

Loanwords - A Bridge between Japanese and English?

Implications for EFL Education in Japan

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Abstract

Japanese students of *English as a foreign language (EFL)* seem to rely on *first language (L1)* knowledge of loanwords (i.e. *gairiigo*) or more specifically *English derived gairiigo (EDG)* as it essentially provides them with a certain degree of formulaic knowledge of the *second language (L2)*. This paper explores the theory that EDG forms an important ingredient of EFL students' *interlanguage (IL)*. Sometimes positive transfer results, while other times negative transfer or interference can be observed. It is revealed that there is a lack of awareness in education circles with regard to the effect borrowed L2 vocabulary in the students L1 has on their L2 EFL learning processes, hence a pedagogical solution may simply involve raising consciousness of loanwords as a sociolinguistic phenomenon that often spills over into EFL classrooms. Two comprehensive lists of transformation process terminologies have been provided to enable the reader to better understand the morphological mechanics of *gairiigo*.

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(published 6th October 2005)

1. Introduction

1.1 *The Basics of Gairaigo:*

Gairaigo (外来語) is the Japanese equivalent of the English term ‘loan-word’ and will be used frequently in this paper. The literal translation of these three Chinese characters is 外 — outside / 来 — come / 語 — word. An example of an everyday *gairaigo*, imported into the Japanese language through the katakana block script is the word *terebi* (テレビ; television). While there is some debate among researchers regarding loanword terminology, for the purposes of this paper, the following terms are deemed to be synonymous and will be used interchangeably; *gairaigo*, *loanword*, *imported word*, *lexical borrowings* and *katakana words*.

Normally one writing system is adopted per language, however Japanese has three distinctly different writing systems; *kanji* (漢字, Chinese characters), *hiragana* (ひらがな, cursive script — used for Japanese lexis), and *katakana* (カタカナ, block script — used for imported words). As pointed out by Muturo Kai, the president of the *National Institute for Japanese Language (NIJLA)*; “There is no other language that has three set(s) of characters — only Japanese” (Onishi, 2004, p.8). *Kanji*, *hiragana* and *katakana* often appear in the one sentence. And on top of these three, there is fourth writing style *rōmaji* (ローマ字, based on the Roman alphabet), used to write acronyms such as JAL (Japan Airlines) and also for *rōmaji-gairaigo* loanblends such as *Tīshatsu* (T シャツ; T-shirt).

1.2 *Significance of Research Project:*

Gairaigo has become a controversial yet indispensable part of the Japanese

language. While actual statistics regarding the rate at which Japanese borrows from the English language differs among researchers, over the last several decades two trends have become obvious: the percentage of gairaigo within the Japanese language is increasing and English is increasingly becoming the dominant donor language. This pattern of a higher concentration of *English derived gairaigo* (hereinafter *EDG*) being borrowed by the Japanese language at a quickening pace does influence Japanese EFL students learning processes. This paper will explain to *native English teachers (NETs)* why this matters to them, and provide them with certain tools and advice on how to deal with this sociolinguistic phenomenon that can often be observed in their EFL classrooms.

This paper will illustrate from both a behaviourist and cognitive perspective, using what is referred to as ‘crosslinguistic influence’, how language transfer is going to be increasingly likely in this era of *EDG* where heavy borrowing of the *target language (TL)* by the students’ L1 confuses students’ psychotypology (i.e. their perception of the linguistic distance between the L1 and L2) and can only be expected to accentuate the L1’s influence on their *foreign language learning (FLL)* processes. The author of this paper is in agreement with Sakagami who stated that this ‘gairaigo-based familiarity’ that Japanese students have with the TL should not be ignored or simply regarded as a pitfall: “The crucial point is that the teachers not be deaf to the students’ knowledge of gairaigo” (2000, p.267, 268).

1.3 Contemporary Romanization Systems:

To give English speakers an understanding of the pronunciation of Japanese gairaigo, in this paper examples of gairaigo will be given as such; e.g.

mūbī (ムービー; movie), with the romanized representation of the gairaigo given first in italics, and then in parenthesis the katakana script representation as it appears in the Japanese language followed by the original donor word. In this example the ‘stretched vowel overbar’, or macron has also been used in accordance with the Hepburn Romanization system. However this paper also borrows from the ‘computerized representation’ of gairaigo (that is as it is typed in on a computer keyboard): e.g. *jaketto* (ジャケット; jacket). While the Japanese language does not contain consonant clusters, the presence of double consonants in this example indicates that the prior vowel is the Japanese equivalent of the unstressed English vowel schwa. It is the author’s belief that such a hybrid ‘Hepburn-Microsoft Word Romanization system’ will gain favour as the computer age progresses.

