



4. Loanword-Induced Interference in Japanese Students' Foreign Language Acquisition : Developing Student Awareness Through Experiential Learning

メタデータ	言語: eng 出版者: 公開日: 2017-02-22 キーワード (Ja): キーワード (En): 作成者: GOBLE, Dale メールアドレス: 所属:
URL	https://chikushi-u.repo.nii.ac.jp/records/703

Loanword-Induced Interference in Japanese Students' Foreign Language Acquisition:

Developing Student Awareness Through Experiential Learning

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ABSTRACT

An earlier paper (Goble, 1996: pp.117-136) presented the results of a series of *katakana* awareness tests administered to Japanese college students aimed at measuring the degree to which students equate Japanese loanwords with actual English. The tests examined students' ability to distinguish between specific L₁ and L₂ entities and to spell and pronounce them correctly. The results of these tests showed an astonishing lack of awareness among students that Japanese loanwords and their English counterparts are not equivalent entities, while also revealing an inordinate amount of mother-tongue interference in students' L₂ usage.

This paper outlines portions of the ensuing course of study, undertaken in an effort to correct this misconception, and concludes with feedback provided by students at the completion of this study of *katakana*.

Introduction

After years of observation in the classroom as both teacher and observer of learning, I had stockpiled a great deal of empirical evidence illustrating the negative influence *katakana* has on Japanese students' attempts at foreign language acquisition. Yet to just how great an extent students were unaware that *katakana* and English are not equivalent entities was something I myself was unaware of prior to our study of loanwords. Upon recognizing students' obvious lack of such an awareness, the need to instill this understanding into students' L₂ thought processes as an integral part of their learning seemed imperative.

Experiential Classroom Activities

After the aforementioned *katakana* awareness tests had been completed in Week 1 and Week 2 of our study, students were finally informed of the fact that none of the items on the tests could actually be considered English equivalents, i.e., even without pronunciation being a consideration, the loanwords on the tests were all different from American English in some respect and would in all probability not be understood by native English speakers—or perhaps not be understood in the same way as they are understood in their L₁ usage. Students seemed generally shocked and surprised at this revelation, which was somewhat predictable considering the degree to which they had previously equated the two. Thus, by immediately following up with a series of experiential classroom activities, it was hoped that students would internalize this new awareness regarding *katakana* and apply it to their ongoing study of English.

What follows is an abbreviated account of classroom activities conducted during the subsequent eight-week period. In certain instances, both the rationale behind the activity and students' reaction to it have been included. In general, no more than one-third of each ninety-minute class period was devoted to this study of *katakana*.

The first classroom activities following the tests were intended mainly as vocabulary expansion exercises, with pronunciation practice also playing a significant role throughout. In introducing new L₂ vocabulary items which had different L₁ loanword equivalents, it was felt that rather than just telling students the correct answers (e.g., “Cheer girl” is a Japanese expression. In English, we say “cheerleader”), it would benefit them more if they discovered the answers for themselves. How best to encourage students to take an active role in their own learning, therefore, was a consideration in planning all activities.

Weeks 1-2 (<i>Katakana</i> Awareness Tests)
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Week 3 (Experiential Activities 1.1, 1.2, 1.3) Phase 1—Loanword Equivalents (Introduction)

Activity 1.1-Word Search

Materials

Two separate sets of 5 x 7 notecards (Set A, Set B) with fifty cards per set. Half of the cards in each set contain loanwords written in L_1 script; the other half contain the correct L_2 equivalent of that loanword. Cards should be written in bold letters using a thick, felt-tipped marker.

Procedure

Set A cards are randomly distributed so that each student has one L_1 card and one L_2 card. Students then individually approach one another and, using appropriate L_2 expressions previously learned (Communication Helpers), ask how the L_1 word on their card is said in English. If the two students concur that the L_2 word on Student A's card matches Student B's L_1 loanword, the students approach the teacher and repeat the exchange. If, however, the students feel the words don't match, Student A approaches another student and repeats the process until she finds an L_2 word to match her L_1 word. After completing the activity to the teacher's satisfaction, students rejoin the hunt to find a match for the item on their remaining card. Once students have found a match for both their cards and presented them in front of the teacher, they approach other students who have finished the activity and share their newly-acquired information. After all students have completed the activity, additional time is provided to give those students who finished towards the end of the activity a chance to share their L_2 information with others. Finally, the second set of cards (Set B) is distributed and the activity is repeated.

