

Comprehension of English Loanwords in Japanese by Japanese and English Speakers

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Abstract

This study addresses our understanding of English loanwords in the modern Japanese language. It aims to investigate the two types of English loanwords and made-in-Japan loanwords among Malaysian English speakers and native Japanese. The proposed study utilized a quantitative approach to determine the understanding of two groups of speakers; 60 Japanese speakers in Japan and 60 English speakers in Malaysia. The data collection of this research was completed using two questionnaires. The two questionnaires consist of 14 sentences with these two types of English loanwords selected from Japanese textbooks and other sources. The findings reflected correct responses to the meaning of English loanwords and made-in-Japan loanwords for Japanese speakers. The English speakers showed correct responses for English loanwords, however, they were discrepancies in responses when it comes to made-in-Japan loanwords. This research breaks ground on the issue of the comprehension of English loanwords and made-in-Japan among Native Japanese speakers and Malaysian English speakers. This study incorporates the theory of language contact by Thomason (2001). The contact occurs where the mutual influence of languages happens leading to code-switching, borrowing, and loanwords formed by the social setting and the contact environment. It also employs the theory of language awareness to support second language learning and develop the learner's comprehension. The significance of the study emphasizes English language learning benefits and the importance of the learners' understanding of the differences between English loanwords to utilize them in vocabulary building.

Keywords: English, Japanese, language comprehension, language contact, loanwords

1. Introduction to the Study

Loanwords are a common occurrence in many languages. These words are usually built into a language when a native equivalent word is absent or lacks a precise application. English loanwords are prevalent, especially in modern Japanese. As noted by Inagawa (2014) the scale of English is vast and worthy of investigation as an asset in the pedagogical of English language learning in Japan. Furthermore, the importance of English loanwords in modern Japanese is that it is a significant resource for the Japanese education system of the English language (Inagawa, 2014). This lexicon enables learners to access, acquire, and utilize the second language words from English loanwords leading to high usage of loanwords in writing (Struc & Wood, 2015).

The Japanese vocabulary has a large sub-lexicon of English loanwords built directly into the language. There are two types of English loanwords in Japanese; (1) *gairaigo* or loanwords are English-based loanwords. They are terms that have English words of origin. It indicates that the words have been completely integrated into Japanese in terms of phonology, syntax, and morphology. For example, レポート/repōto/ for 'report.' (2) *wasei-eigo* or made-in-Japan loanwords are words that are modified Japanese but originate from English. Commonly referred to as made-in-Japan English words (Barrs, 2013a; Hatanaka & Pannell, 2016), which indicates words that have been generated in Japan from the origin of English language features. For example, サラリーマン /sararīman/ for 'employee.'

Loanwords have become increasingly prominent in the Japanese language; nowadays, they were utilized for regular activities and conversations. Mostly, the Japanese equivalents of these English loanwords are either non-existent or rarely understood by Japanese natives. Thus in some cases, English loanwords have substituted their Japanese equivalent, frequently as a modernized form. For example, マンション mansion has the Japanese equivalent of 豪邸 /gōtei/ which is rarely used or understood. Although English loanwords are used in daily Japanese conversations, the foreign aspect is not noticed by the native Japanese, for example, フォロー /foro/ is the English phrase 'follow up', but it has the Japanese meaning of support or cover for. The prominence of English loanwords in daily conversation and the apparent lack of concern for their existence can cause issues. For instance, the discussion raised among researchers concerning English loanwords can be seen as Japanese terms and therefore do not affect the community to a certain extent, or whether they should be considered as imported elements (Pórd farson, 2016; Snoeijers, 2015). This kind of discussion might lower the awareness that English loanwords are English words, and that made-in-Japan English loanwords are not English words, which will affect the benefits of using loanwords in English language learning.

There is a limited collection of English loanwords adopted in Japan notably impacted the language. Previous research analyzed English loanwords in Japanese as a linguistic phenomenon. However, a few revealed how the phenomenon could enhance or influence language

learning and communicative competence. There is significance in investigating students of different language backgrounds and learning different languages. The value of loanwords is in vocabulary building and the learning experience of a foreign language. These studies show that loanwords from both the main language and the target language are usually a good resource in foreign language learning (Hatanaka & Pannell, 2016; Inagawa, 2014; Struc & Wood, 2015).

This article expands the current literature through its assessment of the comprehension of English loanwords among students of Japanese and English language. It also seeks to determine the extent to which both speakers are aware of the English loanwords' assimilation into Japanese ones and therefore how it shapes the English learning process.

2. Literature Review

Much of the research on *gairaigo* or English loanwords has been concerned with the nativization process of foreign words into Japanese. These include changes in orthography and pronunciation as the word is rendered into katakana, morphological changes such as abbreviation and combination, syntactic changes (principally nominalization), and semantic changes (Sowers, 2017; Allen, 2018; Takamura, Nagata & Kawasaki, 2017; Doi, 2014). Other researchers have investigated the extent of English loanwords and variations in the level of English loanwords over time to media type (Kjeldgaard, 2014; Scherling, 2016). A comparison of Japanese language learners and native speakers was made as well, where they considered the influence of native language on the usage of English loanwords (Struc & Wood, 2015).

