Influence of Loanwords on English Usage
by Japanese Learners of English

Mayuko Inagawa
Imaichi High School

Abstract

This study explores the impact of learners' pre-existing knowledge of loanwords on their English usage. An error identification and correction task, and a questionnaire were assigned to 86 high school students (27 first-year and 59 second-year high school students) and 34 university students in Japan. The data was analyzed in terms of the following two aspects: (a) influence of Japanese EFL learners' knowledge of English-derived words on their English usage and (b) a hierarchy of word difficulty among the five different types of loanwords. The finding has shown that negative transfer of English loanwords could be seen in learners' English usage. The study also found the existence of words' difficulty among different types of loanwords: Speech Modification > Semantic Modification > Wasei Eigo (Janglish) > Morphological Modification > Straightforward Loanwords (‘>' means 'is more difficult than').

Key Words: Loanword Katakana Influence

1. Introduction

Japanese has a long history of borrowing words from other languages, and a huge number of foreign-derived words are nowadays found in daily life. Specifically, words borrowed from English are significant in number. Because of a rich English vocabulary in Japanese, it could be the case that Japanese learners who study English can take advantage of these words in their English vocabulary learning.

In the field of second language acquisition (SLA), influences between first language (L1) and second language (L2) have been one of the big concerns. Above all, positive effects of cognates on vocabulary learning have been found (e.g., Ard & Homburg, 1983; Banta, 1981). In definition, cognates and loanwords are different. While the former refers to a word that has the same origin as another historically, the latter are just borrowed from other languages and have no historical relationship with those languages. However, apart from this fact, both of them share the same or similar words in sound and/or meaning between L1 and L2. In this sense, loanwords can also be beneficial in L2 vocabulary learning as cognates are.

The primary aim of this present study is to gain an idea of to what extent learners' knowledge of loanwords is reflected in their English usage. Moreover, the research herein also investigates the degree of word difficulty among several types of loanwords.
2. Previous Studies

2.1 Cognates and Vocabulary Learning

The role of L1 is one of the big concerns in SLA. It is commonly discussed in connection with L1 transfer, which is either positive or negative, and L2 learning. Regarding the effectiveness of similarities between L1 and L2 in vocabulary learning, Nation (2001) asserts that its similarity makes vocabulary learning less burdensome. According to him, learning burden is “the amount of effort required to learn one [word],” and this burden will be lighter when there is similarity between L1 and L2. This phenomenon includes loanwords sharing almost the same meaning as the original (pp. 23-24). This positive transfer may be pragmatically useful in building English vocabulary. In fact, the positive transfer from L1 to L2 in vocabulary acquisition has been shown by several researchers.

Palmberg (1985 as cited in Uchida & Scholfield, 2000), for example, has demonstrated that Swedish-speaking Finnish children who had never studied English before performed quite well on English vocabulary tasks. He concludes that the large number of cognates between Swedish and English could result in the outstanding performance of the children. Similarly, the roles of cognates as a facilitator of learning can be applied to adult learners. Ard and Homburg (1983) assigned two groups of learners, Spanish and Arabic, vocabulary tests which included English-Spanish cognates. Comparing the results of the test score between the groups, the findings show that Spanish learners of English performed much better than the learners whose L1 was Arabic. Due to many similarities existing between Spanish and English, they suggest that Spanish speakers can easily learn cognates.

In the same way, the significance of linguistic similarity has been proven by the study conducted by Tokumaru (2005). She examined the visual word recognition latency of 45 native Japanese L2 users of English and of 10 L2 speakers of Japanese. She found that loanwords also could be a cue for learning as cognates were. The study revealed that words which have phonological and semantic similarities between English and English loanwords in Japanese contribute to the facilitation of the priming effect in latencies of word recognition between the two groups.

2.2 Research on Loanwords in Japanese

With respect to loanwords in Japanese, a number of studies have been done. The majority of them are discussed from the linguistic or sociocultural points of view (e.g., Kay, 1995; Stanlaw, 2004). However, it has been rarely discussed that the association with katakana effects and English education. The influence of katakana on English education and its use in the classroom are one of the biggest concerns among language professionals. Some researchers (e.g., Shepherd, 1995; Takeda, 2002) discuss its problematic aspects and have a negative feeling towards its use, while others (e.g., Brown & Williams, 1985; Daulton, 1998) argue the positive effects of loanwords in language learning.

