Japanese University Student Awareness of *Waseieigo*

Josh Norman
Shokei University

Japan's massive lexical borrowing has created a wealth of cognates that can either be considered greatly helpful in assisting acquisition of the English language or a huge pitfall for learners (Carroll, 1992). Although knowledge of English-based loanwords in Japanese facilitates various aspects of learning English, including production, errors of various sorts originate from false cognates and can be disruptive to communication. The improper use of *waseieigo* ("Made-in-Japan English") by the Japanese when in conversation with native speakers of English can often hinder communication and cause misunderstandings. This study examines the results of a three-part survey conducted on 285 university students to gauge their awareness of waseieigo in the Japanese vernacular. Survey results suggest that students at the university level in general are not aware that many of the vast number of *katakana* (syllabary used for transcription of foreign language words into Japanese and the writing of loan words) words and phrases in the Japanese vernacular are actually of Japanese and not foreign origin.

日本では極めて多くの語彙の借用により、豊富な同語源語(cognates)が生じたが、それらは英語を習得する上で大きな助けになりうるし、また落とし穴にもなりうる(Carroll, 1992)。日本語に含まれる英語由来の外来語を熟知していれば、英語のアウトプットだけでなく、様々な語彙の知識を身に着けることが容易になる。一方、種々の間違いは同語源語が原因であり、意思の疎通が困難になる可能性もある。英語のネイティブスピーカーとの会話で、日本人が和製英語を誤って利用することにより、しばしば意思の疎通が妨げられ、最悪の場合、深刻な誤解を生じることにもなる。本研究では、日常的な日本語の中の和製英語をどの程度意識しているか測るために、285名の大学生を対象に実地した3部構成によるアンケートの調査結果を考察する。それによると、一般の学生は、日常語の中に、英語由来ではない日本語由来のカタカナ語が非常に多く含まれることに気が付いていないようである。

Borrowing is in the nature of language. Japanese is no exception to this rule. Daulton has noted that "Japan has distinguished itself by the scale and alacrity of its borrowing, and foreign words have had an immense influence on Japan's language and society"(2008, p. 9). The prevalence of *gairaigo* (foreign loan words) and *waseieigo* ("Made-in-Japan English") in the Japanese language have been on a steady increase since the end of WWII as an increasing number of words from English and other world languages, particularly in the areas of popular culture and science, have been integrated into the Japanese vernacular by a globalizing Japanese society. The 1956 *Reikai Kokugo Jiten* (Illustrated Japanese Dictionary) contained 1,428 loanwords (about 3.5% of its content). By the 1989 dictionary *Nihongo Daijiten*, 13,300 items or 10% of words, were of Western origin (Tomoda, 1999). Furthermore, 60-70% of the new words in the annually revised dictionary of neologisms, *Gendai Yougo no Kiso Chishiki*

(1980), are Western loanwords (Honna, 1995). In addition, several loanword dictionaries have been published, such as the *Gairaigo Shingo Jiten* (Seibido, 2009), that encompass the vast number of loanwords currently used in the Japanese language.

In regards to learning the English language, foreign loanwords and cognates can often help Japanese learners with their English word knowledge. However, they can also cause errors and misunderstandings when not used correctly. The problem is often compounded by the use of *katakana* (syllabary used for transcription of foreign language words into Japanese and the writing of loan words) by both students and teachers alike for making pronunciation notes for English words (Daulton, 1996). The Japan Broadcasting Corporation (NHK) conducted a survey in 1973 on the recognition and comprehension of 15 of the most commonly used loanwords in the media. Although the average recognition rate was 77%, only half were actually understood, showing that people were not always familiar with even the most frequently used loanwords (Shibutani, 1990).

This paper will first explain the term waseieigo and provide a few examples of waseieigo in use in everyday life. This will then be followed by introducing a survey on waseieigo I conducted and a discussion of the results. After noting some issues and limitations to the survey, suggestions for further research and some final concluding remarks will be made.

What Exactly is "Made-in-Japan English"?