Hatanaka and Pannell (2016) examined participants' knowledge of the meanings of both English words with Japanese equivalents and made-in-japan English-derived words. They utilized a survey on understanding the meanings and connotations of *gairaigo* terms, understanding of *wasei-eigo* terms, and their perceptions about it. The survey also includes short interviews to gauge their attitudes toward *wasei-eigo* terms and to investigate their perception that *wasei-eigo* terms are not used outside of Japan. The findings of the research revealed that for *gairaigo* terms, native English speakers correctly assigned the meanings and connotations of the English words, while native Japanese speakers assigned the English words the meanings and connotations of the Japanese equivalents. While native Japanese speakers correctly understood the meaning of most of the surveyed *wasei-eigo* terms, native English speakers were less successful, as at least one native English speaker assigned four of the six *wasei-eigo* terms incorrectly.

In another study, Nakao (2016) compared the Japanese students' self-reported knowledge of the meaning of English loanwords and qualitatively examine students' first language use of high-frequency English loanwords. He did an exploratory study to compare loanword self-reported difficulty of the English language with students' first language knowledge. The difficulty of the English language is considered to be strongly related to the acquisition and effective utilization of vocabulary knowledge. Nakao's findings were that the student's knowledge of English loanwords was often limited to the katakana translation, despite the meaning being of low frequency within the Japanese language.

Matsuura, Rilling, Chiba, Eun-Young, and Nur Rini (2016) studied the intelligibility and the ability to understand the English nativized terms in the Japanese vocabulary. They provided the participants with audio to listen to figure out which terms are simple or challenging and to figure out the Japanese society's attitude. One of the most significant findings is morphological and semantic adaptations, for example clipping as in アパート /apato/ for 'apartment building', which expressively influenced the listener's comprehension. The outcome indicates the importance of language and cultural understanding as well as the context of usage.

Barrs's (2013a) findings presented from a small-scale investigation into both the number of cognates between Japanese and English and their frequencies in the English language. The knowledge of loanwords is investigated by the method of a dictionary study. The extent of integration is examined by reference to corpus analysis of the Japanese language. Barrs aimed to further understand the assimilation processes of English vocabulary into the Japanese language, and how this affects the English language study in Japan. He utilized a corpus analysis of the most frequent top 200 English words from the Japanese Association of College English Teachers (JACET) list of 8000 English words (that uses, British National Corpus) and 大辞林辞書 /dajirinjisho/ 'great forest of words dictionary' for Japanese loanword equivalents. The results revealed that even on a small scale, there is a large number of cognates between English and Japanese languages. Numerous of these loanwords are frequently used in the Japanese language, which suggests the benefits of utilizing these cognates in learning activities. It will support students' understanding of the similarities and differences. It will also increase learners' cross-linguistic awareness of the educational value of their first language vocabulary in the learning process.

The usage of loanword cognate items was investigated by Struc and Wood (2015) in a longitudinal learner corpus comprised of the English writing of 170 Japanese university student learners of English (NNS) and another corpus comprised of the writing of 29 native speakers (NS) of English (American university students aged 18-22 on short-term study abroad programs at Japanese Universities) in both narrative and argumentative genres. Their findings confirmed the intuitive expectation that NNSs would consistently deploy loanword cognate items more frequently than NSs. NS data shows that loanword cognate items are more likely to appear in narrative texts, while NNS writing shows no differences in the deployment of loanword cognate items between the genres. Thus, the comparison of loanword cognate items in narrative and argumentative writing both within NS and NNS texts revealed that genre affects NS writing. In other words, loanword cognate items were more prevalent in NS narrative writing than in NS argumentative writing. One explanation involves NNS writers being influenced by their lexical resources rather than by the specific demands of comprehension and different genres.

In addition, Sowers (2017) studied the syntax and semantics comprehension of English loanwords and their effects on vocabulary acquisition of Japanese English language exchange students. To achieve this, he did a sentence-writing task to contextualize word

understanding of Japanese-English cognates. The sentences were examined quantitatively and qualitatively for semantic and syntactic mistakes. The results indicate considerable contrast in the methods that true and non-true cognates are comprehended by English Japanese learners. Respondents declared that they understood the meaning of a true cognate compared to a non-true cognate. The outcomes provide the educators with a context to present vocabularies for learners, especially Japanese-English word sets. Also, the outcomes presented the issue of non-true cognates' semantic mastery of students. Nonetheless of syntactic difficulties, educators cannot initiate to explain Japanese students with syntactic contextualization problems without the student's full comprehension of the semantic change in English loanwords.

2.1 The Comprehension and Awareness of Loanwords

Loanwords from English occupy an essential place in the Japanese. One noteworthy characteristic of Japanese loanwords is that their meanings are often different from their original words. Indeed, the meanings of loanwords in the source language often differ from their original words. Allen (2018) assists that the Japanese have a strong tendency to change the meanings of loanwords. He argued that in Japan there is no deep cultural motivation to protect their original meaning. Sowers (2017) added in terms of meanings Japanese loanwords are flexible. Thus, Japanese loanwords would be an interesting subject to work on in the study of meaning change.

Japanese loanwords from English are also important in language education (Barrs, 2013b). Japanese learners of English often make mistakes when using English words with corresponding loanwords in Japanese but with very different meanings. In contrast, learners can make better use of a loanword in conversation if they know that its meaning is the same as that of the original. Thus, it is vital to know which loanwords are semantically different from their original.