2.3 Loanwords as Foes

It is often argued that loanwords pose serious problems for Japanese students learning English, since they do not always share the same features of the original English usage. Their usage is often changed phonologically, morphologically, semantically, and grammatically.

Several studies point out that katakana or loanwords have a negative influence on Japanese learners of English learning. Most of them concern the phonological gap between Japanese loanwords and their original, for example, milk becomes miruku by dropping a stress and adding a vowel after
every consonant, and transforming /l/ sound in /l/. Shepherd (1995), for instance, discourages the use of katakana as an aid to pronunciation in English learning materials, since it does not represent exact English sounds. Likewise, Takeda (2002) also points out the abuse of katakana pronunciation in the sense that it causes learners difficulty in associating letters and sounds.

2.4 Loanwords as Friends

As argued above, some researchers point out the negative influence of katakana on learning languages. However, English loanwords in Japanese are not always problems for learners. The study conducted by Yoshida (1978) is a good example of empirical research which demonstrates the positive influence of English loanwords on a Japanese-speaking child’s vocabulary acquisition. She found that English loanwords were helpful for Mikihide, who was a three-year-old Japanese speaking child and had recently moved to the United States, to comprehend new English vocabulary and to acquire related English basewords quickly. Whereas Yoshida studied a young child’s vocabulary acquisition in an ESL environment, Brown and Williams’ (1985) and Daulton’s (1998) studies deal with young Japanese learners of English. Similar to Yoshida, both studies also have shown the positive effect of L1 Japanese knowledge on L2 English vocabulary acquisition.

Brown and Williams (1985) conducted a study to examine whether or not Japanese students of English make use of English loanwords in their understanding of English vocabulary items. The participants, 262 university students in Japan, were required to listen to one of three sets of tapes: (a) non-borrowed words, (b) borrowed words, and (c) borrowed words, where participants were informed that they were borrowed, and to choose the correct definition of the word, which they heard over the headsets, among four choices. The results showed that participants did better in their understanding of borrowed words than non-borrowed ((b), (c) > (a)).

In addition, Daulton (1998) has given more evidence that English-derived words can be an aid to enhance English vocabulary learning. He examined whether or not recall and recognition of lexical items with loanword correlations is better than with non-loanwords. The study involved 27 junior-college-level students who were asked to answer vocabulary questions by filling blanks for both loans and non-loanwords. The results have shown that students performed better with loanwords over non-loanwords. He agrees that the knowledge of pre-existing Japanese loanwords can help to improve learners’ acquisition of English vocabulary.

Whereas several researchers, as mentioned previously, examined the effect of English loanwords on learners’ vocabulary acquisition by comparing them with English-derived words and non English-derived words, Uchida and Scholfield (2000) conducted a study to explore the word difficulty within English loanwords. In terms of learnability, they examined word difficulty among English loanwords for Japanese learners of English by eliciting cognate-based semantic errors in lexical acceptability judgment and correction tasks. The study categorized English-derived words into six types: (a) true cognates, (b) convergent cognates, (c) divergent cognates, (d) close false friends, (e) distance false friends, and (f) Japanized English. The results were compared between two groups: one consisting of undergraduate students in Japan and the other consisting of Japanese attending either English school or University in the United Kingdom. The findings reveal that there is the word difficulty among English loanwords and that the order of the word difficulty differed between two groups.
To sum up, following the review of the earlier research, linguistic similarities between L1 and L2 have a positive effect on learning L2. In the same way, English loanwords in Japanese also appear to have a great potential for English vocabulary acquisition by Japanese learners of English although the negative influence on phonological aspect cannot be ignored. In spite of the latency of English-derived words on vocabulary acquisition, there is a limited amount of research in this area. Especially, the issue involved in the association between loanwords and the acquisition of English vocabulary is still unclear.