Waseieigo, literally "Made in Japan English" (and also commonly called "Japanized English" or "Japlish" for short), are English constructions not used by English native speakers but that appear in the Japanese vernacular. Japanese have difficulty in distinguishing between these words and true Anglophonic English because waseieigo words and phrases are written in katakana, which is the script typically used for foreign loan words. Wa-

seieigo are an especially treacherous type of cognate because they have no counterparts in English. A cognate is defined as a word having a related form and meaning in two or more languages with a common ancestor (Anthony, 1953). Although various researchers have proposed their own systems for classifying cognates (see Carroll, 1992; Lado, 1957; Nagasawa, 1958), Uchida (2001) found while ranking the overall difficulty of five distinct types of cognates that close false friends (words having meanings clearly different but close to one another) were the most difficult, followed by distant false friends (words having meanings that are distant or totally unconnected). Daulton (2008) theorized that waseieigo would fit in between these two hardest types of cognates.

Furthermore, the improper use of waseieigo by the Japanese when in conversation with native speakers of English can often hinder communication and cause misunderstandings. The fact that native speakers rate lexical errors as more disruptive and more serious than grammatical errors is particularly troubling for the Japanese, who tend to worry more about their grammar than production (Johansson, 1978). In addition, although a plethora of research has been done on cognates and especially their pitfalls (see Daulton, 1998; Hatch & Brown, 1995; Shepard, 1996), very little research has been done specifically on the phenomenon of waseieigo.

Everyday Examples of Waseieigo in Use

One reason that the concept of waseieigo is difficult for the Japanese is that it is actually quite complex and consists of various types of words and expressions. Five main types of waseieigo are: 1) words formed due to semantic progression; 2) words and expressions that have a completely different meaning in Japanese than English; 3) words that are combined in ways that are uncommon in English; 4) words which combine more than one word into a single word in Japanese; and 5) words which abbreviate a single word.

The first type of waseieigo, those formed due to independent semantic progression, cause particular trouble for the Japanese. Independent semantic progression describes one type of evolution of word usage—in this case usually to the point that the modern meaning is radically different from the original English usage. Take, for instance, the English word *stove*, from which the Japanese word *sutobu* (ストーブ) is derived. Americans use the word to mean a cooking appliance, and are thus surprised when Japanese take it to mean a space heater, such as a wood-burning stove. So although *stove* and *sutobu* were originally cognates, they no longer have the same meaning.

Another type of waseieigo are those words and expressions that have a completely different meaning in Japanese than English (if any English meaning to begin with at all). One such example would be the expression *Daylight Saving Time* in English, which is commonly expressed in Japanese as *samaa taimu* (サマータイム), or literally *summer time*. Although a proper expression for it exists in the Japanese vernacular, *natsu jikan* (夏時間), most Japanese use *samaa taimu* because Japan doesn't have Daylight Saving Time and so it seems more appropriate to use katakana for such a "foreign" concept. However, if a Japanese person were to say "Japan doesn't have a *samaa taimu*" to a native speaker of English, the person would likely be thoroughly confused. Another example of a waseieigo term that has a completely different meaning in Japanese than it does in English is *bebii kaa* (ベビーカー), or literally *baby car*. Even if said in a grammatically correct sentence such as "Oh, what a cute baby car!", most native speakers of English would be at a complete loss as to what the other person was talking about (unless perhaps the speaker was pointing at one at the time).

Additionally, the Japanese often combine words in ways that are uncommon in English. As an example, *refuto obaa* (レフトオーバー) is a baseball term for a hit that goes over the left-fielder's head, rather than uneaten food saved for a later meal (i.e.,

leftover[s]). This is a term that appears to be a loan word from the English language but is in fact actually waseieigo. Other more common types of waseieigo are those which combine more than one word into a single word in Japanese, such as *pasokon* (パソコン), the abbreviated form for *personal computer*, and those which abbreviate a single word, such as *risutora* (リストラ) standing for the English *restructuring* or *corporate downsizing*. Taking all of these examples of various types of waseieigo words and expressions into consideration, it becomes apparent how an awareness of waseieigo might benefit learners.

Survey Methodology

I administered a survey (see Tables 1-3) to a total of 285 students who were studying English at two different universities in western Japan to get a clearer grasp of Japanese university student awareness of waseieigo in the Japanese vernacular. Of those surveyed, 145 (50.9%) were students at a large public university (hereinafter University A) with a high barrier to entry and thus a relatively higher level of English ability. The remaining 140 (49.1%) were 1st-year students in the Human Life Science Department at a small private women's university (hereinafter University B). All surveys were conducted anonymously in compulsory English classes at the end of the class period. In order to get a large total number of respondents, surveys were done over the course of four academic semesters (July 2008–October 2009).