2. The Borrowing Process & Need for Consciousness Raising

Oshima (2002, 2003) refers to gairaigo is a ‘linguistic orphan’ laying somewhere between the Japanese and English languages. Until gairaigo is recognized by *The Ministry of Education, Culture, Sports, Science and Technology (MEXT)* / *mombukagakusho* (文部科学省) as an integral part of the Japanese language, it is up to NETs themselves to guide students in their attempts to apply EDG to their EFL studies. The following two unofficial lists (*The Borrowing Process - Basic Gairaigo Terminology* and *The Borrowing Process - Loanword Transformation Terminology*) put together by the author, current as at September 2005, are to serve primarily as the first step towards awareness of the gairaigo phenomenon in education circles.

2.1 *The Borrowing Process - Basic Gairaigo Terminology:*

Please keep in mind the fact that this list represents more than a simple

‘Definition of Terms’ to aid the reader in navigating through this research paper. It serves a pedagogical goal of ‘consciousness-raising’ by giving NET readers a vital insight into this sociolinguistic phenomenon.

English-derived gairaigo (EDG) — coined by Sakagami (2000), the expression is synonymous with the expressions ‘Western Loanwords’ and ‘Katakana *eigo* / English’. According to various researchers’ newspaper articles, over 90% of gairaigo is EDG: e.g. *conpyūtā* (コンピューター; computer).

Non-English-derived gairaigo (NEDG) — A term coined by the author to compliment Sakagami’s (2000) term EDG: e.g. *pan* (パン; *pan*) is taken from Portuguese. In English the gairaigo *pan* means ‘bread’.

Source language or donor language — The language from which a particular gairaigo comes from: e.g. *arubaito* (アルバイト; *arbeit*) is taken from German. In English, the German donor word *arbeit* means ‘work’ and the NEDG *arubaito* means ‘part-time job’.

Source word, donor word or base word — the original word in the donor language: e.g. *conpyūtā* (コンピューター; computer) — the donor word appears in parenthesis — ‘computer’.

Katakana pronunciation (カタカナ発音) — The distortion that occurs when foreign words are pronounced using the comparatively simple katakana phonetic syllabury, which has only five vowels (V) and no consonant (C) clusters, and is hence characterized by a CVCVCV pattern: e.g. *sarada* (サラダ; salad).

Kango (漢語) — Chinese loanwords and Sino-Japanese loanwords, now fully integrated into the Japanese language, written using kanji: e.g. *kaigi* (会議; a meeting).

Yamato kotoba (大和言葉) or **Wago** (和語) — Words of Japanese origin, originally written using the hiragana script, but now kanji as well: e.g.

uchiawase (打ち合わせ; an arrangement).

Pseudo-EDG or waseieigo (和製英語) — literal translation: ‘English made-in-Japan’. Referred to in Japanese as *waseieigo*: e.g. *parasaitoshinguru* (パラサイトシングル; parasite single) was devised to describe the increasingly common trend where single adults continue living off their parents even after graduating from student life and gaining employment.

Pseudo-loanwords or waseigo (和製語) — literal translation: ‘language made-in-Japan’. A more encompassing term used by the NIJLA that includes NEDG, despite the fact that close to 100% of *waseigo* are *waseieigo*. An example of a non-English *waseigo* is *hochikisu* (ホッチキス; stapler) named after the German inventor of the stapler Mr. Hotchkiss.

Unadopted loanwords — loanwords that may appear often in the Japanese media or fashion magazines or on ‘variety’ TV shows, or even in one of the numerous specialized Japanese loanword dictionaries (e.g. Kaieda’s 1996 *The New Loanword Pocket Dictionary*), but do not yet appear in either the *Kojien* (広辞苑; Official Japanese Language Dictionary) or *Gen-dai Yougo no Kiso Chishiki* (現代用語の基礎知識; Basic Knowledge of Modern Japanese Vocabulary Dictionary): e.g. *aburōdo* (アブロード; abroad).