2.5 Research Questions

Even though Uchida and Scholfield (2000) investigate word difficulty among English-Japanese cognates for Japanese learners of English, their research is limited to an examination of the degree of difficulty among English loanwords which have undergone only semantic modification. As far as the author could find, no study has been conducted which deals with the difficulty among other types of loanwords such as those which have been transformed morphologically or grammatically. Thus, the primary aim of this study is to examine the difficulty or the patterns of acquisition among five different types of loanwords: (a) straightforward loanwords, (b) loanwords which have undergone morphological modification, (c) loanwords which have undergone semantic modification, (d) loanwords which have undergone speech modification, and (e) Wasei Eigo by three groups of Japanese learners studying English: (1) first-year high school students, (2) second-year high school students, and (3) university students. In addition, this research also investigates to what extent learners in these three groups can distinguish the correct English usages and Japanese usages, and substitute Japanese usages with their counterparts in English. The research questions of this present study are articulated as follows:

1. To what extent does a learners' pre-existing knowledge of loanwords influence their English usage? Is there any difference in the test score among the three groups?
2. Are there any differences in the degree of difficulty among the five types of loanwords? If so, are those patterns different among the three groups?

3. Method

3.1 Hypotheses

In order to consider the questions above, two research hypotheses are postulated.

Hypothesis 1: Because of the number of years of English learning, university students perform the best, and the second-year high school students perform better than the first-year students.

Hypothesis 2: There are degrees of word difficulty among five types of loanwords.

Hypothesis 1 is constructed based on the assumption that the longer the years of English learning experience, the better participants can recognize the gap between English and Japanized English due to language awareness. Hypothesis 2 is related to the research by Uchida and Scholfield (2000). Since the results reveal the word difficulty among loanwords which have undergone semantic modification, it can also be assumed that there is word difficulty among the five types of loanwords.

3.2 Participants

The participants of this study were first and second year senior high school students and
university students in Japan. The total number of participants was 120, 56 male and 64 female. They were categorized into three groups based on the number of years of English learning: (a) first-year senior high school students, (b) second-year senior high school students, and (c) university students. They had a formal English education at school for 3, 4, and 6 years at least respectively.

There were 34 participants who were undergraduates, except for three who were enrolled in post graduate courses. They were aged from 19 to 26 ($M = 20.76$), and their average years of learning English was for 8.77 years. Their majors at the university varied. They had no experience of staying in any English speaking country for more than two months ($M = 0.27$ month).

The number of senior high school students in this study was 86, which includes 28 first-year high school students and 58 second-year high school students. The age of the learners was between 15 and 17. Their average years of English learning were 3.68 for the first-year senior high school students and 4.64 for the second-year high school students. English classes at school were the major place for them to learn English, and none of them had been abroad or lived overseas.

### 3.3 Materials

All the instructions were written in Japanese so as to avoid any misunderstanding due to foreign language use. There was no strict time limit, but participants were encouraged to complete the test in approximately 20 minutes.

1. Correction task

   Learners’ knowledge of their understanding between English and loanwords was elicited by means of an error identification and correction task. In order to examine the differences in difficulty or the patterns of acquisition among English loanwords, the present study classified them into five types on the basis of the modification they have undergone in the adoption process. Lexical items in the questionnaire were listed randomly in the test in order to prevent word order affecting the results.

   The task consisted of 70 items, which were chosen from straightforward loanwords, morphological modification, semantic modification, speech modification, and Wasei Eigo. Examples of the items used in this study are given below.

   - (a) Straightforward loanwords: This type of loanword has only been phonologically nativised, and do not have any other modifications, such as に血 (niizu) for needs.
   - (b) Loanwords which have undergone morphological modification: These have been truncated from the original, such as アナ (ana) from announcer.
   - (c) Loanwords which have undergone semantic modification: Vocabulary items completely or partly shifted their meanings. Examples is スマート (smart) in Japanese for slim in English.
   - (d) Loanwords which have speech modification: This group includes grammatically changed loanwords or those which are phonologically tricky. スモークサーキュ (smoke salmon) for smoked salmon is an example of grammatical change. Phonologically challenging includes example such as フリーマーケット (flea/free) for flea market.
   - (e) Wasei Eigo: This type of words and phrases do not exist in English. ガソリンスタンド (gasoline stand) refers to a petrol station, for instance.

