieigo* are most prominent. 6 out of 10 words out of the *weseieigo* type, and 5 out of 10 words in the morphologically modified type are mentioned and have gotten the highest amount of votes in the top 10. Making up 122 votes of the 134 votes in the *waseieigo* category, and 98 out of the 136 in the morphologically modified category. To summarize this, about more than 9 out of 10 of the *waseieigo* and 7 out of 10 of the morphologically modified category votes were made up by these words. In contrast to this the two semantically modified words that are in the top ten make up 33 out of 60 votes, and the straightforward word that is in the top ten make up 19 out of 35. In other words a little more than half of the votes were given to these few words meaning that the other words in that same category did not get as many votes, and therefore were perceived not to be as difficult.

6. Discussion

6.1 Analysis: Intelligibility of English loanwords to Swedish students

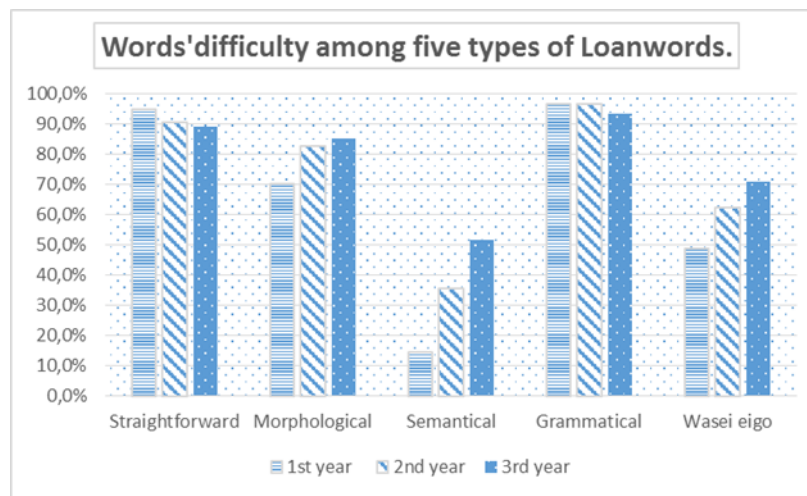


Figure 3.The percentage of correctly answered words among the five categories.

The results of the questionnaire advocates to the first hypothesis that the straightforward loanwords and the loanwords that have undergone slight grammatical changes (Figure 3), are the easiest to comprehend and therefor give the students a vantage point when going into Japanese studies. One reason for this could be because the straightforward loanwords can translate directly into Japanese with only some phonetical changes, and the grammatically changed words have not changed enough to make them incomprehensible. Therefor the students already have a safety net to fall back on in those cases they might not exactly know the word in Japanese, but say it in English with Japanese phonetics. This can also be seen in Inagawa (2007) paper as the easiest category when it came to the Japanese students were also the straightforward loanwords. She articulates that the reason for this might be because the straightforward loanwords simply have been changed phonetically, unlike the other types of loanwords which have been changed morphologically, semantically and so on. Because the students simply have to find a correlation between how the words are pronounced, we can therefore draw the conclusion that the prior knowledge of the loanwords in this category can transfer positively into English. Stanlaw (2010) suggests that there can be issues when English speakers simply substitutes Japanese for English words. He brings up the example of garlic, *gaarikku* (ガーリック) used as a substitute for the Japanese term *ninniku* (にんにく). As the loanword is normally applied to the powdered form, while the Japanese term refers to the actual plant, this can cause miscommunication.

Also, Kay (1995) and Shepard (1996) proposes that the Japanese pronunciation of the words is a problem and therefore may not always be comprehensible to native English speakers if the tables were reversed, and a Japanese person was speaking English.

When it came to the grammatically changed words, I believe that it might have been better if I had completely discarded this group. This group which was shown to be the easiest, didn't differ much from the straight forward loanwords when it came to the answer choices. Since the wrong grammatical answers was not used as an alternative in the survey, the results of this group cannot be fully relied on, since only one word was obvious as the correct answer. On the other hand this group would have been better if used on Japanese students as in Inagawa (2007) paper, since the results of this paper showed this group to be the most difficult. As the lack of plural form and particles that modifies nouns in the Japanese language, the grammatically altered parts of the loanwords might easily be overlooked by the Japanese students (Inagawa 2007).

