

limited the expressive power of the orthographic system in practice. Katakana EDWs were exploited to fill this void in the lexicon (first, the Japanese syllabic suffixes and the use of the letter 'y' in katakana, and second, the use of the letter 'y' in katakana to represent the English letter 'y').

In several paradigmatic cases, gairaigo terms are semantically closely related to English words. For instance, words such as *radio* (ラジオ /radio) and *pen* (ペン /pen) are derived from /radio/ and /pen/ respectively and co-refer with those words. However, Zay (1997) described the semantic shift that many gairaigo terms undergo by noting that borrowed words inevitably acquire specific meanings, to varying degrees. It would be difficult to find a borrowed word which has retained exactly the same meaning or context of use as its word of origin. (p. 14) Gairaigo terms often have a narrower meaning than their origin words (the word *sutoo* (ストー /heater), for example, has a more restricted meaning than the English origin word /stove/. At times, the degree of semantic shift can be striking (to illustrate, the meaning of the term *baikingu* (バイキング /all-you-can-eat %) diverges dramatically from the meaning of its origin word /viating/. Similarly, the word *manshon* (マンション /apartment complex) has undergone significant semantic shift from its origin word / mansion. Zay offered two reasons for why gairaigo terms are especially susceptible to semantic shift. First, the meaning of the origin word may not be fully understood. Second, there is no direct cultural motivation to protect their original meanings. (Zay 1997, p. 17) (The resulting semantic shift of terms results in gairaigo expressions whose meaning native English speakers cannot arrive at without prior knowledge.

EDWs play an important and interesting sociolinguistic function. In a study of EDWs in Japanese advertising, Nakagawa (1997) identified three functions of EDWs, namely, filling a lexical gap, achieving a special effect, and serving as a device. While filling a lexical gap may at first appear straightforward, this phenomenon exhibits significant complexity (the most straightforward cases of lexical gap filling involve circumstances in which a physical object is named by coining a phrase, such as

Pedagogical Issues Related to English-Derived Words in Japanese

A crucial pedagogical issue related to the attitudes of students towards EDWs emerges from these views. Jay (1995) and Kars (1994) argued that the pervasiveness of English gairaigo terms can serve as a boon to Japanese learners of English, and Nation (1990) pointed out that similarities between L4 and L7 vocabulary can support vocabulary learning. In the context of Japanese learners in particular, Nation asserted that /English/

(Table 4)

Understanding of Hawaiian Term	Meaning	SEs
kaigario (er	+ative S"ea*ers o) !a"anese (+ Q <)	+ative S"ea*ers o) English (+ Q <)
Skaat	S"innyl Sli (6CG)	+ot St\$"idl Intelligent (499G)
kaive	Sensitive (6CG)	Easily fooled Unaware (499G)
Uni-ue	B\$ny (499G)	One o) a *indl S"eciall Di)erent (499G)
kaasona fe	2hea"ll A))ordale (499G)	Bairll Logical (499G)
Maniac	E#"ertll Sta*\$ (499G)	2rally (6CG)
kaeteran	Pro)essionall E#"ert (499G)	So eone who was in the ilitary (<FG)
Mansion	A"art entll 2ondo ini\$ (6CG)	Kig and)ancy ho\$se (499G)

(Table 7)

Annotations of Hawaiian Term	SEs
kaigario (er	+ative S"ea*ers o) !a"anese (+ Q <)
Skaat	Positive> 499Gll +egative> 9G
kaive	Positive> <FGll +egative> CCG
Uni-ue	Positive> 499Gll +egative> 9G
kaasona fe	Positive> 499Gll +egative> 9G
Maniac	Positive> E9Gll +egative> E9G
kaeteran	Positive> 6CGll +egative> 9G +e\$tral> 4FG
Mansion	Positive> 4FGll +egative> CCG +e\$tral> E9G

(Table C reports the +SEs understanding of the meanings of the selected wasei eigo terms (the meaning of some of the words, such as guar. kan or c. kergirl, were guessed correctly, likely because they are similar to doguar. and c. kerlea. er res"ectively' However, no one in the +SE group was able to guess skins. p correctly, ostensibly because there is neither an English equivalent nor a similar sounding word which has an identical meaning' In total, 10 of the 11 wasei eigo words, salary kan, ka ycar, ka coaster, and skins. p, were assigned incorrect meanings by at least one +SE'

will not understand the use of a wasei eigo term used in most English-speaking contexts. Besides the role of producing an elicited utterance, Japanese speakers of English who use wasei eigo

Western influences may appear to be the terms once one recognizes that these EDWs originate in Latin. While none of the words used in the survey name distinguished or behavior, the recognition that many EDWs generally do not exist in English may have evoked a sense of uncertainty about EDWs, a concern about which EDWs can legitimately be used in which contexts (his may) rather account for some of the negative reactions found in this study.

(his study has several limitations, including a small sample size and the small number of words surveyed. Better studies should try to include more respondents of different ages and educational backgrounds. Also, a longer list of EDW words should be surveyed to identify their similarities and differences in usage, and the words used should be embedded in suitable contexts to investigate whether L2s can guess the meaning more accurately when a context is provided.

As an exploratory study on the phenomenon of English borrowing and appropriation in an EFL context, however, it points to the need for English language educators to pay attention to important and ongoing language changes to the target language which may occur locally in the expanding-circle context, rather than only in the inner-circle context (these changes challenge the conventionalization that the expanding circle is non-existent, while the inner circle is non-providing, (Zachar, 4567). Apparently, new norms and language forms are being developed in an expanding-circle country such as Latin America. English language educators, goal is to facilitate global communication and understanding, an understanding of

+ation, 1'S'P (799C)' (he role o) the frst lang\$age in)oreign lang\$age learning' @ian E >L
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Appendix 1
Survey used for the study

Look at the following vocabularies. You are probably familiar with them.

- Salary man (サラリーマン)
- Keen car (ベーカー)
- Parade (パレード)
- Jetcoaster (ジェットコースター)
- Cheerleader (チアリーダー)
- Skishiru (スキッシュ)

Did you know that these words are actually not used in English?
Do you think that native speakers of English should also use these words?
Should they be accepted/considered as a part of English?
What are your thoughts on these loanwords?

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