Table 1. Survey (part 1)

パート１ 次の日本語の言葉や表現は、和製英語ということを知っていましたか。知らなければ「X」を丸で囲み、知っていたら「○」を丸で囲んで下さい。						
1.	ペーパテスト	○	X	11.	デコレーションケーキ	○	X
2.	スキンシップ	○	X	12.	プラスアルファ	○	X
3.	メールマガジン	○	X	13.	パワーハラスメント	○	X
4.	グレードアップ	○	X	14.	スパッツ	○	X
5.	フリーサイズ	○	X	15.	リフォーム	○	X
6.	オーダーメイド	○	X	16.	リストラ	○	X
7.	ナンバーディスプレイ	○	X	17.	ガードマン	○	X
8.	フライドポテト	○	X	18.	パンティストッキング	○	X
9.	キーホルダー	○	X	19.	ベビーカー	○	X
10.	コンセント	○	X	20.	コインランドリー	○	X

Table 2. Survey (part 2)

パート２ 次の日本語の言葉や表現は、和製英語と思うものには「○」を丸で囲み、そうではないものは、「X」を丸で囲んで下さい。						
1.	ラジカセ	○	X	11.	デパート	○	X
2.	イメージ	○	X	12.	バイキング	○	X
3.	ラブホテル	○	X	13.	カンニング	○	X
4.	ウインカー	○	X	14.	ケーブルテレビ	○	X
5.	ゲームセンター	○	X	15.	マンション	○	X
6.	カラオケ	○	X	16.	クーラー	○	X
7.	チアガール	○	X	17.	モバイル	○	X
8.	ボールペン	○	X	18.	ハンドル	○	X
9.	クラクション	○	X	19.	セミナー	○	X
10.	カルテ	○	X	20.	ダストボックス	○	X

Table 3. Survey (part 3)

パート３ 次の英語の言葉や表現を日本語（カタカナ）に訳して下さい。例：corn dog → アメリカンドッグ				
1.	video game →	_____	9.	toll-free call →	_____
2.	gasoline station →	_____	10.	victory pose →	_____
3.	laptop computer →	_____	11.	roller coaster →	_____
4.	building →	_____	12.	jeans →	_____
5.	rearview mirror →	_____	13.	wake-up call →	_____
6.	mailbox →	_____	14.	signature (autograph) →	_____
7.	mechanical pencil →	_____	15.	pants →	_____
8.	playing cards →	_____	16.	TV celebrity →	_____

The survey itself consisted of three parts. The directions for the original questionnaire were written entirely in Japanese to avoid any misunderstandings or misinterpretations. I selected a mix of both common and uncommon waseieigo terms to be used on the survey, while also taking into consideration each of the different waseieigo categories described in the previous section. All of the terms used on the survey were selected based on my own personal experience, and after having referenced several articles on waseieigo terms on the Internet.

The first part of the survey asked respondents if they knew that each Japanese term was in fact waseieigo and was intended to be a simple, straight-forward assessment of how well each waseieigo term was known. The second part asked respondents to circle "O" if they thought the Japanese term was waseieigo and "X" if they thought it was not. This part was intended to quiz respondents directly on their knowledge (i.e., awareness) of waseieigo terms. The third and final part of the survey asked participants to translate the given English words and phrases into Japanese using katakana script. Katakana script was used as all words and phrases were waseieigo. This part was includ-

ed to not only quiz respondents directly on their knowledge but also as a possibly more accurate way of being able to measure awareness of waseieigo. It was also hoped that having respondents write out their responses would eliminate correct answers that were obtained simply by chance. The answers to the survey can be found in Tables 4-6. It was hypothesized that there would be statistically significant differences found on all three parts of the survey between University A and University B students because of the overall higher English ability of University A students.