Sometimes the original meaning is replaced by new local meanings. The word 'companion' in English, for example, denotes a friendly escort. In Japanese, the word コンパニオン /konpanion/ refers to a woman employed as a translator or a hostess at a social or professional gathering, or to a sale-promotion flight attendant. While the English words 'wet' and 'dry' denote the physical condition of an object, the loanword ウエット /uetto/ wet describes a sentimental person, as opposed to a ドライ /dorai/ dry, a non-sentimental one. Often semantic shifts can occur due to misunderstanding. Nowadays, however, the public awareness of the differences between the original meaning of those English loanwords and their Japanese meanings is extending. Frequently, the awareness results in a certain admiration for the creativity and originality of the Japanese. Often, after undergoing phonological, morphological, and semantic changes, however, it is still considered a loanword rather than a word in Japanese despite admiration for the creativity of the loanwords (Mao & Hulden, 2016).

Takamura et al. (2017) examined the semantic change of English loanwords where they are transferred between English and Japanese. They proceeded to investigate the Japanese loanwords when they are taken from English, where they determined the similarity between a Japanese loanword and its English word. The English semantics similarity was compared to indicate the meaning alterations between English and Japanese loanwords. The methodology was evaluated in various ways, where they found that the meanings of specialized terms do not tend to change, at least for Japanese. A considerable number of words were ambiguous because of the Japanese phonetic framework, such as ライター *lighter* and ライター *writer* appointed to the same loanword in Japanese since the Japanese language does not differentiate the consonants /l/ and /r/. They assessed the 100 words that have the least resemblances in comparison to loanwords where 21 words are manipulated by ambiguity, and 19 are affected by named elements, 57 are referred to be semantically not quite the same as their English loanwords. For the other three words, the embedding would not be very precise, most likely because of their infrequency in either the English or the Japanese utilization. Thus, they suggested that the difference in the word embedding captures the change in meaning.

The semantic shift of 'mansion' マンション /manshon/ made it have two different meanings, in English it means big fancy house while in Japanese it means high-rise apartment. Clipping sometimes occurs in long words, such as デパート /depāto/ is back clipped from 'department store', the clipping has occurred where it shortened the word in Japanese. This led to confusion due to having another meaning in English for the word 'department', such as being a part of an organization. Coinage is the process of creating a new word or term that does not exist in English, such as Guts pose ガッツポーズ /gattsupōzu/ in Japanese which means victory pose. These alterations lead to obstacles to comprehensibility for learners.

If the native word is presented out of context Japanese people would find the word incomprehensible, especially if presented out of context. Matsuura et al. (2016) reported coined euphemisms like 'skinship' /sukinshippu/ and 'home doctor' /hōmu dokutā/, difficult to be understood by native speakers of English unless provided with few context clues. Matsuura et al. (2016) also concentrated on intelligibility and the ability to understand the English nativized terms in the Japanese vocabulary. Their respondents were non-native English speakers from the Philippines, Korea, and Indonesia where they were examined to listen to English including nativized terms from Japanese. Also, there were respondents which are native English speakers from the United States. They were given questionnaires with audio to listen to and a test. The researchers discovered that language and cultural knowledge as well as the context are essential to understand Japanese nativized expressions.

2.2 Language Contact

This study incorporates the theory of language contact that occurs when languages develop contact and borrowing with each other. Commonly, in a contact condition in the social setting, it is inevitable for borrowing, code-switching, and loanwords to occur. Language contact is one of the most influential, forces driving language change. This foreign influence on a language can come in several ways,

such as through trade, the spread of religion, or imperialism (Irwin, 2011).

Omar (2015) studied the attitudes and anxiety of Language contact specifically on English loanwords. He indicated a generally positive attitude toward English loanwords in Japanese where it had a connection of modernity and usefulness. Still, there was a negative attitude in relation to anxiety due to the incomprehensible English loanwords. Omar (2015) discussed that katakana aids to form a cultural barrier in what are foreign words and hiragana for native words. Still, katakana provides an easy method to adapt loanwords into Japanese. In addition, to unify foreign words to Japanese. This separation eases the anxiety in relation to the corruption of the Japanese by minimizing the “cultural sense of identity loss” (Omar 2015).

One of the types of language contact is code-switching (CS). Code-switching can be defined as ‘the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems’ (Alhazmi, 2016). It can be seen as including extra-sentential switching (the inclusion of tags or discourse particles of Language X before/after/between, and syntactically unconnected to, clauses of Language Y), inter-sentential switching (switching between clauses and sentences), and intra-sentential mixing (switching between phrases, words, and morphemes) (Alhazmi, 2016). In this study, the occurrence of code-switching is evident in the Japanese context among Japanese speakers. English is the common foreign language for Japanese English learners. Mainly, intra-sentential switching happens between Japanese and English since the sentence, and the structure will remain as the Japanese structure, yet switching with English will happen with specific words and loanwords, particularly in this study.

2.3 Language Awareness and Second Language Acquisition

Language Awareness is the language knowledge of learners to improve their sensitivity and mindfulness of the forms, meanings, and usage of the language. Wlosowicz (2014) stated that acquiring language awareness requires some metacognition of language rules and skills and some knowledge of the target language.