In contrast to the two groups that were deemed intelligible by the greater part of the participants, the semantically changed loanwords, were deemed to have a negative impact when it came to acquisition and understanding Japanese, as shown in the results in Figure 3. Which also advocates to the first hypothesis. Because the students are unaware that the semantically changed loanwords do not share the same meaning in Japanese as in English, it is shown to be the most difficult category for the Swedish students. If you look at the results of all the categories you can see that the students do well in the first and fourth group, this because they can rely heavily on their prior English knowledge when answering the questions. But when it comes to the semantically modified group, this throws a spanner in the works for them. Because of their latency to rely heavily on their English proficiency, instead of acknowledging that there can be differences in meanings when it comes to loanwords, the majority of the students gave an incorrect answer (Inagawa, 2007). It can therefore be a huge obstacle in comprehending what another part is trying to say, when communicating in Japanese (Stanlaw 2010).

Awareness in the difficulties that lies in the semantically modified category can be helpful to the Japanese language teachers. By knowing this they can put extra emphasis on the categories that are deemed to be harder and thus be able to counteract the unawareness of meanings for this (Inagawa, 2007).

6.2 Analysis: Level of comprehension

From the results of the question of which words the participants found more difficult, and could not have answered if it was not for the answer choices, it could be seen that *waseieigo* and the morphologically modified loanwords were the ones with the most votes (Figure 2). Even though the students themselves had expressed that the morphologically changed loanwords, to be one of the most difficult, the category came in third in the overall difficulty measurement and was still quite accurately guessed upon from the different answer choices on the questionnaire, as seen in Figure 3 . On the other hand the category that got the least correct answers, the semantically modified answers, got 60 votes and therefore did not even get half of the votes of the other two categories. As stated before, this could be answered by the participants not knowing that the words do not hold the same meaning in English and Japanese, and therefore mistaking them to be comprehensible.

The second most difficult category according to the results of the questionnaire as well as the second most difficult category according to the students, was shown to be *waseieigo*. The words in this category are not by definition english and are therefor understandably harder to fathom for the Swedish students. There are those who question the Japanese consensus that *waseieigo* should be seen as loanwords (Suzuki 2008, Tanabe 1990), since they are not words that actually appear in the English language, but are made in Japan by putting different english words together.

In both of these categories the results show that you can not exclusively rely on you prior english knowledge but have to learn these words as you would words from a new language. The acquisition of both categories also increases with the amount of years studied at university, as seen by the third years having the highest percentile, as seen in figure 3 .

6.3 Analysis: Acquisition of loanwords

To test if the second hypothesis was valid, the scores of the three groups of students were compared. The different year students' results are shown in figure 4, 5 and 6. Because of the higher number of years studied at University, together with the opportunity to study and learn Japanese and its culture in Japan, the third year students should have had a higher understanding of all the categories. Thus the first and second year students should have a lower understanding.

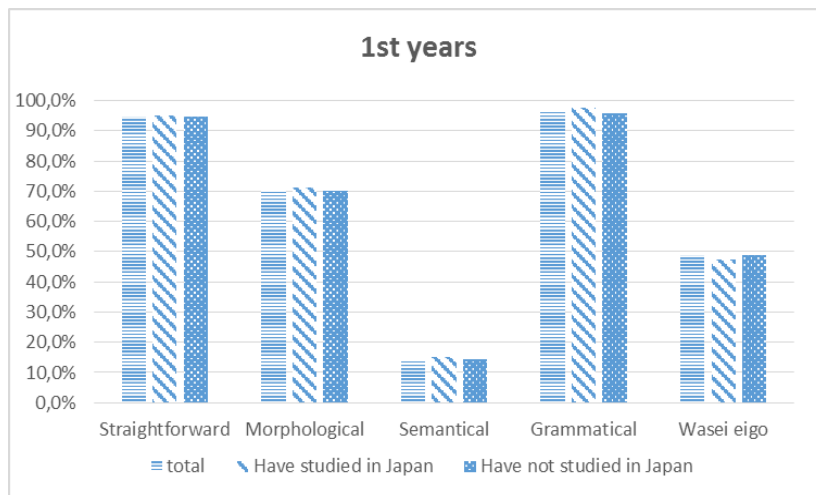


Figure 4. The first year students percentage over correctly answered words in each category.