- | | |
|--|------------------------------------|
| (1) Pardon me? | (2) What does ... mean? |
| (3) How do you say ... in English? | ● What's the English word for ...? |
| Do you know how to say ... in English? | |
| (4) How do you pronounce this? | (5) How do you spell it? |

Figure 1 Communication Helpers (Pre-Instructed Material)

Rationale and Result

During this activity, to ensure the use of Communication Helpers (which students had previously been taught and encouraged to use), students were not allowed to look at their partner's paper; rather, they were required to depend entirely on their oral/aural faculties, asking for repetition, clarification, etc., as needed. A typical exchange might be:

Student A: Excuse me. Do you know how to say *furonto* in English?

Student B: No, I don't. How do you say *manshon* in English?

Student A: I don't know.

(Student A approaches Student C)

Student A: Excuse me. What's the English word for *furonto*?

Student C: It's "front desk".

Student A: Pardon me?

Student C: "Front desk".

At this point Student A and Student C, having found each other, would approach the teacher and repeat this exchange. This presented an opportunity to correct students' pronunciation, intonation, and any additional areas which seemed to need attention. Once the students had performed at what was felt to be an acceptable level, they rejoined the group to find a match for the item on their other card. After students found a match for both their cards and had performed to the teacher's satisfaction, they moved away to interact with others who had completed the activity and teach one another their individual, newly-acquired L₂ elements—once again, through the use of Communication Helpers.

Students became very excited during this word hunt and, as later feedback revealed, felt this was an effective method for helping them remember the items in the future. It should be pointed out, however, that students were not expected to learn all the words they encountered during

this activity. Again, the more fundamental goal was towards heightening students' awareness that L₁ loanwords are not English clones.

Activity 1.2—Word Sharing

Materials: L₁-L₂ cards (Set A, Set B) from previous activity.

Procedure

Students form a circle and take turns modeling the correct pronunciation of one of the two L₂ words on their cards, after which other students repeat each word. The activity continues until all students have introduced both of their L₂ words.

Rationale and Result

Following the word hunt activity, the students formed a large circle in the center of the room and introduced their L₂ words to the class. Students were told not to worry about remembering all the words, but simply to focus on the L₂ pronunciation and repeat each of the words. Each student in turn introduced one of her two L₂ words by saying to the class, for example, “*Piiman* is ‘green pepper’ in English.” The other students would then repeat the English form aloud. Each student was encouraged to really listen to the other students' pronunciation and apply the knowledge of correct L₂ pronunciation gained from her earlier teacher-student interaction experience. Thus, if the student felt that other students' pronunciation revealed L₁ tendencies, she would model the word again for them to repeat. This practice continued twice around the circle till all students had introduced both of their L₂ words.

While it may seem too much to expect to have foreign language students monitor one another's pronunciation and be able to recognize and correct L₁ influence, this again was not the main objective of the activity. Japanese students traditionally see only the teacher as someone who can teach; they do not recognize their own capacity to learn from one another. Thus, I wished to indirectly suggest this through this exercise. Also, it was intended as yet another step towards further emphasizing the linguistic differences between the two languages. I might add, however, that the majority of students seemed to take this assigned responsibility very seriously and quite obviously were at least attempting to listen to other stu-

dents' pronunciation—a task which has generally not been asked of them in their previous L₂ study.

Activity 1.3—Word Capture, Part One

Materials: L₁-L₂ cards from previous activities

Procedure

The teacher collects all L₁ cards. Each student keeps her two L₂ cards. Seven students (approximately one-fourth of the total number of students) sit around a table in the center of the classroom. Other students (about three per line) stand behind one of the seated students. In turn, the students at the table place one of their L₂ cards face up on the table, again following the “model and repeat” format of the previous activity. Students may use Communication Helpers at this point to ascertain meaning. After all these students' words have been introduced, the cards are shuffled around on the table and the game begins. The teacher selects an L₁ card at random and asks students the L₂ equivalent of that word. The first student to find that word on the table snatches the card and answers the teacher's question. This student then replaces the teacher, selects the next L₁ card, and asks the next question. The student who asks the question is therefore ineligible to participate in the game until the following round, at which time a different student will be asking the question. Once a student has obtained two cards, the next student in line takes her seat and introduces her L₂ words. The cards on the table are then shuffled around again and play proceeds. Should all the students in a particular line finish, a student from another line would fill the empty seat until all students have participated and all words have been introduced and correctly identified.