Lexical items, which should be familiar to the participants, were selected from a wide range of sources such as magazines, web sites, TV commercials, and a dictionary. The items and sentences in the task were all written in English. However, Japanese translations were provided under every
English sentence in order to help each participant understand the meaning of the sentence.

(2) Questionnaire

For learners’ background information, participants were also asked to fill in the questionnaire at the end of the test. All of the questions in the questionnaire were written in Japanese and participants were asked to answer in Japanese.

3.4 Procedure

The data was collected by a correction task and a questionnaire which were distributed to 120 students including 86 high school students and 34 university students in Japan. The test and the questionnaire for high school students were administrated at a high school in Tochigi under my former English teacher’s supervision. As for the university students, the test and the questionnaire were sent as an attachment to individuals via email. They were conducted in a Word document form, and were sent back to the author via email after they were completed.

Participants were assigned task sheets and asked to judge whether the underlined word in the sentence was correct English usage or not. If they thought it was correct, they were asked to write ○ for English. If it was not, they were asked to write ○ for Japanese usage and to provide an equivalent word. For example, question 1-1 is as follows:

1. I wish I were as smart as that model. She weights only 45 kilo.

   English ( )
   Japanese usage ( ○ ) ( slim )

3.5 Data Analysis

Answers were scored from 0 to 2. When participants correctly judged the acceptability of an item in a sentence as a Japanese usage, they were given 1. In addition, they were given 2 when they provided an appropriate substitute. Two were also given for those who could correctly judge an item as an English usage. When they judged it wrongly or did not answer, they were given 0. To answer the first research question, concerning to what extent learners’ existing knowledge of loanwords affects their English usage, the overall mean score of all participants was calculated. ANOVA statistics were performed to examine whether the mean score was different among the participants’ groups.

The internal consistency estimate of reliability for the correction task was calculated using Cronbach’s Alpha. The results show that straightforward loanwords: $\alpha = .575$; morphological modification: $\alpha = .932$; semantic modification: $\alpha = .855$; speech modification: $\alpha = .798$; wasei eigo: $\alpha = .876$.

4. Results

4.1 Results for Research Question 1

As Table 1 shows, the average overall score of all participants is 46.72 (33.37%). Judging from the result, it could be said that learners’ knowledge of loanwords do not always positively transfer to L2 usages. It is apparent that their pre-existing knowledge of loanwords interferes with their English performance. In other words, participants do not necessarily correctly distinguish between English and Japanese language usages.
Table 1. **Mean Scores of Participants for the Items in Five Different Types of Loanwords**

<table>
<thead>
<tr>
<th>Group</th>
<th>M</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Participants</td>
<td>46.72</td>
<td>18.68</td>
<td>120</td>
</tr>
<tr>
<td>1 year-High school Students</td>
<td>43.39</td>
<td>6.03</td>
<td>28</td>
</tr>
<tr>
<td>2 year-High school Students</td>
<td>36.52</td>
<td>10.09</td>
<td>58</td>
</tr>
<tr>
<td>University Students</td>
<td>66.88</td>
<td>20.29</td>
<td>34</td>
</tr>
</tbody>
</table>

*Note. Maximum score = 140.*

Secondly, hypothesis 1, which states that the university students perform better than senior high school students because of their years of English learning, was tested by comparing the mean scores of the three groups and performing one-way ANOVA statistics. With regard to the overall scores of the three groups, there is a clear difference among the groups. University students show distinctively better performance over those in the first and the second year of high school. The mean score of the former group is 66.88 and of the latter is 43.39, and 36.52 respectively. The results of the ANOVA analysis is significant ($F(2, 119) = 55.360$ $p = .001$). Furthermore, the results of post-hoc analysis show that the mean score of the university students is significantly higher than that of the difference of the first-year senior high school students and the second-year senior high school students (Turkey $p = .001$ level). However, it also shows that no significant difference was found between the two high school groups. Therefore, the hypothesis 1 has been partially approved.

### 4.2 Results for Research Question 2

The second research question, whether there are any differences in the degree of difficulty within loanwords and whether this word difficulty is similar across the groups, was analyzed by transforming the mean scores of the test score in each type of loanwords into percentages. The bar chart, Figure 1, shows the word difficulty among the different types of loanwords. The results show that straightforward loanwords are the easiest, loanwords which have morphological modification come next, loanwords which have speech modification are the hardest, and *Wasei Eigo* and loanwords which have semantic modification are in between the loanwords which have undergone morphological modification and speech modification. Therefore, hypothesis 2 has been confirmed.