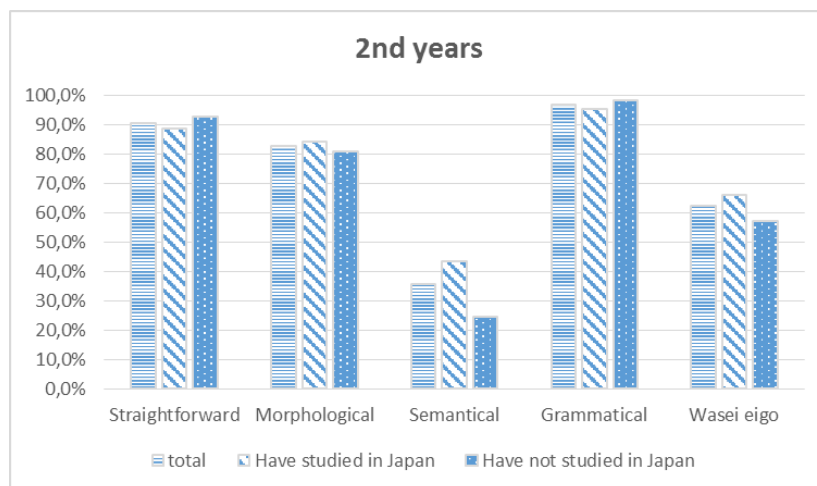


Figure 5. The second year students percentage over correctly answered words in each category.

The difference in correctly answered questions within the participants whom have/have not studied in Japan, was close to none when it came to the first years. Both the first and second year students also had a higher result than the third years when it came to the straightforward loanwords as well as the grammatically changed loanword categories. Both of these accounts could be answered by having had less studies of Japanese and therefore heavily relying on the presumption that words hold the same meaning as to what it sounds like. The students who have studied Japanese longer, and in Japan, may have experiences that the meanings of English loanwords sometimes can be fickle and therefore complicate the words further than is sometimes necessary.

The amount of people, and the uneven amount of people which had been to Japan in each group could be another reason for the slightly off data. In the first year group there were 54 participants, out of which 8 had studied in Japan in some form. In the second year group there were 26 participants out of which 15 people had studied in Japan, a more even number. And lastly the third year group of 12 people, out of which 9 had studied in Japan.

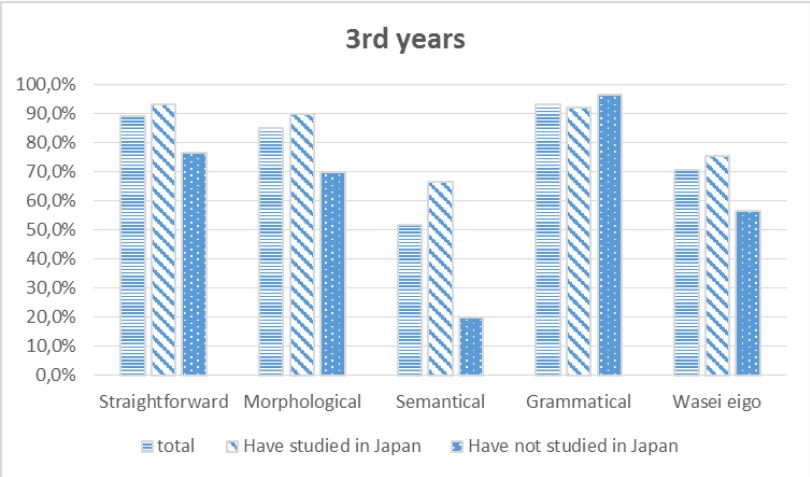


Figure 6. The third year students percentage over correctly answered words in each category.

The group as to which the difference is most prominent between the people who have/have not been to Japan, is the third year students (figure 6). This positively correlates with the third hypothesis about third years who have studied in Japan having a higher acquisition of words than those who have not studied in Japan. The reason for this could be that in the immersion in culture and language the students hear and learn different words, and also get to experience first-hand how these words are used/not used. Therefore they get a higher knowledge of these words.

Since the students who are allowed to go to Japan as an exchange student, do so during the second year of university, it can be speculated that the students which have studied in Japan in the first year group have done so thru language schools. The same speculations can not be made on the matter of the second year students, but it can be speculated that an amount of students to some extent have not studied in Japan thru university but thru language schools. Or that they are currently studying their first semester in Japan, since the study was conducted in the winter of 2016 and students from Sweden that go to study in Japan for a year usually start their first semester during autumn.

6.4 Faults and thoughts

In this thesis 5 categories (Inagawa 2007) were chosen as the framework for this study. When examining other previous research on the matter of loanwords, other framework that seemed just as good to use for this paper surfaced (Kay 1995, Suzuki 2008). A mixture of Inagawa (2007), Kay (1995) and Suzuki (2008) frameworks could have been a more complete version of classification, compared to the one used in this paper. As Tanabe (1990) points out in his thesis there are many different categories and variables that can be taken into account when looking at loanwords, because of this I do not believe the most sufficient classification framework is yet to exist. For example, when taking a look at the framework that is used in this thesis a realization occurred that the fourth group, grammatically changed words, did not bring anything to the table when it came to the Swedish students and the questionnaire. Because the wrong grammatical answers was not used as an alternative in the survey, the results of this group cannot be fully relied on, since only one word was obvious as the correct answer. From the beginning it would have been best to discard this group since it did not really differ that much from the straight forward loanwords when it came to the answer choices.