Table 4. Survey Answers (part 1)

1.	ペーパテスト→	written test	11.	デコレーションケーキ→	fancy cake
2.	スキンシップ→	body (physical) contact	12.	プラスアルファ→	additional value
3.	メールマガジン→	e-mail newsletter	13.	パワーハラスメント→	(workplace) bullying
4.	グレードアップ→	upgrade	14.	スパッツ→	leggings
5.	フリーサイズ→	one-size-fits-all	15.	リフォーム→	renovation
6.	オーダーメイド→	custom-made	16.	リストラ→	downsizing
7.	ナンバーディスプレイ→	caller ID	17.	ガードマン→	security guard
8.	フライドポテト→	French fries	18.	パンティストッキング→	pantyhose
9.	キーホルダー→	key ring	19.	ベビーカー→	(baby) stroller / carriage
10.	コンセント→	outlet	20.	コインランドリー→	coin-operated laundry

Table 5. Survey Answers (part 2)

1.	ラジカセー	O (boombox)	11.	デパート	O (department store)
2.	イメージ	X (image)	12.	バイキング	O (smorgasbord)
3.	ラブホテル	X (love hotel)	13.	カンニング	O (cheating)
4.	ウインカー	O (blinker / turn signal)	14.	ケーブルテレビ	X (cable TV)
5.	ゲームセンター	O (arcade)	15.	マンション	O (condominium)
6.	カラオケ	X (karaoke box)	16.	クーラー	O (air conditioning)
7.	チアガール	O (cheerleader)	17.	モバイル	X (mobile)
8.	ボールペン	O (ballpoint pen)	18.	ハンドル	O (steering wheel)
9.	クラクション	O (horn)	19.	セミナー	X (seminar)
10.	カルテ	O (medical chart)	20.	ダストボックス	O (trash / garbage can)

Table 6. Survey Answers (part 3)

1.	video game →	テレビゲーム	9.	toll-free call →	フリーダイアル
2.	gasoline station →	ガソリンスタンド	10.	victory pose →	ガッツポーズ
3.	laptop computer →	ノートパソコン	11.	roller coaster →	ジェットコースター
4.	building →	ビル	12.	jeans →	ジーパン
5.	rearview mirror →	バックミラー	13.	wake-up call →	モーニングコール
6.	mailbox →	ポスト	14.	signature (autograph) →	サイン
7.	mechanical pencil →	シャーペン	15.	pants →	ズボン
8.	playing cards →	トランプ	16.	TV celebrity →	タレント

Survey Results and Discussion

Part 1 aimed to gauge respondents' awareness of each term being waseieigo. As can be seen in the results for Part 1 (Table 7), awareness of each item being waseieigo ranged widely from 18% (*sukinshippu* [スキンシップ] → physical contact) to 68% (*risutora* [リストラ] → restructuring/corporate downsizing) with an overall average of only 36.5%. The overall averages for both universities were quite similar, with University A at 35.0% and University B at 38.1%. It is likely that the high percentage of respondents knowing that *risutora* is a waseieigo term comes from the large number of abbreviated katakana expressions existing in the Japanese vernacular (e.g., remote control → *rimokon* [リモコン], personal computer → *pasokon* [パソコン]), a majority of which end up consisting of four katakana characters.

Table 7. Survey Results (part 1, Awareness of Waseieigo)

Question	Univ. A (n = 145)			Univ. B (n = 140)			Total (N = 285)			p-value	phi[1]
	○	X	○%	○	X	○%	○	X	○%		
1	68	77	47%	70	70	50%	138	147	48%	0.600	
2	24	121	17%	27	113	19%	51	234	18%	0.547	
3	86	59	59%	85	55	61%	171	114	60%	0.809	
4	32	113	22%	25	115	18%	57	228	20%	0.347	
5	31	114	21%	46	94	33%	77	208	27%	0.029*	0.13
6	36	109	25%	41	99	29%	77	208	27%	0.397	
7	38	107	26%	29	111	21%	67	218	24%	0.274	
8	72	73	50%	61	79	44%	133	152	47%	0.303	
9	41	104	28%	58	82	41%	99	186	35%	0.02*	0.14