Language awareness shares an association with several other terms, such as metacognition which is about the learners own understanding and thinking. Linguistic awareness is learners' reflection and modification of the linguistic code. Metalinguistic awareness is described as the ability to separate an individual from the content of language to reflect and influence the structure of language (Wlosowicz, 2014). Metalinguistic knowledge is the ability of learners to identify, clarify, and justify second language (L2) mistakes. These terms are sometimes distinguished and sometimes used as synonymous. According to James (1999), literature for language knowledge and language awareness are linked. James stated that “knowing what something is called is an essential part of knowing that something”. This means that the learners’ awareness, for example, of what certain terms in language means, would lead to the knowledge of the language. Wlosowicz (2014) sees both metalinguistic knowledge and language knowledge as part of language awareness. The terms are also used with varying meanings depending on who uses them.

Japanese Loanwords can be a linguistic barrier if Japanese English learners are not equipped with its various semantics transformation. It should be noted that loanwords in Japanese are not all taken from English. This present study just focuses on English loanwords that can be utilized to expand learners’ vocabulary in learning English. Therefore, it can be proposed that English loanwords are valuable assets in learning English vocabulary. The English as Foreign Language (EFL) teachers’ responsibility is to create awareness of these loanwords to the Japanese English learners in terms of clarifying the differences in definitions and providing learners with correct usage examples and the opportunity to practice proper locution (Ogasawara, 2008).

Learners’ anxiety and fears of making errors in language lead to overthinking the difficulty of the language. Where learners doubt their loanwords knowledge. These anxieties restrain them from using the language. Even though, language awareness facilitates second-language learning. Where teachers can play the role to ease their anxieties by pointing out the differences, for example, by showing the correct target word to minimize first language interference. Through teaching the students would be assisted to distinguish loanwords that have been altered from those that have not. Also, to distinguish actual borrowings from made-in-Japan loanwords. A good example would be a clear explanation of learning the vocabulary and nature of loanwords that exists in Japanese and English language.

The present study further clarifies the differences between modern Japanese and nativized English loanwords in general. Also, the study has practical implications in the area of English language learning and teaching. In terms of both pedagogy and material/reference development concerning English-origin words in Japanese. As pointed out by several researchers (e.g., Inagawa, 2014; Struc & Wood, 2015; Hatanaka & Pannell, 2016), this study suggests that loanwords can be utilized for Japanese English learners to gain familiarity with English words and expand their English lexicon. The resemblance of meaning in certain English loanwords helps in reducing the learning burden. Inagawa (2014) also expressed that as English lexical items are incorporated into Japanese, the usage is not always identical to its parent English word due to nativization. Conclusively, exposure to Japanese loanwords does not guarantee to reduce the burden of acquiring proper usage and meaning of words in English. This can also be reasoned with the narrowing loanword scope reference in comparison to its original English word where Japanese are required to add new definitions into their lexicon as they do not exist in Japanese contexts as opposed to English context.

Inagawa (2014) realized that the effect of loanwords is where there are similarities between Japanese and English language words. Since the similarities make it easier to learn for Japanese second learners of English. Struc and Wood (2015) indicated that languages that share words have the benefits of a common lexicon. But, it is necessary to understand the difficulties associated with partial semantic similarity and differences in the grammatical constraints of the relevant words. Still, Struc, and Wood suggested that the large number of loanwords, particularly those borrowed from English, in the Japanese lexicon serve as a useful resource for Japanese English learners.

Linguistic distance between first and second language also plays a role in determining the degree of learning burden. It is often the case that where languages are related there is a great deal of syntactic and lexical similarity between the languages. Which makes second language learning less burdensome. Champ (2014) stated that the degree of burden in acquiring a new language is measured by the level of effort required. This is highly dependent on the overlapping of knowledge and familiarity of words to students. Thus, it is often discussed that cognates facilitate the learning of a second language. Studies have also proven the important role of cognates in both inferring and learning a second language (Struc & Wood, 2015; Hatanaka & Pannell, 2016; Champ, 2014). The benefit of cognates on second language learning can also be reasoned on the type of loanword itself. Even though English and Japanese are typologically unrelated languages, the high usage of English loanwords in the daily life of Japanese society has brought the consideration of using loanwords as a significant cue for second language learning (Champ, 2014; Stubbe, 2014).

3. The Present Study: Questions and Methods

This is a descriptive quantitative study that investigates and analyses the comprehension and awareness of two different groups of speakers and compares the Japanese and English speakers. By utilizing quantitative research, questionnaires were used to collect quantitative data to answer the research questions; 1) How do Japanese speakers and English speakers comprehend English loanwords in Japanese? 2) To what extent are Japanese and English learners aware of the similarities and differences in the meaning of English loanwords and made-in-Japan English words?

The researcher distributed online questionnaires to the participants to identify their awareness of loanword usage and their comprehension of particular loanword meanings. It is also used to investigate the awareness of Japanese native speakers and whether they know which word is English loanword and made-in-Japan English words. The respondents' answers distinguished whether they could recall the Japanese native equivalent words of the English loanwords such as class have the equivalent of 教室 /kyōshitsu/.