2.2 The Borrowing Process - Loanword Transformation Terminology:

The phonetic transformation that takes place as foreign words are brought into the Japanese language is often only the first step in the borrowing process. It is not unusual for one loanword to undergo several or more transformation processes. In looking over these various loanword transformation processes, surely one can see the potential for confusion when coming across the original donor word in the source language during EFL studies.

Phonetic shift — all loanwords, when imported via the comparatively limited katakana syllabury, undergo a phonetic shift of some sort, at times rendering the word unrecognizable when compared with the phonetics of the donor word: e.g. *dorinku* (ドリンク; drink).

Clippings or **abbreviations** — the shortening of the word so as to counter the increase in syllables that occurs when a foreign word is transliterated into the katakana syllabury: e.g. *tero* (テロ; terrorism).

Acronyms — *rōmaji* is used to make acronyms of words borrowed from a donor language: e.g. *OL* (pronounced *ōeru*) was taken from the *waseieigo* ‘office lady’.

Revised loanwords or ***gairaigo* replacements** — the katakana representation of the imported word undergoes a change, sometimes resulting in a more ‘politically aware’ *gairaigo* when compared with the original loanword: e.g. *kyariaūman* (キャリアウーマン; career woman). Sometimes *gairaigo* are revised in order to attain a phonetically truer loanword: e.g. *romanchikku* (ロマンチック; romantic) has been replaced with *romantikku* (ロマンティック; romantic).

***Gairaigo* ellipses** — the process by which the first one or two syllables of the *gairaigo* are put together to make a newly formed *gairaigo*: e.g. *remocon* (レモコン; remote control).

***Kango-gairaigo* loanblends / hybrids** — a *kango-gairaigo* combination: e.g. *shōene* (省エネ; energy-saving). The kanji *shō* (省) means ‘economize’, and the katakana *ene* (エネ) is an abbreviation of the *gairaigo* *enerugi* (エネルギー; energy).

***Rōmaji-gairaigo* loanblends / hybrids** — a *rōmaji-gairaigo* combination: e.g. *Tishatsu* (T シャツ; T-shirt).

***Gairaigo-hiragana* loanblends / hybrids** — there are two main forms of this kind of loanblend; one is used to make verbs and the other to form

adjectives. A verb formed by adding the hiragana *suru* (する) suffix which means 'to do': e.g. *memosuru* (メモする; to take a memo). And in the case of an adjective it is followed by the *na* (な) suffix: e.g. *bigguna* (ビッグな; a big ~).

Code-mixing — the usage of an L1 word within an L2 utterance, regarded as being a common occurrence in bilingual communities. Yet in Japan, undoubtedly a monolingual society, Sakagami (2000) refers to code mixing as the 'extended borrowing' of a word or a phrase and states that this seems to be the final destination of most imported words.

Code-switching — the alternative usage of both the L1 and L2 produced in the form of entire sentences, (i.e. not single words as in code-mixing).

Semantic narrowing — the loanword takes on a narrowed meaning: e.g. *apāto* (アパート; apartment), which only describes cheaper old wooden apartments.

Semantic expanding — the loanword takes on an expanded meaning: e.g. *rōn* (ローン; loan). This borrowing not only means a mortgage or money loaned from a bank, but more often money borrowed from a variety of non-bank financial institutions.

Semantic shift — sometimes following semantic narrowing is a semantic shift according to the Japanese social context, such that the loanword takes on an entirely new meaning when compared with the meaning of the donor word: e.g. *naibu* (ナীব; naive) means 'pure and sensitive' and carries a positive connotation in Japanese, yet the English donor word carries a negative connotation and means ignorant and foolish.

Grammatical shift — the simplification of irregular English expressions sometimes results in the overriding of redundant grammatical rules; e.g. *unbaransu* (アンバランス; imbalance).

Transliterated foreign words — based on the spelling of the donor

word in the original language: e.g. *tomato* (トマト; tomato).

Transcribed foreign words — based on the pronunciation of the donor word in the original language: e.g. *poteto* (ポテト; potato).

3. Review of Literature

3.1 *Identification of a Research Problem:*

As mentioned by Hosoki (1985), the pioneering work on gairaigo began back in the early 1920s when Maeda produced a paper entitled '*Gairaigo no Kenkyu*' (外来語の研究; A Study of Loanwords), in which he concluded that The United States is increasingly becoming the main source country of loanwords, far surpassing the other major donors; that is The Netherlands, Germany and France, (an observation which is even truer now in the 21st century).