Rationale and Result

These vocabulary retention activities were intended to supplement students' accustomed reliance on short-term memory (an entity somewhat ineffectual in helping the learner internalize learning) with something more permanent, and to do so in as non-threatening a way as possible through the

use of activities that seemed to focus more on fun than on the idea of specific learning. This particular activity was modeled after a Suggestopedia¹ lesson I myself experienced while a student at the School for International Training in Brattleboro, Vermont. Yet while vocabulary retention was the immediate goal, the more long-term objective was aimed at de-fossilizing students' internalized belief that such L₁-L₂ elements are interchangeable and toward further deepening students' awareness of this crosslinguistic disparity.

To begin this activity, each student put one of her two L₂ word cards on the table, once again pronouncing the word and having the other students repeat in unison. During this process, if students were unfamiliar with the equivalent L₁ loanword, they could again employ Communication Helpers by asking, for example, "How do you say 'green pepper' in Japanese?" Once all the words were on the table, they were shuffled around and the teacher began the game by randomly selecting one of the L₁ loanword cards and asking, for example, "How do you say *piiman* in English?" The students raced to see who could locate and snatch the matching L₂ card first, after which that student replaced the teacher as questioner and chose the next L₁ card.

This, too, seemed an exciting activity for students and turned into a very fast-paced event. Students waiting in line seemed eager to reach the front of the line so that they could participate. And while I was slightly concerned beforehand that those students waiting in line or students who had already finished playing the game might fail to focus on the language except when they themselves were actively involved, the great majority of

1 An approach to learning developed by Lozanov, which has as one of its tenets, "Interpersonal communication and mental activity are always conscious and par-aconscious at the same time." Thus, learning occurs even when conscious focus is not on the form of the language.

students seemed to stay focused throughout this activity. Students waiting in line were also observed questioning their peers (although not always in L₂) when they did not hear a certain exchange or were unsure of a particular L₂ match with its L₁ equivalent.

Later feedback showed this to be one of the most popular activities which students experienced. Perhaps this was due to the fact that, while learning, students experienced the “joy with learning, mental relaxation, and ‘nonstrain concentration’” (Lozanov, 1982: p.155) which Lozanov cites as a fundamental principle of Suggestopedic learning.

Week 4 (Activity 2.1)
Phase 2—Loanword Equivalents (Vocabulary Expansion)

Activity 2.1—Word Corral

Materials: Prepared form (*Figure 2*)

Procedure

Students form groups of five. Each group is given a prepared form (Fig. 2) to use. The form contains a block with five horizontal squares and five vertical squares. Above each vertical column is the name of a specific category (e.g., Food and Drink). Each group of students is assigned one particular series of syllables from the Japanese phonetic alphabet to use in the activity (e.g., *ka, ki, ku, ke, ko*). Students write these syllables to the left of the vertical squares. (Therefore, in the previous example, *ka* would be written to the left of the first row of squares, *ki* to the left of the second row, and so on.) Each group is then given ten minutes to work individually and attempt to think of an L₁ loanword which begins with that particular syllable. For example, a loanword which begins with the syllable *ko* in the category Food and Drink could be *ko-hi-* (“coffee”), *kokoa* (“cocoa”), or *ko-ra* (“cola”). Once the student thinks of such a loanword, she writes the equivalent L₂ expression in the square corresponding to the L₂ syllable, even if the L₂ expression does not begin with the same letter of the alphabet. In this case, the L₂ equivalent would be written in the bottom square (since, phonetically, *ko* is the final syllable) under Food and Drink.

After ten minutes have elapsed, students compare answers to determine whether one another's words are spelled correctly and, more importantly, are legitimate L₂ expressions. After approximately ten minutes, the individual groups share their information with the class. The teacher might (a) ask for any group to volunteer a word in any category, (b) ask for a word in a specific category, or (c) ask for a word in a specific category which begins with a particular phoneme. As students offer examples, pronunciation is practiced with the entire class.