In the questionnaire, the first section presented 14 sentences with questions regarding each loanword. The questions are for the respondents to state all the meanings they know regarding each loanword and its equivalent. The second section contained a list of loanwords for the respondents to identify which are English loanwords and which are Made-in-Japan English loanwords, as well as an open-ended question to state how they identified the type of loanwords. The third section had 6 open-ended questions regarding their experience with loanwords, and what they think of loanwords. In addition, a question to investigate the awareness of the JEL that made-in-Japan loanwords terms are not used outside of Japan.

3.1 Sample of the Study

The respondents comprise two groups: Japanese English learners (JEL), and English speakers in Malaysia (ESM). Japanese English speakers refer to those learning English in Japan, while English speakers refer to those with English as a second language in Malaysia. The data collection for English speakers in Malaysia was conducted in English, whereas the data collection for Japanese speakers was conducted in Japanese.

60 Japanese English learners responded to the questionnaire as did 60 English speakers. The two versions of the questionnaires were distributed online as Google Forms. The primary respondent for this research was JEL who answered the questions regarding awareness, language learning, and comprehension. However, ESM was also considered to certain the differences in comprehension of English loanwords and made-in-Japan English words. JEL was the primary contributor, while ESM offered a comparative contribution to the findings.

3.2 Instruments

The questionnaire consisted of two versions, Japanese and English presented in Google Forms. The questionnaire collected the responses of Japanese native speakers from a variety of backgrounds concerning loanwords. It requires respondents to give objective assessments of comprehension and awareness relating to English loanwords and Made-in-Japan and provide personal opinions and experiences. Written open-ended were distributed for gaining more in-depth data. The information collected by the questionnaire reflected a distinctive comparison between ESM and JEL.

The questionnaires consisted of 14 sentences; 7 were English loanwords, and the other 7 were made-in-Japan loanwords. The sentences with these two types of English loanwords were selected from the Japanese textbooks Marugoto, Japanese loanwords dictionaries such as Romajidesu, "English in Japanese" (Miura, 1992), and past studies (Hatanaka & Pannell, 2016). They were chosen based on the degree of meaning alteration each term had undergone when shifting languages.

The questionnaire contained 14 sentences with questions regarding each loanword. The respondents were encouraged to state all the loanword they knew and their equivalents. Also, it contained a list of words for the respondents to identify: English loanwords and made-in-Japan English words, and an open-ended question to explain why they made those choices. In addition, six open-ended questions regarding their experience with loanwords, and what they thought. Based on these responses, an investigation was launched to clarify whether JEL is aware that modified loanwords are not used outside of Japan.

The other version of the questionnaire was dedicated to ESM and it contains a list of sentences with questions regarding the meaning of 7 English loanwords and 7 Made-in-Japan English loanwords. In addition, there were 5 open-ended regarding why they assign those meanings, and there were questions in relation to the thought on loanwords. Surveying the ESM on the Made-in-Japan English loanwords is conducted to identify whether ESM can guess the meaning of Made-in-Japan English loanwords. This indicated that communication

will be halted if JEL uses Made-in-Japan English loanwords.

The purpose of having a questionnaire with two versions is to allow for clarity when identifying the difficulties faced by the participants in their comprehension of loanwords. There are questions for the Japanese participants to give the Japanese equivalent of each loanword. However, it is not suitable to include these questions for ESM because it is related to the Japanese.

3.3 Loanwords

14 loanwords were selected. Seven of them are English loanwords which are Class クラス /kurasu/, Department デパート /depāto/, Computer パソコン /pasokon/, Circle サークル /sākuru/, Concert コンサート /konsāto/, Comment コメント /komento/, and Volunteer ボランティア /borantia/. The seven made-in-Japan English loanwords are Guts pose ガッツポーズ /gattsupōzu/, Baby hotels ベビーホテル /bebīhoteru/, Mansion マンション /manshon/, Salary man サラリーマン /salarīman/, Skinship スキンシップ /sukinshippu/, Charm point チャームポイント /chāmupointo/, and Soft skills ソフトスキル /sofutokusuru/.

These loanwords were chosen according to a certain set of criteria which were similar to Hatanaka and Pannell (2016), and Matsuura, Rilling, Chiba, Eun-Young, and Nur Rini (2016). The choice of the English loanwords was on the frequency of utilization and repetition and the scale of semantics shift. The choice of Made-in-Japan English loanwords was on the frequency of utilization as well as the fact that it has a distinct meaning from English. 14 words were chosen to investigate the respondent's comprehension and awareness of different frequently used loanwords as well as to minimize the burden on the participants to respond to the questionnaire. The 14 words were divided equally into 7 English loanwords and 7 Made-in-Japan English loanwords to investigate the respondent's comprehension and awareness of the differences and similarities. When English loanwords had the same meaning in both languages, it was straight forward whereas, for made-in-Japan loanwords, it was quite complicated since the words had two different meanings. In English, it does not give the same meaning as in Japanese, or it is meaningless in English, resulting in completely unrelated words from the English source words.

4. Results and Discussions

After the data was collected, they are further identified, analyzed, categorized, and summarized using SPSS to determine the frequency, percentage, and standard deviation for the meanings of the words. This study used descriptive statistics to categorize the responses according to the different meanings identified by participants. It was also used to describe the data and explain the participants' responses.