The gairaigo phenomenon can now be regarded as a mature field of research, yet is still highly dynamic, with investigations into the gairaigo phenomenon as varied as they are numerous. Some of the more notable aspects, from the author's point of view, of research papers published in the last decade have been outlined below in chronological order: the misuse of loanwords in the English language in Japan and pedagogical solutions (Simon-Maeda, 1995); quasi-experimental research into the aural recognition of EDG donor words amongst Japanese university students (Brown, 1995); gairaigo as a language contact phenomena (Loveday, 1990, 1996); cultural controversies surrounding gairaigo (Tsuda, 1996); gairaigo with reference to language contact models (Maher, 1996); katakana English encroaches on EFL pronunciation and the potential for English loanwords as a built-in lexicon (Daulton, 1997, 1999); the semantic recogni-

tion of loanwords by university student: a survey questionnaire (Yamazaki, 1998); gairaigo and its potential influence on SLA (Underwood, 1998, 1999); the linguistic necessity/motivations behind the adoption of loanwords (Sakagami, 2000); lexico-grammatical shift patterns of gairaigo and historical comparisons of *kango* and gairaigo (Oshima 2002, 2003); a quantitative investigation into the cognitive processing of written L1 EDG with subjects applying L2 English knowledge (Tamaoka and Miyaoka, 2003) and transliteration methods used to import loanwords into the Japanese language (Hardgrave, 2004).

Despite this variety of research papers on gairaigo, it is interesting to see a common element or pattern emerging; NET researchers, such as Shepherd (1996), view gairaigo as a hindrance in their TEFL efforts, and even while some such as Daulton (1997, 1999) and Underwood (1998, 1999) see hope for applying gairaigo to EFL studies, an encompassing methodology that will allow for the introduction of a pedagogical solution remains elusive.

3.2 *The NIJLA and Banned Loanwords:*

Oshima's dissertation published in March 2002 states that "Japan does not have an official language policy to limit the use of English nor prohibit the use of English gairaigo in any way" (p.103). This statement can be now deemed outdated however as the most recent entrant into the language purity debate is the *National Institute for Japanese Language (NIJLA)* / *kokuritsu kokugo kenkyushitsu* (国立国語研究所) itself, on instructions from the central government which seeks to diffuse the apparent growing resentment of gairaigo by the elderly generation. For more details, refer to the English website: <http://www.kokken.go.jp/english/en/index.html>

The NIJLA Loanword Committee / *gaikokugo iinkai* (外国語委員会) has since concluded that novel foreign words written in katakana have found their way onto government white papers, newspapers, magazines and television, making them an integral part of daily life here in Japan. The problem they have identified and sought to address by banning certain gairaigo is the distortion of communication triggered by gairaigo usage, not between *Native English Speakers (NESs)* and Japanese EFL students, but amongst Japanese speakers of different generations, and therefore of different levels of gairaigo proficiency. The Committee has since issued four lists, banning a total of 177 loanwords, of which 169, or over 95%, are EDG. To view the most recent of these four lists, please refer to the Appendix - English Translations of the NIJLA's Banned Gairaigo - List 4 (*published 6th October 2005*).

The NIJLA's attempt to tame the Japanese language's hunger for EDG by drawing up such lists of uncommon loanwords to be 'banned' cannot be expected to have any affect on the crosslinguistic influence gairaigo has on EFL education in Japan, and will therefore have little impact on the problem of negative transfer. But there is reason for hope. Since the first research paper was produced on gairaigo around 80 years ago, the government recognized a need to take action and the NIJLA is finally attempting to reign in the gairaigo phenomenon by policing certain words.

4. Gairaigo as a Crosslinguistic Influence

The term 'crosslinguistic influence' was devised by Kellerman and Sharwood Smith (1986), and was introduced to allow researchers to put under the one heading such phenomena as 'transfer', 'interference', 'avoidance' and 'borrowing' permitting discussion about these interrelated influences

on L2 learning. Yule preferred the term 'transfer' however: "If the L1 and the L2 have similar features..., then the learner may be able to benefit from the *positive transfer* of L1 knowledge. On the other hand, transferring an L1 feature that is really different from the L2 results in *negative transfer* (or interference) and typically isn't effective for L2 communication, ..." (1996, p.194, 195).