Rationale and Result

To assign each group's phonetic sounds, notecards were randomly passed out, each containing one phonetic series (e.g., *ma mi mu me mo*). When the game began, the students in each group wrote the syllables their group had been assigned on the game form (Figure 2). The Japanese phonetic syllables which appear at the left of the form were, again, randomly determined, and were not included on the original form.

	FOOD & DRINK	GAMES & SPORTS	PLACES	PEOPLE & JOBS	MISCELLANEOUS
<i>Ka</i>					
<i>Ki</i>					
<i>Ku</i>					
<i>Ke</i>					
<i>Ko</i>					

Figure 2 Prepared Game Form (Loanword Expansion)

This activity, aside from challenging students' knowledge of L₂ vocabulary, served an additional purpose. I was concerned that, as a result of our study of loanwords, students might begin to think that all loanwords were best avoided, which in turn might result in language avoidance in their future communication. Therefore, I wished to help students realize that many L₁ loanwords would be understandable to native speakers, and what

is needed on their part is an awareness that such an understanding is not guaranteed simply because these words are written in that part of their L₁ script reserved for these foreign imports.

At the end of this class, students were given the assignment of repeating this activity at home using an L₁ phonetic series of their own choosing and bringing their completed form to the next class.

Week 5 (Activities 2.2 and 2.3)
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Activity 2.2—Word Round-up & Branding

Procedure

Students share their individually generated L₂ equivalents of L₁ loanwords in groups of five, depending on peer feedback to help determine or confirm proper pronunciation and/or appropriate usage, after which they share these items with the class. As before, additional information regarding L₂ pronunciation and usage is provided by the teacher at this point. Students are then asked to offer examples of other words which share a particular phonetic property with their L₂ examples.

Rationale and Result

To begin the class, students repeated the interaction portion of Activity 2.1 using lexical items they had generated as homework. These new vocabulary items were introduced as in the previous class, first through group interaction and then by presenting the items to the class, at which time usage and pronunciation were again practiced.

Throughout the class interaction phase of this activity, students were encouraged to give other examples of loanwords having something in common in their linguistic make-up, such as the “mon” ending of “lemon”. Students offered, for example, “salmon” and “cinnamon”.

As a student offered a particular example during this activity, other students tended to emit a collective “Ah!”, as if they’d just been given some new and wonderful insight. However, the aim of this activity was to encourage students to look for linguistic patterns which they can apply to their learning on a regular basis, and not merely see English as an encounter with individual words, one after the other.

Of the loanword items which students generated as homework, a great many were spelled correctly, but it was also obvious that some students had not used a dictionary. In many cases, transfer of L₁ phonology seemed to have influenced students’ spelling. Table 1 presents examples of students’ L₂ spelling errors. The correct L₂ spelling and the L₁ transcription are shown in the first two columns, followed by a specific example of student errors, each of which would seem to be indicative of L₁ transfer. The number(s) in the final column indicate the type of discrepancy involved in each error, using the code in Figure 3.

- | |
|---|
| <ol style="list-style-type: none"> (1) lack of consonant distinction (“r-l”, “b-v”, “t-ch”, etc.) (2) internal vowel intrusion (3) final vowel intrusion (4) vowel alteration (5) consonant alteration (6) consonant elimination—generally replaced by vowel (7) truncation (8) pseudo-loan (9) other L₁ phonetic transcription |
|---|

Figure 3 L₁-L₂ Error Discrepancy Code

Each phonetic discrepancy is listed in the order of its occurrence in the item in question. The same discrepancy may appear more than once in any particular word, in which case the same number is provided for each discrepancy. For example, in the word “salad” (L₁=*sarada*), the L₁ pronunciation of the initial vowel in the syllable “sa” has been altered; no distinc-

tion has been made between the phonemes “r” and “l” in the second syllable, in addition to which the vowel has been altered; and a vowel has intruded on the final phoneme “d”. Therefore, the discrepancy code in this instance would indicate “(4) (1) (4) (3)”.