Question	Univ. A (n = 145)			Univ. B (n = 140)			Total (N = 285)			p-value	phi[1]
	○	X	○%	○	X	○%	○	X	○%		
10	46	99	32%	60	80	43%	106	179	37%	0.052	
11	46	99	32%	53	87	38%	99	186	35%	0.277	
12	80	65	55%	59	81	42%	139	146	49%	0.028*	0.13
13	55	90	38%	64	76	46%	119	166	42%	0.183	
14	36	109	25%	42	98	30%	78	207	27%	0.328	
15	31	114	21%	40	100	29%	71	214	25%	0.160	
16	94	51	65%	99	41	71%	193	92	68%	0.288	
17	44	101	30%	42	98	30%	86	199	30%	0.949	
18	43	102	30%	57	83	41%	100	185	35%	0.050*	0.12
19	45	100	31%	42	98	30%	87	198	31%	0.850	
20	68	77	47%	67	73	48%	135	150	47%	0.871	
Averages			35.0%			38.1%			36.5%		

Notes: ○ = circled "○" on the survey and X = circled "X" on the survey

* = significant (i.e., difference found between the two universities) at the $p < 0.05$ (=95% confidence) level

[1] = phi (also known as "effect size") takes into consideration the sample size (= n) and measures how strong the relationship between the variables is. It measures between 0 (no relationship) and 1 (perfect positive relationship). As a general rule of thumb,

< 0.1 = weak, < 0.3 = modest, < 0.5 = moderate, < 0.8 = strong, > 0.8 = very strong.

A statistical difference at the 95% confidence level ($p < 0.05$) between the two universities was found for four of the 20 items in Part 1, but even so the effect size (i.e., phi value) for each was quite low ($p < 0.3$). In addition, contrary to what had been hypothesized, University B actually scored higher than University A on three of the four items where a statistically significant difference was found. Considering the results of Part 1 as a whole, it appears that a majority of university students, regardless of English level, do not know that many of the commonly used waseieigo terms in the Japanese vernacular are not of English origin.

Part 2 aimed to quiz respondents directly on their knowledge (i.e., awareness) of waseieigo terms. In Part 2 (Table 8), correct answers on each item ranged widely from 12% (i.e., only 12%

knew that "love hotel" is not a waseieigo term and is in fact said in English) to 87% (i.e., 87% knew that *rajikase* [ラジカセ] is a waseieigo term that is usually called a *boom box* or *radio-cassette-player* in English) with an overall average correct rate of 53.4%. It is interesting to note that only 18% of students correctly answered that *karaoke* is NOT a waseieigo term and is in fact used in the English language (although with a different pronunciation). This low correct response rate might have been caused by students misunderstanding that although *karaoke* is indeed an abbreviated katakana expression (a large majority of which are waseieigo terms as previously noted), the term has been adopted into the English language as is.

Table 8. Survey Results (Part 2, Recognition of Waseieigo)

Question	Univ. A (n = 145)			Univ. B (n = 140)			Total (N = 285)			p-value	phi[1]
	C	I	C%	C	I	C%	C	I	C%		
1	124	21	86%	123	17	88%	247	38	87%	0.561	
2	119	26	82%	109	31	78%	228	57	80%	0.374	
3	17	128	12%	18	122	13%	35	250	12%	0.771	
4	64	81	44%	67	73	48%	131	154	46%	0.529	
5	105	40	72%	101	39	72%	206	79	72%	0.959	
6	27	118	19%	23	117	16%	50	235	18%	0.745	
7	62	83	43%	39	101	28%	101	184	35%	0.012*	0.15
8	113	32	78%	97	43	69%	210	75	74%	0.127	
9	53	92	37%	60	80	43%	113	172	40%	0.227	
10	60	85	41%	53	87	38%	113	172	40%	0.629	
11	108	37	74%	92	48	66%	200	85	70%	0.136	
12	93	52	64%	96	44	69%	189	96	66%	0.357	
13	102	43	70%	93	47	66%	195	90	68%	0.560	
14	42	103	29%	31	109	22%	73	212	26%	0.240	
15	103	42	71%	87	53	62%	190	95	67%	0.142	
16	110	35	76%	114	26	81%	224	61	79%	0.194	
17	95	50	66%	76	64	54%	171	114	60%	0.070	
18	47	98	32%	57	83	41%	104	181	36%	0.115	
19	94	51	65%	76	64	54%	170	115	60%	0.090	
20	46	99	32%	45	95	32%	91	194	32%	0.838	
Averages			54.6%			52.0%			53.4%		

Notes: C = Correct response and I = Incorrect response

* = significant (i.e., difference found between the two universities) at the $p < 0.05$ (=95% confidence) level

[1] = phi (also known as "effect size") takes into consideration the sample size (= n) and measures how strong the relationship between the variables is. It measures between 0 (no relationship) and 1 (perfect positive relationship). As a general rule of thumb, < 0.1 = weak, < 0.3 = modest, < 0.5 = moderate, < 0.8 = strong, > 0.8 = very strong.