The findings indicate that the majority of loanwords meanings were correctly identified by the Japanese speakers as they were used in Japanese despite the lack of understanding of English meaning. For example, the word 'mansion,' is different in English, and the respondents only indicated the meaning in Japanese. There was also a lack of comprehension the words such as, 'computer' and 'comment,'. For example, 'computer' when stated with another loanword implies a personal computer. And 'comment' was understood by some as an opinion but by others as an impression and indication.

As for the ESM, they were able to state the meaning of English loanwords correctly. However, when identifying made-in-Japan English loanwords, only three were comprehended correctly by the majority of the respondents; 'skinship,' 'charm point,' and 'soft skill.' The other three; 'guts pose', 'baby hotel,' and 'salaryman' were mostly comprehended incorrectly. Several meanings were applied to these loanwords, such as 'guts pose,' baby-friendly hotels for 'baby hotel,' and dealer for 'salaryman.' As for 'mansion,' they identified the word meaning correctly (large house) similar to the English language.

This finding indicates the differences in the comprehension for both groups of participants answering the research question "How do Japanese speakers and English speakers comprehend English loanwords in Japanese?" As JEL, even though most of them have been studying the English language, they only referred to their native language knowledge when indicating the meaning of a word. Most of them know that it exists in English yet they stated the meaning in Japanese. In the case of the loanword 'mansion.' The ESM referred to their English language knowledge in comprehending the words.

4.1 Identification of English Loanwords and Made-In-Japan English Loanwords

Comprehension and linguistics awareness of loanwords were measured by understanding the meaning mentioned in the previous subsection. This part addresses research question two: "To what extent are the Japanese English learners aware of the similarities and differences in the meaning of made-in-Japan English loanwords and English loanwords?" To further ascertain the participant's awareness, a question regarding the categorization of English loanwords and made-in-Japan English loanwords was asked to measure if they could differentiate these two types. All 14 words were put into a tick box grid for the JEL, followed by a question asking how they differentiated the two types of loanwords to determine the basis upon which they comprehended the loanwords. ESM was also asked to state how they guessed the meaning of made-in-Japan English loanwords.

Table 1. Japanese Speakers Identification

	English loanwords	Made-in-Japan loanwords	I do not know			
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Class	35	58.3%	17	28.3%	8	13.3%
Department	18	30.0%	42	70.0%	0	0.0%
Computer	12	20.0%	48	80.0%	0	0.0%
Circle	11	18.3%	46	76.7%	3	5.0%
Concert	44	73.3%	12	20.0%	4	6.7%
Comment	51	85.0%	15	15.0%	0	0.0%
Volunteer	54	90.0%	6	10.0%	0	0.0%
Guts pose	3	5.0%	57	95.0%	0	0.0%
Baby hotel	4	6.7%	47	78.3%	9	15.0%
Mansion	6	10.0%	54	90.0%	0	0.0%
Salary man	2	3.3%	58	96.7%	0	0.0%
Skinship	48	80.0%	11	18.3%	1	1.7%
Charm point	26	43.3%	26	43.3%	8	13.3%
Soft skill	28	46.7%	20	33.3%	12	20.0%

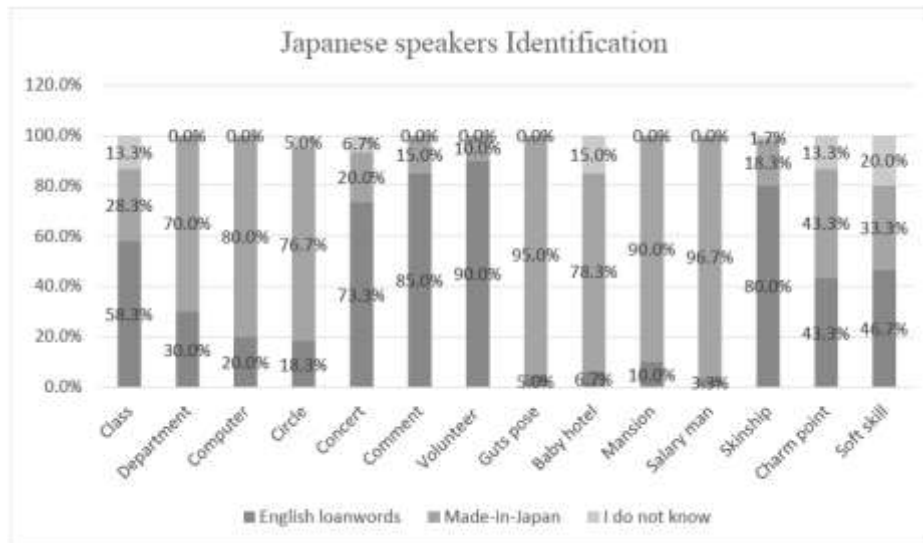


Figure 1. Japanese Speakers Identification

Most of the JEL was unable to identify the English loanwords and made-in-Japan English loanwords correctly. Many were uncertain when identifying English loanwords as Made-in-Japan loanwords; for example, 70.0% were unsure about the word “department”, 80.0% of the word “computer”, and 76.7% of the word “circle”. The made-in-Japan English loanwords were also incorrectly identified; 80.0% about the word “skinship”, 46.7% for the word “soft skill”, and for the word “charm point” half the participant (43.3%) choose as an English loanword, and the others have chosen it as a made-in-Japan English loanword. Overall, JEL participants were uncertain about the type of loanwords especially words such as; guts pose 95.0%, baby hotel 78.3%, mansion 90.0%, and salaryman 96.7%.