In some instances, students’ spelling seems to be a mis-application of other L₂ spelling rules or mis-identification of the item in question with another legitimate L₂ term. Thus, spelling errors which are difficult to identify as stemming from L₁ interference and may be a result of interlanguage transfer are signified by a question mark: (?).

Table 1 L₁ Transfer in Japanese University Students’ L₂ Spelling
Food and Drink

L ₂	L ₁	Error	Discrepancy
salad	<i>sarada</i>	sarada	(4) (1) (4) (3)
(french) fries	<i>furai poteto</i>	fly poteto	(1) (7) (9)
doughnuts	<i>donatsu</i>	donatsu	(4) (3)
chicken	<i>chikin</i>	chikin	(9) (4)
coffee-flavored gelatine	<i>ko-hi-zeri</i>	coffee zeri	(5) (7) (1) (9)

Games and Sports

volleyball	<i>barebo-ru</i>	ballayball	(1) (9) (?)
gallery	<i>gyarari</i>	garaly	(5) (1) (4) (1)
basketball shoes	<i>basuketto shu-zu</i>	basket shoose	(7) (?)
tennis court	<i>tennisu ko-to</i>	tennis coat	(6) (?)
stadium	<i>sutajiamu</i>	stagiam	(5) (9)

Places

gas station	<i>gasorin sutando</i>	gasorinstand	(1) (9) (8)
concert hall	<i>konsa-to ho-ru</i>	concert hole	(4) (?)
platform	<i>purattoho-mu</i>	platt home	(5) (6) (?)
veranda	<i>beranda-</i>	belanda	(1) (1)
campus	<i>kanpasu</i>	campas	(4)

People and Jobs

newscaster	<i>nyu-sukyasuta-</i>	newskyaster	(5)
interviewer	<i>inta-byuwa-</i>	intabuewer	(6) (1) (?)
boy scout	<i>boi sukauto</i>	boy skaut	(9) (9)
director	<i>direkuta-</i>	dilecter	(1) (?)
violinist	<i>baiorinisuto</i>	biolinist	(1)

Miscellaneous

necklace	<i>nekuresu</i>	neckless	(9) (?)
drum	<i>doramu</i>	doram	(2) (4)
bracelet	<i>bure-suretto</i>	blesset	(1) (9) (?)
slipper	<i>surippa</i>	surippa	(2) (1) (6)
pierced earrings	<i>piasu</i>	piase	(9) (6) (7)
remote control	<i>rimokon</i>	remocon	(6)
stress	<i>sutoresu</i>	stoless	(2) (1)
apron	<i>e-puron</i>	eplon	(9) (1)
honeymoon	<i>hanemu-n</i>	hanemoon	(4) (9)
vest	<i>besuto</i>	best	(1)
drum	<i>doramu</i>	doram	(2) (4)
duet	<i>duetto</i>	duetto	(3)

Weeks 6-9 (Activities 4.1 and 4.2—Ongoing)
Phase 3—Loanword Equivalents and L₂ Skills (Integration)

Activity 4.1—Listening For Loanwords

Procedure

The teacher reads a paragraph containing numerous L₁ loanword equivalents (Fig. 4). Students list all the words they recognize as being L₁ loanword equivalents, after which students compare answers in groups. Volunteers then write any of the group's words on the blackboard. If not all words are written, the paragraph is read a second time and volunteers write additional words on the board. If students fail to identify certain items after a third reading, the words are pronounced in isolation. Students are told the meaning only if none of the students are familiar with the word. Four different paragraphs are read.

I went shopping last Sunday and bought a variety of things. In the morning, I bought a new skirt, a blouse, three pairs of socks, some shampoo and rinse, some hair spray, and some make-up. After so much shopping, I was really hungry, so I stopped for lunch at a fast food place. I ordered a hamburger, french fries, and onion rings. After lunch, I stopped at a small cafe and had a piece of lemon pie for dessert. I left the waitress a big tip. After that, I bought a pair of jeans and a dress shirt for my brother's birthday. I got them on sale; they were real bargains! I got home about five o'clock, tired but happy. It was a really super day!

Figure 4 Sample Paragraph—Listening for Loanwords

Result

Students were generally successful in identifying loanword elements in the four paragraphs, and as a result of peer interaction, students seemed more focused during the second reading, listening for items their peers had heard the first time but they had not.