The overall correct response averages for both universities in Part 2 were quite close, with University A at 54.6% and University B at 52.0%. A statistically significant difference ($p < 0.05$) between the two universities was found for only one of the items, but even so its effect size was quite modest ($p = 0.15$). As was the case with Part 1, the lack of statistically significant differences between the two universities was unexpected. In addition, the relatively low overall average of 53.4% lends credence to the view that there is a lack of awareness of which katakana words and phrases in the Japanese vernacular are waseieigo and which are not.

Correct answers on each item for Part 3 (Table 9) ranged widely from 7% (TV celebrity = *tarento* → タレント) to 95% (video game = *terebi geemu* → テレビゲーム) with an overall average correct response rate of 45.4%. Many words and expressions commonly used in conversation, such as autograph (*sain* → サイン), laptop computer (*nouto pasokon* → ノートパソコン), and playing cards (*toranpu* → トランプ) had quite low correct response rates: 16%, 21%, and 39% respectively.

Table 9. Survey Results (Part 3, Definition of Waseieigo Words)

Question	Univ. A (n = 145)				Univ. B (n = 140)				Total (N = 285)				p-value	phi[1]
	C	I	△	C/△%	C	I	△	C/△%	C	I	△	C/△%		
1	96	5	44	97%	62	8	70	94%	158	13	114	95%	0.359	
2	140	5	0	97%	129	11	0	92%	269	16	0	94%	0.106	
3	40	100	5	31%	9	124	7	11%	49	224	12	21%	0.000**	0.24
4	117	17	11	88%	61	67	12	52%	178	84	23	71%	0.000**	0.40
5	24	121	0	17%	3	137	0	2%	27	258	0	9%	0.000**	0.25
6	33	96	16	34%	16	120	4	14%	49	216	20	24%	0.000**	0.23
7	83	62	0	57%	73	67	0	52%	156	129	0	55%	0.387	
8	73	72	0	50%	39	101	0	28%	112	173	0	39%	0.000**	0.23
9	40	102	3	30%	23	115	2	18%	63	217	5	24%	0.019*	0.14
10	48	97	0	33%	35	105	0	25%	83	202	0	29%	0.132	
11	100	33	12	77%	66	63	11	55%	166	96	23	66%	0.000**	0.24
12	53	12	80	92%	30	41	69	71%	83	53	149	81%	0.000**	0.27
13	104	41	0	72%	66	74	0	47%	170	115	0	60%	0.000**	0.24
14	35	110	0	24%	10	130	0	7%	45	240	0	16%	0.000**	0.23
15	63	82	0	43%	30	110	0	21%	93	192	0	33%	0.000**	0.23
16	10	129	6	11%	4	135	1	4%	14	264	7	7%	0.016*	0.14
Averages				53.3%				37.1%				45.4%		

Notes: C = Correct response, I = Incorrect response, and △=alternative acceptable response

* = significant (i.e., difference found between the two universities) at the $p < 0.05$ (=95% confidence) level

** = significant at the $p<0.001$ (=99.9% confidence) level

1 = phi (also known as "effect size") takes into consideration the sample size (= n) and measures how strong the relationship between the variables is. It measures between 0 (no relationship) and 1 (perfect positive relationship). As a general rule of thumb, < 0.1 = weak, < 0.3 = modest, < 0.5 = moderate, < 0.8 = strong, > 0.8 = very strong.

The overall averages for the two types of universities in Part 3 were quite different, with University A at 53.3% and University B at 37.1%. A statistically significant difference at the 95% confidence level ($p < 0.05$) was found between the two universities for two of the items, but each with modest effect sizes (both 0.14). More importantly, a statistically significant difference at the 99.9% confidence level ($p < 0.001$) was found for 10 of the items, with effect sizes ranging from 0.23 (modest) to 0.40 (moderate).