Delving more deeply into the questionnaire the question of whether it would have been better to use sentences for the words in the questionnaire instead of words with different answer choices. Not unlike Inagawa (2007) did in her paper, where the loanword was used in a sentence and then letting the survey takers fill in the if they think the word is correct English, and if not write the correct word. This could have given a more defining result into the participant's acquisition of the words

When asking if the participant had studied in Japan, I should also have asked for how long and if it was through university or some other way, for example language school. As to get a more correct statistic on the students. One example for this is by asking if they had studied at a Japanese university for more than 4 months. Which would have given sufficient knowledge if they had studied in Japan thru their university or not, and would not have counted language school as an alternative to this. Given that a semester is approximately 5 months in Japan, asking if someone has studied for more than 4 months would mean that they had spent quite some time there and not only for a few weeks or months at language school, that may not have made them immerse in the language and culture as much.

After making the survey and collecting all the answers I got feedback on the fact that a few words had been misspelled which could have had an impact on the results since it could make a person question the answer choices etc. The words that had been misspelled were,

- Digital camera, *dejikame* (デジカメ) which became *dejikane* (デジカネ),
- Jacuzzi, *jaggushii* (ジャグジー) which became *jakkushii* (ジャクシー)
- Dessert, *dezaato* (デザート) which became *desaato*(デザート)

When looking at the results, the misspelling of the words Jacuzzi and Dessert, did not seem significant enough to have made people choose the wrong answer. 10 people answered incorrectly on Dessert and 15 on Jacuzzi. Digital Camera on the other hand had 35 people guess on one of the wrong answer choices. Out of which 17 mentioned it to be one of the words that was hardest to fathom. In figure 3 it can be seen that even without these 17 votes, the morphologically modified loanwords would still have ranked as one of the top two difficult categories according to the participants. Although the category would have lost its first place to the *waseieigo* group. What could have changed is the all in all percentage of correctly answered words. Although I doubt that the middle spot of difficulty level, in all five categories of loanwords, would have differed.

7. Summary

In contrast to previous research on English loanwords in the Japanese language, which has only taken into account the relationship between Japanese learners of English or English speakers' association of loanwords in Japanese into consideration, this study examined to what extent English loanwords in Japanese are intelligible to Swedish students studying Japanese as a second language at university.

It was identified that the order of difficulty in Japanese loanwords to be as followed, semantic modification > *waseieigo* > morphological modification > straightforward loanwords > grammatically modified, (“>” equals “more difficult than”).

The morphologically modified loanwords and *waseieigo* were noted by the participants to be the words that they were most unsure of the meaning. On the other hand the least intelligible category, the semantically modified loanwords, was noted by the participants as not being as incomprehensible as the morphologically modified loanwords and *waseieigo*. Even though this group barely reached 34% in correctly answered words in the mean percentage. It was also found in the mean percentage that the participants that had studied in Japan had a higher level of comprehension than the participants who had only studied in Sweden.

The framework of Inagawa (2007) s' classification system, as well as the corpus composed of the questionnaire, was considered sufficient in order to categorize the different loanwords, although flaws were also found.

As for future studies, a more thorough study of a classification systems is required. As Tanabe (1990) points out in his thesis there are many different categories and variables that can be taken into account when looking at loanwords, because of this a more coherent classification system that takes many factors into account would be essential.