Activity 4.2—Pronouncing Loanwords (Ongoing)

Procedure

Students work in groups of four. Each student is assigned one paragraph from among four to read onto a cassette tape for the following week. Students practice in class with others who have been assigned the same paragraph. Teacher moves from group to group answering students' questions about specific pronunciation.

In taping their paragraphs outside class, students work together with their original group, monitoring one another's pronunciation and making suggestions regarding peer pronunciation correctness. The tape is then turned in to the teacher for analysis and feedback. Students repeat the taping exercise after seeing teacher's feedback.

Result

In listening to the students' tapes, there was, for the most part, marked

improvement over Japanese students' typical L₂ pronunciation, influenced as it is by the mother tongue. Still, while a number of students were able to produce quite intelligible speech, others still exhibited a noticeable degree of mother-tongue interference. The consistency in recognizing linguistic patterns which I had hoped would result from our in-class work with pronunciation was not always apparent. Overall, however, the results were satisfactory and students were able to at least reduce the number of obvious L₁-induced errors in their speech. I can't help but feel, however, that if such an effort had been begun and sustained at a much earlier stage in their learning, their progress would have been even more remarkable.

<p>Weeks 7-10 Phase 4—Cultural Integration</p>
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In the final four weeks of our *katakana* study, various activities were included which gave students additional practice with cultural entities, and particularly with proper nouns. These activities included a comparison of American and Japanese holidays, countries, world capitals, famous landmarks, book and movie titles, and famous people.

It seemed particularly challenging for students to pronounce these L₂ forms correctly, mainly because there is such extensive phonetic dissimilarity. Students often seemed to find it difficult to accept that I was teaching them the right pronunciation, since each name was already a familiar and long-standing part of their L₁ linguistic knowledge.

At the end of the final *katakana* class, students were given a questionnaire regarding our study of loanwords to be filled out and handed in on the day of our semester exam. The following section looks at a selected number of students' responses to the questionnaire and the effect this study

of loanwords had both on their learning and their ideas and beliefs about learning—past, present, and future.

Student Feedback

As our in-class encounter with *katakana* loanwords came to an end, I hoped to get a sense of what students had gained from this experience by asking them to provide written feedback. To this end, I prepared a three-page questionnaire for the students at the women's college (Appendix A), focusing not only on the specific linguistic elements included in our study but also—and more importantly—on how students' attitudes may have changed as a result of this study.

The section which follows is in two parts. The first part (Table 2.1) presents students' written feedback responses to the questionnaire, in which questions and answers were very focused. The second part (Table 2.2) offers a look at feedback from students attending the national university who also took part in the *katakana* awareness tests. For this final feedback, I asked students simply to express what this study of *katakana* loanwords had meant to them and what effect, if any, this study had had on their communication skills. I have attempted in this part of students' feedback responses to categorize what I found to be students' most illuminating comments. Although some of the feedback comments would seem an appropriate fit in a number of categories, I have attempted to place them in the category nearest to that portion of their comments which I consider to be the most insightful and meaningful.

As with earlier student-generated material, students' spelling and grammatical errors have been left uncorrected.

TABLE 2.1 Samples of Japanese University Students' Feedback Responses to Loanword Awareness Questionnaire

1. Describe your first reactions and/or feelings when we began our study of *katakana* words.

1. I am surprised to know that the word I usually use have different pronunciation and meaning.
2. I believed *katakana* words are English. I was very surprised.
3. I was surprised. High school teachers never teach us such knowledge about English pronunciations.
4. I astonished at a difference in the English language and *katakana*.
5. I felt that spelling is hardly in agreement with *katakana* words.
6. The word I regarded it English isn't English, so I surprised it.

2. While working with your classmates to record your pronunciation, were you able to help your classmates with any problems?
Were your classmates able to help you? How did this make you feel?

1. My classmates were able to help me. It is difficult for me as I had expected. I was ashamed of listening to my voice of tape.
2. After the English conversation class, we often pronounced these words. We pointed out our mistakes each other. Then I enjoyed learning them one after another.
3. Yes, my classmates were able to help me. I felt that good because I myself didn't find so my pronunciation mistakes.
4. I think to help each other is very good. Because I don't find myself wrong point of my pronunciation. It made me felt friendship.
5. We could help each other in practicing the pronunciations. This made us enjoyable.
6. We helped each other a lot. I think working in group is effective.
7. Because we haven't the chance to hear each other's pronunciation, I enjoyed to hear classmate's pronunciation. We helped each other.