In summary, although there was a statistically significant difference found between the two universities on several of the individual survey items, most all of these differences were in Part 3 of the survey. This could perhaps be evidence of the effect of the higher average English ability of public university students. They were able to produce more correct answers than their private university counterparts when asked to write them out versus having a 50/50 chance of being correct on Part 2.

Issues Regarding Survey

Several issues were encountered when carrying out the survey and tallying the results. First, it was surprising to find that many of the students taking the survey didn't even know the exact meaning of waseieigo, so an explanation had to be added in the directions to clarify what exactly a waseieigo term was. This change was made immediately after the first class of students

was given the survey (an oral explanation was made in Japanese to the first group of respondents), so results were not likely to have been affected at all by a misunderstanding of the meaning of waseieigo.

Also, the possible misreading of directions (especially on Part 2) might have lead to skewed results. For example, a student might have thought that an answer of "O" on Part 2 meant the item given was "true English" and not waseieigo despite what the directions clearly indicated. In addition, it is unfortunate that even though the directions were in Japanese, some respondents didn't use katakana to write out their responses for Part 3. Responses should have been written in katakana script as all words and phrases in English had specific katakana equivalents. Furthermore, a few of the respondents simply transcribed the English words and phrases into their katakana-sounding equivalents without considering that their responses had little if any meaning in Japanese. However, since the survey was about waseieigo and the instructions were written in clear Japanese for each part of the survey, any effect to the overall results due to misreading of directions was likely quite limited.

Specific issues were also encountered for individual parts of the survey. For instance, it might be possible that the phrasing "Did you know that…?" used for the directions in Part 1 could be considered leading and could have caused respondents to be more likely to circle "O" (i.e., that they knew the item given was indeed a waseieigo word). However, it was hoped that respondents would answer as honestly as possible since the survey was conducted anonymously.

In Part 2 of the survey there was a 50/50 chance of getting a correct answer. It was hoped that the chance of being correct by pure luck was mitigated by the large sample size. It is interesting to note that a large number of items (9 out of 20) had correct response rates below 50%. Taking into consideration that some of the respondents may have been correct by just guessing cor-

rectly, the actual awareness of the survey items being waseieigo terms or not was actually lower than the results would otherwise indicate.

As results were being tallied for Part 3, it was realized that there is often more than just one way to say certain English words in Japanese, some of which would be correct in English, but others not. For example, the correct response for item #1 (*video game*) was assumed to be *terebi geemu* (テレビゲーム), although *bideo geemu* (ビデオゲーム) is also considered correct by most Japanese. In such a case, the response *teribi geemu* (テレビゲーム) was counted as correct and *bideo geemu* (ビデオゲーム) as an alternative acceptable response in the results (Table 9). Then, when tabulating correct percentages for each item, both correct and alternative acceptable responses were combined. On the other hand, the correct response for item #15 (*pants*) is *zubon* (ズボン) in Japanese and not *pantsu* (パンツ). In the U.S., pants means jeans, which the Japanese call *zubon*. However, In British English, the U.S. word pants actually means underwear, which is exactly what the Japanese think *pantsu* is. So since I am American, I counted the response *pantsu* for the English word pants as incorrect because I was expecting the term *zubon*. However, if a British person were to have conducted the survey, s/he would have counted the *pantsu* answer as correct.

Therefore, future research into the area of waseieigo needs to take into consideration variations in word usage between different English-speaking countries. For the purposes of this survey, however, only American English usage was considered when tabulating results. Another limitation to the survey is that it was not piloted before being administered on a large scale. Piloting the survey would have likely lessoned or perhaps even prevented some of the issues mentioned above.

Suggestions for Future Research

Since this survey was only administered to young people aged 18-21, it is hard to make sweeping conclusions for the Japanese population as a whole. It would be worthwhile in future research to survey different age groups (those in their teens, 20s, 30s, etc.) and see if there are any meaningful differences between the responses of each group. In addition, the survey covered only 56 waseieigo words and phrases out of the literally thousands that are currently in use in the Japanese vernacular. A more broad-ranging study might give better insight as to which types of waseieigo words and phrases are well known to Japanese versus those that are not.