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Appendix

Appendix 1, Words and answers for the questionnaire

• Straightforward loanwords	Choice 1	Choice 2	Choice 3
1. ソフトドリンク	Lightweight drinker	<i>Soft drink</i>	Non-carbonated drink
2. ナイロンストッキング	Tights	Stock exchange	<i>Nylon stockings</i>
3. ファクス	Facts	<i>Fax machine</i>	Dachshund
4. ラジオ	<i>Radio</i>	Ratio	Rational
5. タクシー	Taxation	<i>Taxi</i>	To text someone
6. ジャグジー	Jacket zipper	<i>Jacuzzi</i>	Jack-knife
7. キャラメル	Hard candy	Fudge	<i>Caramel</i>
8. デザート	Dissaster	<i>Dessert (sweets)</i>	Desert (sand)
9. ボランティア	<i>Volunteer</i>	Volatile	Brandy
10. ライバル	Rye bread	Bar with live music	<i>Rival</i>
• Morphologically modified			
11. リモコン	Lemon confect	<i>Remote control</i>	Rhythm dance company
12. スマホ	<i>Smartphone</i>	Semi-formal	Smartass + asshole
13. アポ	Apologize	<i>Appointment</i>	Application
14. マスコミ	Massive breakdown in communication	Maths combinations	<i>Mass communication</i>
15. サンド	<i>Sandwich</i>	Sand	Beach
16. パンク	Punk	<i>Flat tire</i>	Delinquent
17. ボールペン	Bullpen (baseball)	<i>Ballpoint pen</i>	Bulletin board
18. デジカメ	PDA (personal digital assistant)	<i>Digital camera</i>	Web cam
19. セクハラ	Second in command	Second helping	<i>Sexual harassment</i>
20. レハビリ	Bills and legislations	Sanatorium	<i>Rehabilitation</i>
• Semantically modified			
21. コンセント	Consent	<i>Wall socket</i>	Computer centre
22. クレーム	<i>Complaint</i>	Claim	Cream
23. リニューアル	<i>Renovation</i>	Renewal	Annual leave
24. スタイル	Style	<i>Figure</i>	Styrofoam
25. リンス	(to) Rinse	<i>Conditioner</i>	Mouthwash
26. ナプキン	(to) Take a nap	Napkin	<i>Sanitary pad</i>
27. トランプ	<i>Deck of cards</i>	Trump (card game)	Trampoline
28. バイキング	(to) Ride a bike	Viking	<i>Smorgasbord, all you can eat buffet</i>
29. マンション	<i>Condominion</i>	Mansion	Mankind

30. カンニング	To be cunning	<i>To cheat</i>	Cunnilingus
• Grammatically modified			
31. エイプリルフール	To fool someone	Egg pudding	<i>April Fool's Day</i>
32. スモークサーモン	Smoke damage	<i>Smoked salmon</i>	Smoke and mirrors
33. サングラス	Prism	Marijuana	<i>Sunglasses</i>
34. マッシュポテト	<i>Mashed potato</i>	Mashed up popsong	Floury potato
35. ハッピーエンド	Orgasm	<i>Happy ending</i>	Fairy tale
36. オフィスアワー	<i>Office hours</i>	Opening hour	Official time
37. テーブルマナー	Restaurant manager	<i>Table manners</i>	Table runner
38. マルチタスク	<i>Multitasking</i>	Multitool	Multinational taskforce
39. エンゲージリング	Engagement zone	Fighting ring	<i>Engagement ring</i>
40. ハムエッグ	<i>Ham and eggs</i>	Hemorrhage	Human hair wigs
• <i>Waseieigo</i>			
41. オーエル	<i>Office lady</i>	Hour	Antagonist
42. オールドミス	<i>Spinster</i>	Mistaken (wrong) order	An old mistake
43. ガソリンスタンド	Petrol price	Petrol pump	<i>Petrol station</i>
44. ヘルスメーター	<i>Bathroom scale</i>	Body Mass Index (BMI)	Sphygmomanometer (instrument for measuring bloodpressure)
45. キーホルダー	Key cabinet	<i>Key chain</i>	Key holder
46. ワンピース	One piece Jumpsuit	To have a small bite of someone else's food	<i>Dress</i>
47. アメリカンドッグ	American bulldog	<i>Corn dog</i>	Dodge Ball
48. フリーサイズ	Free shipping	Size XXL	<i>One size fits all</i>
49. スキンシップ	Intercourse	<i>Physical contact</i>	Skin care
50. モーニングコール	Picker-upper	Roll call	<i>Wake up call</i>

Appendix 2, Examples from the questionnaire

English loanwords in the Japanese language

This survey is to test the understanding of English loanwords and Japanese made English (wasei eigo) in Japanese. The information will only be used in my bachelor thesis and are anonymous.

There are 50 words written in katakana which are multiple choice questions.

Try to test if you can understand what the word is simply by reading the katakana.

If you are only able to understand the word through looking at the different answers and do not believe you would be able to understand the word otherwise, please write the number down so you can answer this at the end of the survey.

Thank you for your cooperation!

Have you ever studied in Japan? *

Yes

No

Which level of Japanese studies are you currently studying? A,B,C,D,E? *

Kort svarstext

7. ヘルスメーター *

- Bathroom scale
- Body Mass Index (BMI)
- Sphygmomanometer (instrument for measuring blood pressure)

8. リンス *

- (to) Rinse
- Conditioner
- Mouthwash

Was there any words you found more difficult? Any that you wouldnt have understood if you hadnt had the answer choices? Write the numbers of these words in the answer box. *

Kort svarstext

Thank you very much for participating! If you have any comments please write them here.

Lång svarstext