3. Has our study of *katakana* changed your thinking about English? If so, in what way?

1. I became careful about English and *katakana* words than before.
2. I realized that *katakana* words was different from English. So I decided to use a dictionary if I met the new word.
3. I keenly realized words of *katakana* differs from English.
4. Real English is different the one which I have ever learned.

5. The study of katakana changed fundamentally the way I think about English. I've come to take interest in English around me.
6. In using katakana words, I treat them with great care. I'm glad I can use katakana words in a new mood from now on.
7. I feel English was drawing near. It is pleasure to know English.
8. Through this study, I think I touched a part of actual English.

4. What discoveries did you make about yourself and your English during our study of *katakana*?

1. I decided to have correct English pronunciation from now on. So, I want to study more *katakana* words during this vacation.
2. I usually mistook English pronouncing. I had never discovered it.
3. I conscioused I used wrong words.
4. There have been a lot of misspelling which I had kept spelling phonetically. What is worse, I believed mispronunciation.
5. Every day, everywhere, everytime, I used often many many katakana words which I mistaked.
6. I felt how neglective I had listened to English pronunciation actually. I have to pronounce more careful.
7. I realized I mustn't take katakana words on trust.
8. My friends' and my pronunciation are very katakana!

5. How important has this study of *katakana* been for you? Why?

1. If I had not studied *katakana*, I would have used wrong English.
2. It is not good to continue to study with wrong pronunciation.
3. By studying it, my knowledge was extended.
4. I suppose many Japanese think the same *katakana* as English. I was one of them. We had better know right English as much as we can.
5. Study of katakana extended my knowledge of words. I think I became to speak English more confidently.
6. When I speak a foreigner, I am not laughed at by them and conversation will advance well.
7. Katakana has been familiar to us since we are very young. Thus we tend to get into a bad habit which we believe most katakana is actual English. So study of katakana decrease misunderstandings.
8. I felt like I became to speak like American.

**TABLE 2.2 Samples of Japanese University Students' Free Form
Feedback Responses Regarding Loanword Study**

On Pronunciation

1. I was surprised that a pronunciation is very different between katakana words and real English. I think who did change a pronunciation of many words?
2. I was very surprised at the difference of pronunciation. I couldn't answer at all last lesson's test. It is important for us to learn actual English pronunciations clearly.
3. Katakana words hear like English, but these differ English completely, I understood. This has taught me a good lesson.

On Individual Lexical Items

1. I was surprised at "button". At first I mistook "baton". If American said "Oh, my God! I lost a button" I would have given baton.
2. I thought "cunning" means cheat. Because I see an American movie name is "The Cunning". I'm surprised cunning does not mean cheat.
3. I didn't know that "skinship" is katakana English. I heard it to be surprised. I think Japanese is a mysterious language.
4. It's funny, green pepper is piman. At first, I interpreted, "Pepper is green?" I had though piman is absolutely right English.
5. I have believed that katakana is English. Especially I've believed babaroa is English. But babaroa is French. Then, isn't there babaroa in America? American don't eat babalao? Babalao is world wide foods. I can't believe American haven't eaten babalao.

On L₁-L₂ Lexical Distinctions

1. It was difficult to think real English from katakana words. All katakana seemed to be real English.
2. I found that this lesson is very important. Most of Japanese think that katakana is almost real English. Katakana is not real English. Katakana is not Japanese as well. Katakana is a different language.
3. I have often heard that there are a lot of words that Japanese believe is English or that they misuse. But in this class I knew there are much more words of this kind than I have expected.
4. Katakana is very different so confuse us. How strange katakana is!

On Culture and Intercultural Communication

1. I enjoyed myself at the *katakana* tests. The tests are interesting to understand the culture between two countries, I think.
2. I had thought that made-in-Japan English is understandable for Americans,

but now I know the fact that many of it is not understandable. Now I have discarded that illusion.