Table 2. English Speakers Made-in-Japan loanwords Identification

	English word		Made-in-Japan English	
	Frequency	Percentage	Frequency	Percentage
Guts pose	4	6.6%	56	93.3%
Baby hotel	8	13.3%	52	86.6%
Mansion	44	73.3%	16	26.6%
Salary man	12	20.0%	48	80.0%
Skinship	6	10.0%	54	90.0%
Charm point	10	16.6%	50	83.3%
Soft skills	54	90.0%	6	10.0%

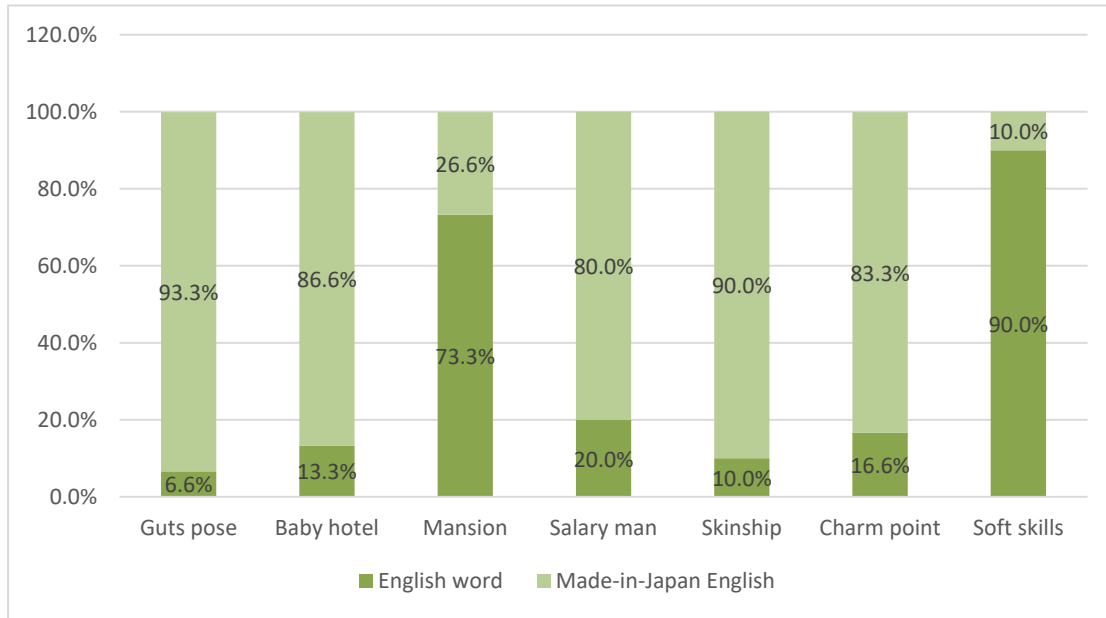


Figure 2. English Speakers Made-in-English loanwords Identification

The Participants’ General Knowledge and Experience of Loanwords

The ESM was asked to identify the English loanwords as made-in-Japan English loanwords or Made-in-Japan English words as English loanwords to ascertain if they were aware of the differences. The respondents correctly identified words such as guts pose (93.3%), baby hotel (86.6%), salaryman (80.0%), skinship (90.0%), and charm point (83.3%). When words that exist in English were utilized for different meanings in Japanese, they selected the English meaning, especially words such as mansion (73.3%), and soft skill (90.0%).

4.2 The Participants’ General Knowledge and Experience of Loanwords

Some sections of the questionnaire sort the participants’ general knowledge and experience of loanwords. The JEL were asked about their experience and knowledge of whether there are loanwords used instead of Japanese words and were asked to state examples.

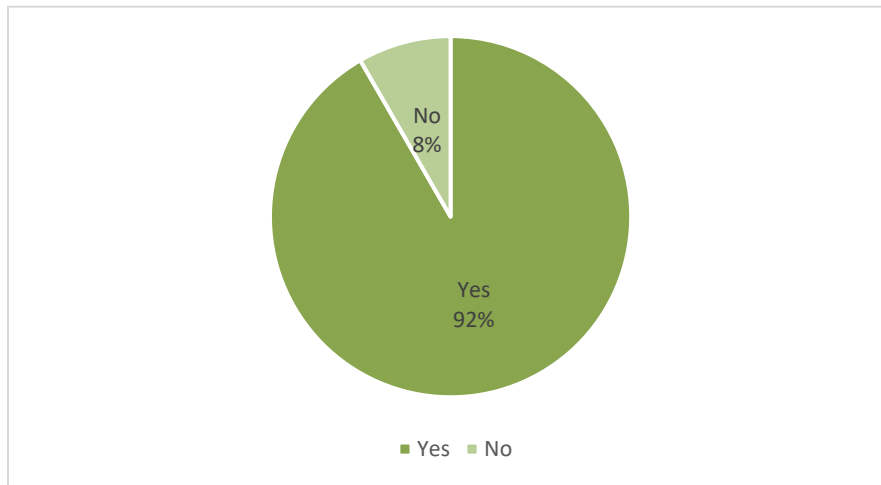


Figure 3. Loanwords Substitution

As shown in Figure 3, 92% of participants stated that loanwords are used more frequently than Japanese words. Responses indicated that there are numerous loanwords used instead of Japanese words. The findings indicate that the respondents do not comprehend many loanwords regarding business, technical terms, economics, the internet, fashion, and technology.