4.1 Behaviourist Vs Cognitive Schools of Thought:

In looking at crosslinguistic influence, two opposing schools of thought need mentioning. According to behaviourist accounts, L1 interference can impede on the learning of a second language manifested by L1 transfer errors. Ellis states that apparently the main impediment to learning is "interference from prior knowledge" (1994, p.299); when old habits get in the way of learning, they need to be unlearned. However according to cognitive accounts, the influence of the L1 "... is viewed as a resource which the learner actively draws in interlanguage development ..." (Ellis, 1994, p.343) and influences hypotheses that the learners construct. Ellis also noted that transfer will not only manifest itself in errors, but also as overuse and/or avoidance of the TL norms by the learners, or facilitation on behalf of the teacher, which reinforces the author's own personal observations. Whether one subscribes to behaviourist or cognitive theories, it is clear that the students' L1 is going to have an effect on L2 learning processes.

The behaviourist approach suggests that the ever-increasing borrowing of EDG by the Japanese language can only be expected to exacerbate the problem of interference from prior L1 knowledge. Within the classroom NETs are having a tug of war with the large scale borrowing and 'creative'

transformations of TL vocabulary and phrases pulling EFL students away from TL norms. The students' existing linguistic knowledge of L1 EDG is undoubtedly influencing their L2 development. An important point that deserves mentioning here is that the significant number of L1 EDG in the Japanese language means that the large-scale 'unlearning' of these L1 norms will be necessary. However as this can understandably be viewed as a totally unreasonable request in the eyes of Japanese EFL students, avoidance of TL norms can often be observed, both inside and outside the EFL classroom.

Oshima (2002) pointed out two transformation processes which are most likely to lead to 'confusion' in EFL classrooms - semantic expansion and abbreviations; semantic expansion of gairaigo results in a "... gap between the English definition and the gairaigo definition (which) is not explained so that a Japanese learner may be confused in an English classroom" (p.156) and that "Abbreviations of English based gairaigo cannot be recognized by native speakers as English words, but Japanese speakers generally still consider them to be English. This is where confusion occurs between Japanese English learners and native English speakers" (p.70). Other transformation processes that can be considered as extensive and therefore likely to lead to L1 interference include ellipses, loanblends, the conjuring up of pseudo-loanwords or *waseieigo* and the difficulty to distinguish between EDG and NEDG. And the consequence is not only confusion triggered by the negative transfer of individual L1 words or phrases but discouragement from the experimental application of ones L1 EDG knowledge to future EFL studies.

4.2 Interlanguage and L1-L2 Psychotypology:

The importance of cognitive factors in language learning, in contradiction to the behaviourist ideas of habit-formation, was first posed by Chomsky who in 1959 stated that children form hypotheses about language and then go about testing them. This paper argues that this same hypotheses-testing cognitive approach to L1 study is adopted by Japanese students within the formal environment of the EFL classroom, such that by observing the reaction of, or listening to feedback from the NET to newly acquired gairaigo attained from exposure to L1 sources such as the mass media, their favourite musical artist or simply from conversing with peers, during their EFL studies students are able to better hone their psychotypology, (i.e. their perception of distance between their L1 and L2).

This paper not only concurs with Oshima (2002, 2003) who was the first to convincingly suggest that gairaigo is a kind of IL, but also seeks to explore the implications. The term ‘interlanguage’, coined by Selinker in 1972, describes “... an intermediate system located somewhere between the learner’s native language and target language, but governed by its own unique and coherent internalized rule system that rarely becomes totally congruent with the system of the second language” (Hadley, 2001, p.232). The author of this paper is of the belief that this encompassing definition of an IL can be applied word for word to describe the gairaigo phenomenon, which also lies between the students L1 and L2 and is also governed by a unique internalized rule system.

Selinker’s original definition of IL has undergone development over the last three decades, but certain fundamental characteristics have remained

unchanged, such as the notion of hypotheses testing (Ellis, 1994). Essentially, according to the author's observations, EFL classes, particularly those taught by NETs, have become the unofficial testing grounds for gairaigo psychotypology, a constantly-evolving increasingly topical linguistic phenomenon for which the students receive no formal educational guidance.

It is this very lack of formal education in gairaigo that encourages students, or more accurately leaves them with no other option, than to constantly hypothesize regarding the applicability of L1 EDG to their L2 EFL studies. Furthermore, when Ellis (1994) stated that according to IL theory this process of hypothesis testing mostly takes place subconsciously, he was of course referring to the students. However it seems most NETs are also unaware of this pattern of hypotheses testing. Most NETs are either unaware, unconcerned or like Shepherd (1996), simply consider gairaigo usage in the EFL classroom to be a 'pitfall' and deter students from doing so. However EDG often tricks students into perceiving the existence of soft linguistic barriers, hence encouraging the usage of L1 gairaigo in EFL classrooms.