Broadly speaking, there are four levels of difficulty. Participants showed a good performance on straightforward loanwords (77.1%), and received comparatively high scores on the loanwords which have transformed morphology (47.65%). Although the difference between the categories is quite small, *Wasei Eigo* and the loanwords which have changed their meaning are relatively difficult (23.48% and 22.33%), and the loanwords which have speech modifications are the hardest (17.25%).

![Figure 1. Words' difficulty among five types of loanwords.](chart.png)
In respect to the order of words’ difficulty by the students groups, the results are presented in Table 2. The results show that the second-year high school students and university students share the same order as that of all participants in this study, Speech Modification > Semantic Modification > Wasei Eigo > Morphological Modification > Straightforward Loanwords (‘>’ means ‘is more difficult than’).

In contrast, the first-year high school students showed better performance with the loanwords which have changed their meaning than Wasei Eigo. Except for the orders of these, in general, the three groups share the same orders of word difficulty.

<table>
<thead>
<tr>
<th>Type of Modification</th>
<th>HS 1</th>
<th>HS 2</th>
<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>Straightforward</td>
<td>5</td>
<td>69.30%</td>
<td>5</td>
</tr>
<tr>
<td>Morphological modification</td>
<td>4</td>
<td>44.80%</td>
<td>4</td>
</tr>
<tr>
<td>Semantic modification</td>
<td>3</td>
<td>22.78%</td>
<td>2</td>
</tr>
<tr>
<td>Speech modification</td>
<td>1</td>
<td>14.30%</td>
<td>1</td>
</tr>
<tr>
<td>Wasei Eigo</td>
<td>2</td>
<td>21.53%</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note.* HS 1 = the first-year high school students, HS 2 = the second-year high school students US = the university students.

5. Discussion

5.1 Data Analysis for Research Question 1

In accordance with predictions made by the hypothesis, the results reveal that the university students show a higher level of performance than the senior high school students in the correct usage or mastery of all types of loanwords. What is interesting to note here, however, is that the results do not necessarily show that the more years of English learning there are, the better participants perform in the tests. The findings are as follows: university students > first-year senior high school students > second-year senior high school students (‘>’ used to signify ‘is better than’). It should be worthwhile to consider the reason why the first-year high school students outperformed the second-year students.

One possible answer to interpret this finding is the degree of learners’ knowledge of English and their ability to notice the differences or gaps between authentic English and English loanwords. Because second-year high school students have gained more English knowledge than those of first-year students, they probably have come to realize more that there are many similarities between English loanwords and their original in English. As a result, students may have found that both of them are applicable with each other when they use English. At the same time, however, since they do not have as much English knowledge to recognize the existing gaps between English and English loanwords as university students do, they may tend to overlook these gaps. In other words, high school students in their second year have the tendency to rely heavily on the assumption that the large number of English loanwords share the same usages as their original, and neglect the fact that there are some gaps between them. This line of the explanation could be enough to be supported by the result as well.
The straightforward loanword, having the same usage as its original, is the only category that the second-year high school students did better at than the first-year students. This result may indicate that the students in their second year have a tendency to be more willing to accept the vocabulary items in the test as correct English over and above the first-year high school students because they know through their English learning experience that English loanwords share the same usages as their original to a great extent. As a consequence, the second-year high school students correctly found the items in the straightforward loanword which were identical, however, they mistakenly took the items which were different from the original also as being the same. Therefore, they got higher scores on the straightforward loanwords than the first-year high school students but lower on the items in the other three types of loanwords which are all non English usages.

On the other hand, first-year high school students who have less English knowledge compared with the second-year students tended to reject the test items as wrong even though these were actually correct English usage. This is probably because they have neither seen nor heard of them in English before. Consequently, it could be the reason why they got higher scores than the second-year high school students on the loanwords which had undergone modifications. However, at the same time, their lack of English knowledge also led them to choose the correct English items as Japanese usage, which caused them to lose points in the section on straightforward loanwords.