3. Through this study, I could know there was a lot of words I had thought it English. I think this study effected my feeling for katakana words and communication greatly.
4. I wanted to go to America. But now I don't want to. I'm not afraid of guns. But I'm scared of katakana English.

On Borrowing and Adapting Foreign Words

1. I wonder why Japanese-English was born, and I think these words make a lot of trouble.
2. *Katakana* words are important for Japanese. I know it's not good to use *katakana*, but if I don't, my life in Japan can be hard. I try to remember *katakana* words are OK for Japanese but not for English.
3. How funny and irresponsible katakana words which Japanese hit on! And how crazy we are who have been used! But, to study katakana and real English in this class, we learned many knowledge.
4. I thought this was a natural way between two different nations to have many different words and meanings. We must know about that more than ever and keep studying the difference.
5. Japanese are good at changing foreign language to their language. I don't know whether that is right or wrong. But I only hope that we Japanese make pride of our language.

On Developing Conscious Awareness

1. Nowadays we heard every foreign language by the mass media, for example newspaper, TV, radio, book and so on. We should bear in mind that every *katakana* words are not equal to English.
2. Words which we use without careful consideration cause misunderstanding. We must be more careful using such words.
3. When we often use katakana in Japanese, we are not curious that katakana are borrowed words or not. We must be curious.
4. The Japanese think that katakana is English. But it's wrong. We have to study about katakana and English. I was very interested in katakana. And I want to tell many people really English. This lesson was very useful to us. We have to remember this lesson.

Student feedback from this questionnaire seemed to indicate that the overwhelming majority of students felt that they had benefited in the four

communicative skill areas, particularly in listening comprehension and pronunciation. In answering this final questionnaire, a number of students commented on how difficult it was, and continued to be, to pronounce English accurately—adding, however, that they had come to realize that their pronunciation up to this point tended to be patterned after not only the instinctive syllabary of their mother tongue but also the deceptive syllabary of *katakana* and, as a result, was an area in which they had gained insight and greater focus.

A common thread which seemed to run through students' comments was the fact that such experiential learning activities made the language much easier to later retain. While recognizing their continuing limitations in L₂ communication, many students seemed to feel that this study had given their attitude towards English a new breath of life and had given their language skills (L₂ pronunciation in particular) a new and more meaningful direction from which to start in their ongoing language acquisition effort, along with a new awareness to carry with them.

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APPENDIX A KATAKANA LOANWORDS QUESTIONNAIRE
(NOTE: The original form provided ample space for responses.)

1. How often do you use foreign loanwords (*gairaigo*) in daily conversation?
VERY OFTEN OCCASIONALLY ALMOST NEVER
2. Of the loanwords you use in your everyday conversation, can you give a few examples of words which have a Japanese equivalent?
(EXAMPLE: *depaato* [department store] vs. *hyakkaten*) Why do you think you use the loanword instead of the original Japanese?
3. Describe your first reactions and/or feelings when we began our study of loanwords and their English equivalents.
4. Write at least five words whose actual English pronunciation really surprised you. Underline the syllables which surprised you.
EXAMPLE: lemon, salad vs. salada, contest vs. contesuto, etc.
5. Try to give two or three examples of other loanwords which have similar syllables to any of those you wrote in QUESTION #4.
EXAMPLE: lemon/common/cinnamon
6. Write at least five loanwords which are the most difficult for you to remember how to spell in English.
7. Do the words you wrote in QUESTION 6 have anything in common? If so, what is it?
8. In our study of words which are completely different in English and *katakana* (EXAMPLE: *geetobooru* vs. *croquet*), which words were you most surprised to find out were not the same in English?
9. Of all the loanword equivalents which we studied, which words do you feel will be most useful to you in your future English study?
10. While working in groups with your classmates to record your pronunciation, were you able to hear any of your classmates' pronunciation mistakes and

help them with any problems? Were your classmates able to help you?
How did this make you feel?

11. Do you feel this study of loanwords has helped correct any problems that you've had with English in the past? If so, please explain.
12. Has our study of loanwords changed the way you think about English? In what way?
13. What discoveries, if any, did you make about yourself and your English during our study of loanwords?
14. How important do you feel this study of loanwords has been for you personally? Why?

VERY IMPORTANT

NOT VERY IMPORTANT

15. Are there any other comments you'd like to make (about anything)?