It would also be interesting in future research to do a survey where students are asked to translate the Japanese waseieigo term given into its proper English equivalent (example: *gasorin sutando* → ガソリンスタンド is written and students must produce the English phrase *gasoline station*), which would essentially be the opposite of what students were asked to do in Part 3 of the survey. Although it would likely be a lot tougher for students to answer in English than Japanese (especially considering things like spelling issues), this method might be a better measure of awareness of waseieigo and communicative competence in English.

Conclusions

Survey results suggest that overall Japanese students at the university level are not very aware that many of the vast number of katakana words in the Japanese vernacular are of Japanese and not English origin. Although it had been expected that there would be statistically significant differences between the two universities on a large number of items in each part of the survey, this was only the case with Part 3 (12 out of 16 items, versus only 4 out of 20 items in Part 1 and 1 out of 20 items

in Part 2). One possible explanation for there being very few items with a statistically significant difference on the first two parts of the survey is that waseieigo words and phrases are not taught or emphasized at the junior high or high school levels. Instead, English classes focus on common vocabulary words and phrases that are likely to appear on entrance tests. So there is a high probability that all types and levels of students are only getting minimal exposure to waseieigo terms in English classes and thus their awareness of them is about the same. It would be worthwhile to introduce waseieigo terms in English class because all of them have proper English equivalents but the Japanese are often not using them correctly.

The misuse of waseieigo words and expressions due to a lack of knowledge can cause production errors and misunderstandings on the part of Japanese speakers. This problem can be compounded by the fact that many Japanese tend to speak broken English (i.e., incomplete sentences), which in turn can often make it difficult for native speakers to figure out what the speaker is trying to say just from context. In addition, while the problem of waseieigo is encountered in everyday, real-life-situation English use in Japan, the issue is rarely discussed in academic and pedagogical circles.

Thus, it would be beneficial for English teachers to find better ways to help raise their students' awareness of waseieigo through such methods as worksheet drills and error correction. Although the large amount of waseieigo words and phrases can make creating handouts seem like a daunting task, teachers can start by using their own experience to choose those waseieigo words and expressions they feel need to be addressed the most. Through such activities, instructors can help their students feel more confident when speaking and writing in English.

Bio Data

Josh Norman graduated from Kumamoto University in 2006 with his PhD in Public and Social Policy and has been in Japan since 1997. He is currently teaching in the Department of Culture and Language at Shokei University in Kumamoto. His interests include L1 use in the L2 classroom, waseieigo, and bilingualism.

References

Anthony, E. (1953). The teaching of cognates. *Language Learning, 4*, 79-82.

Carroll, S. E. (1992). On cognates. *Second Language Research 8*(2), 93-119.

Daulton, F. E. (1996). *Katakana* English and the teaching of pronunciation. *Journal of Nanzan Junior College, 24*, 43-54.

Daulton, F. E. (1998). Loanword cognates and the acquisition of English vocabulary. *The Language Teacher, 20*(1), 17-25.

Daulton, F. E. (2008). *Japan's built-in lexicon of English-based loanwords*. Clevedon: Multilingual Matters.

Hatch, E., & Brown C. (1995). *Vocabulary, semantics, and language education*. Cambridge: Cambridge University Press.

Honna, N. (1995). English in Japanese society: Language within language. *Journal of Multilingual and Multicultural Development, 16*(1), 45-61.

Johansson, S. (1978). Some aspects of the vocabulary learned and scientific English. *Gotherburg Studies in English. Acta Universitatis Gothoburgensis*, 42.

Lado, R. (1957). *Linguistics across cultures*. Ann Arbor: University of Michigan Press.

Nagasawa, J. (1958). A study of English-Japanese cognates. *Language Learning, 8*, 53-102.

Shepard, J. (1996, February). Loanwords: A pitfall for all students. *The Internet TESL Journal*. Retrieved from <http://iteslj.org/Articles/Shepherd-Loanwords.html>.

Shibatani, M. (1990). *The languages of Japan*. New York: Cambridge University Press.

Tomoda, T. (1999). The impact of loan-words on modern Japanese. *Japan Forum 11*(2), 231-253.

Uchida, E. (2001). *The use of cognate inferencing strategies by Japanese learners of English*. (Doctoral dissertation, University of Essex). Retrieved from http://hdl.handle.net/10068/534355