Contrary to the two high school groups, university students perceived the different usages between English and English loanwords more correctly. In other words, their longer English learning experience and knowledge than the high school students made it possible to judge which loanwords are applicable to English directly and which are not. This could account for their higher level of performance across all types of loanwords compared to the high school students.

5.2 Data Analysis for Research Question 2

Next, the result for the second research question is to be considered. Hypothesis 2 is supported by the finding which shows that there are differences in the degree of difficulty among different types of loanwords. It is revealed that the straightforward loanword is the easiest of all, and the participants of every group show distinctively higher level of performance on these items. This is probably because the straightforward loanwords have simply been phonetically nativised, whereas others have been modified not only on their phonological features but also through their meaning or grammar. As a result, participants got high enough scores on these items to provide them with a pass as long as they could find associations of the pronunciation between English and Japanese, since all they have to do is to transfer their existing knowledge of loanwords over into English. In this sense, it is possible to say that learners’ pre-existing knowledge of loanwords in this category can be positively transferred to English.

Following the scores of the straightforward loanwords, the loanwords which have modified morphologically are in second order. Compared with the other types of modifications, the vocabulary items which have been truncated are easily recognized as incorrect English because they completely lose English-word likeness and its sounds. As a consequence, their linguistic features may contribute to heighten a learner’s awareness that they have made an error. Furthermore, it should be also noted that this is the category that the university students show the most notable superiority over students in the two high school groups. Their high level of performance, again, could be accounted for their
number of years of English learning. The majority of them could not only make correct judgements but also could make corrections in spelling errors, whereas the high school students either could not provide anything or simply provided the correct answers by transcribing them into *katakana*. One of the primary factors that the university students lost their marks in this category was in spelling errors, especially the lack of the second consonant where it should be double such as in item 17 (appointment) and 23 (connection). For example, seven out of nine students who did not get a full mark on item 17 incorrectly spelled *appointment* for *appointment*. This may be an indication of the negative transfer which is caused by phonetically nativised words in the process of borrowing words, and it makes learners have difficulty associating letters and sounds as Takeda (2002) asserts as the *katakana* issue.

As for *Wasei Eigo* and loanwords whose meanings have transformed or somewhat evolved from the original, the finding shows that these forms are more difficult than the straightforward loanwords and the ones which have morphologically changed, but easier than the loanwords which have undergone speech modification. They come in the third and the forth order of word difficulty for the second-year high school students and the university students, and the reverse is true of the first-year high school students. Although the difference in the test scores between these two types of loanwords is negligible across the groups, the results show that the longer the years of English learning experience, the greater the gap in test scores between two categories is.

One possible answer to this is probably because of the degree of saliency. That is, *Wasei Eigo* may be more recognizable, especially for advanced learners, than loanwords which have undergone semantic changes that they are something different from the English usage due to the combination of the English words. If participants pay attention to *Wasei Eigo* compound words and think about the meaning of each word separately, they could doubt whether or not as a combination they are correct English. Moreover, to do so, participants might have needed to be able to rely on just a hunch, which native speakers have gained from adequate exposure to the language, as to whether it was correct or incorrect. This requires adequate learners’ English knowledge. On the other hand, while *Wasei Eigo* generally consists of unique word combinations, the words which changed their meaning from their original may make the gaps of usage between English and English loanwords more difficult to find unless participants have already stored this knowledge. This is likely because these items do not have any obvious differences that distinguish them from their original.

In an analysis of the findings of loanwords which have speech modification it is clear that all participants across the three groups found these words to be the most difficult to answer. There are several potential reasons why the score in this category is the lowest. First, it should be taken into account the absence of a plural inflection and a participle, which modifies a noun, in Japanese. Due to the absence of these concepts in Japanese, learners might easily overlook the vocabulary items which are missing them. Possibly also, the subtle difference in terms of the pronunciation makes it difficult for learners to even notice these words. Even though they have the chance to hear the items in this category, both in and out of the classroom, it is often the case they can not catch every single sound, especially for the one which is devoiced. Hence, the results may suggest the necessity of the formal grammar instructions on these vocabulary items in the classroom to develop learners’ understanding of English.
5.3 Pedagogical Implications

This study suggests the value of straightforward loanwords in the sense that learners can transfer directly and positively their already existing knowledge of L1 to L2 usage. In contrast, the findings also demonstrate that some other types of loanwords, which have undergone modifications in some ways, influence learners’ English production negatively. On a more practical level, this research offers several suggestions for the vocabulary instructions in classrooms. These are not the simple suggestions such as teachers should or should not use English loanwords as an aid to teach English vocabulary. Rather, the findings of the present study offer the idea that it is desirable for the borrowed words to be introduced to learners with different degrees of caution and points to note.