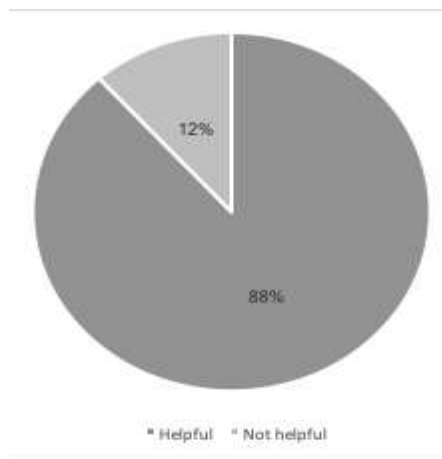


Figure 4. The Helpfulness of Loanwords to English Language Acquisition

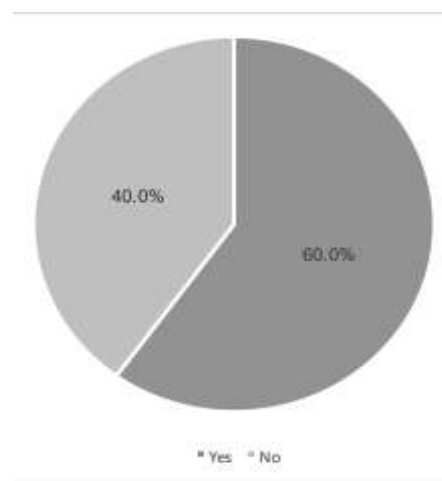


Figure 5. Awareness of Non-True Loanwords Existence Only in Japanese

As shown in Figure 4, 88.3% stated they believed loanwords are useful for English language learning whereas 12% indicated that they are the opposite. Participants have explained the helpfulness of loanwords in English language learning. They asserted that writing the word in Katakana would help them understand the loanwords rather than the Roman alphabet. Ultimately, knowing loanwords would help in memorizing English vocabulary. Yet, the Japanese language has numerous English loanwords that have the same meaning in Japanese; a person should be careful of words that do not have the same meaning. Having loanwords would support the speaking process by saying the word in English as words that can be used in Japanese and English, which would help to discover the origin and the meaning of the loanwords in English. However, if a person fails to differentiate between English loanwords and made-in-Japan English loanwords, this would complicate the learning process. Other responses explained similar ideas that loanwords are a useful tool for English language learning. The seven made-in-Japan English loanwords used in this study were presented to the participants and they were asked whether these words existed in English. As shown in Figure 5, the majority (60%) stated that they were aware that these words did not exist in English. In contrast, 40% stated that they did not know. These findings indicate that many Japanese speakers are mindful of the difference between true loanwords and non-true loanwords. Still, the respondents who did not know had a high percentage of 40%. Differentiating English loanwords and made-in-Japan English loanwords are crucial as a vocabulary-building guide. Specifically, in using it as a vocabulary-building guide by being conscious of the differences between English language words compared to English loanwords in the Japanese language.

5. Conclusion

This research demonstrates significant distinctions in the manner that English loanwords and made-in-Japan English loanwords are comprehended by JEL and ESM. Respondents were asked to state the meaning they knew of English loanwords and made-in-Japan English loanwords. In addition, they were asked to categorize the types whether the word was an English loanword or a made-in-Japan English loanword. Besides that, there was not a noticeably huge distinction in participants’ understanding between English loanwords and made-in-Japan English loanwords. Disparate meanings of loanwords cause negative exchanges, with numerous made-in-Japan English loanwords being improbably used. Quantitative analysis shows ESM stated the correct meaning for the English loanwords while JEL stated

the correct meaning of made-in-Japan English loanwords better than the ESM.

However, the study was limited by the number of loanwords presented to the participants. Future research should include an increased number of loanwords to further extend the research data, in addition to increasing the number of participants. Furthermore, the usage of a questionnaire as the method of data collection presented a limitation due to most of the previous literature reviews used to test as their main data collection instrument (Matsuura, Rilling, Chiba, Eun-Young, & Nur Rini, 2016; Champ, 2014; Nakao, 2016). In further studies, another data collection method will be beneficial to examine the issue from a different perspective.

This study provides insight for Japanese speakers learning English as a second language. This study found that English loanwords and English words are comprehended by JEL participants in their general meaning. Further studies should expand upon this research about English language learning. As loanwords may assist English language learners in their learning process. It would be helpful if the educators taught JEL participants English vocabulary in a way that the learners can utilize their loanwords comprehension and awareness. Since comprehension is a key element in learning a language, differentiation of the languages is effective and important to comprehend the meaning of a word that exists in more than one language. English and Japanese are related through cognates; these similarities might facilitate comprehension. Comprehending loanwords has properties that support lexical items for Japanese speakers learning English as well as for English speakers learning Japanese.

While many loanwords can be helpful for Japanese and English learners, there are instances of miscommunication or confusion. Further studies should focus on how to prevent such instances from comprehension and awareness.

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