First, as the results reveal, it is often the case that the learners have difficulty noticing or filling the gaps existing in loanwords, particularly those which have undergone speech modification, semantic modification, and Wasei Eigo. Hence, in teaching, it may be better to put emphasis on the contrastive differences between these lexical items and English rather than to pay much attention to the items which are categorized either as straightforward or morphologically modified loanwords.

Secondly, it seems that the explicit and detailed instructions for the straightforward loanwords and the loanwords which have undergone morphological modifications are not always necessary because they were much more correctly recognized by every group than the others. Specifically, it is true of the straightforward loanwords, which share the same usages as the original. Since learners’ knowledge of the loanwords can be directly shifted to their L2 usages, it should be good to encourage learners to guess based on their existing knowledge as Brown and Williams (1985) also suggest.

Lastly, regarding the loanwords which have a transformed morphological feature or have been truncated, instructions, which stress the associations between sound and spelling, are indispensable. As Shepherd (1995) and Sherard (1986) have discussed, the issues relating to phonological nativised, which causes wrong spelling, are disclosed in this study as well. Language teachers, therefore, are required to pay attention to this point and to explain it to the students as a noteworthy fact.

Acknowledgment

I am grateful to Dr. Noriko Iwashita of The University of Queensland for her suggestions and steady support at various stages of this project. I would like to thank two anonymous reviewers for comments on an earlier version of this paper.

References


### Appendix

**Vocabulary items used in the correction task**

<table>
<thead>
<tr>
<th>Straightforward Loanwords</th>
<th>Morphological Modification</th>
<th>Semantic Modification</th>
<th>Speech Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. fried chicken 39. dessert 50. topic 59. barrier-free</td>
<td>28. sekuhara 38. super 47. conbini 54. rehabiliti</td>
<td>11. consent 12. claim(s) 16. cunning 20. talent(s)</td>
<td>19. ice coffee 26. smoke salmon 53. manner 57. free market</td>
</tr>
<tr>
<td>66. volunteer 70. access</td>
<td>24. short cut 30. break 36. sense 41. trainer</td>
<td>42. reform 45. interior 48. seal(s) 49. pick up</td>
<td>58. can beer 67. Valentine Day</td>
</tr>
<tr>
<td>Morphological Modification</td>
<td>56. style 61. handle 64. rinse 69. sign</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. smart 3. variety show 6. circle 9. soft cream</td>
<td>Semantic Modification</td>
<td>Speech Modification</td>
<td></td>
</tr>
<tr>
<td>11. consent 12. claim(s) 16. cunning 20. talent(s)</td>
<td>42. reform 45. interior 48. seal(s) 49. pick up</td>
<td>2. first food 8. sunglass 13. engage ring 18. recycle</td>
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<td>24. short cut 30. break 36. sense 41. trainer</td>
<td>56. style 61. handle 64. rinse 69. sign</td>
<td>19. ice coffee 26. smoke salmon 53. manner 57. free market</td>
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<td>42. reform 45. interior 48. seal(s) 49. pick up</td>
<td>Speech Modification</td>
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| Wasei Eigo | | |
| 4. gasoline stand 7. cooler 10. towelket 15. doctor stop | 25. game centre 29. green peas 31. order made 33. silver seat(s) |
| 25. game centre 29. green peas 31. order made 33. silver seat(s) | 35. morning call 37. charm point 40. season-off 43. G-pan |
| 35. morning call 37. charm point 40. season-off 43. G-pan | 44. after service 46. image change 51. skinship 52. sea chicken |
| 44. after service 46. image change 51. skinship 52. sea chicken | 55. range 60. book cover 62. no-make 65. high socks |
| 55. range 60. book cover 62. no-make 65. high socks |