Before moving on, an interesting point is worthy of mentioning: if gairaigo can be viewed as both a sociolinguistic phenomenon, and as an IL, one is able to counter a statement made by arguably the most respected SLA researcher of contemporary times; "There is no evidence to suggest that social factors influence the nature of the processes responsible for interlanguage development in informal learning" (Ellis, 1994, p.239). In Japan, social factors have everything to do with the large-scale importing and diffusion of EDG, which is an essential ingredient of EFL students' IL, and is most often acquired in informal learning environments.

4.3 Gairaigo and its Influence on L2 Productive Skills:

A closer look at the phonological transformation that EDG undergo when pronounced according to the katakana syllabury of monosyllabic phonograms is necessary as this triggers the most pervasive transfer error, often referred to as 'katakana pronunciation' by NETs. Contrastive analysis is an essential tool for transfer research and has revealed the fact that the comparatively simple phonetic structure of the Japanese language underlies many of the pronunciation errors witnessed in EFL classrooms. Hosoki observed back in 1985 that "frequent use of this transliteration in utterances (in the L1) tends to aggravate the habit of volcalic intrusion into English consonant clusters, and to distort English pronunciation" (p.51).

Two decades later, the author's own observations not only concur with Hosoki's, but confirms that the students 'L1's hunger for, and ability to, phonetically simplify English words into a more digestible context extends far beyond the process of transliterating loanwords. As a NET involved in adolescent and young adult EFL education, the author observed that when Japanese students were asked to write an unfamiliar English word given orally, for which no corresponding EDG existed, and without visual confirmation of the spelling on the board, too often the students instinctively resorted to jotting down the note using their L1 katakana script.

These observations lead the author to disagree with a suggestion made by Sakagami, who stated that "It would be of great benefit to Japanese students of English if the Japanese government created new katakana forms for the rest of the English consonants. This would promote correct pronunciation and spelling of consonants when studying English for the first

time” (2000, p.268). It is the author’s belief that this would only encourage the current practice of using the katakana script to jot down orally-given vocabulary, phrases, and at times entire sentences in EFL classes.

Hence the gairaigo phenomenon makes EFL students more likely to give the L1 approximation of the word, in both written and oral form, when attempting to produce the TL in the EFL classroom. Yet it is katakana oral output that is of most concern as it seems to be judged by students as being acceptable, and is hence more likely to fossilize; the result being non-target L1 gairaigo-sourced katakana pronunciation forms becoming fixed in the students’ IL and resistant to instruction.

5. Discussion and Implications

5.1 Official Gairaigo Instruction called for:

Basically as students receive no instruction on gairaigo in Japanese, English or Oral Communication classes during their K-12 years, the temptation, or IL-borne need to experiment with the applicability of their L1 EDG vocabulary and phrases during NET-led EFL classes is too great, and yet it is very much a ‘hit and miss’ approach, with the misses, or interference being the most clearly observed behaviour. If students could be given a chance to formally study gairaigo and its rules of transformation, they will not only be more likely to recognize gairaigo as their own L1 and not a simplified version of the L2, but also develop an understanding of the mechanics of the gairaigo phenomenon and would be therefore less likely to make wrong assumptions regarding L1-L2 psychotypology.

Some researchers have successfully drawn up conversion rules and instruc-

tional methods for loanwords, however with a different purpose in mind; "... this will make it easier to teach gairaigo systematically to students of Japanese as a second language" (Konishi, 2002, p.2). Oshima revealed that "... gairaigo follows definable rules in the process of linguistic borrowing" (2002, p.200), yet a list of these determinable linguistic rules has not been published for the benefit of Japanese EFL students, nor is such a list deemed necessary by MEXT. I am in agreement with Oshima who states that gairaigo must not remain a linguistic 'orphan', that it "... must be treated as an integral part of the Japanese language instead of an inferior class of language" (2002, p.212). That is to say gairaigo must be covered in Japanese textbooks as a part of the Japanese language, alongside the study of *wago* and *kango*. The real pedagogical solution is not to uncover a methodology allowing NETs to better handle the testing of gairaigo psychotypology in EFL communication studies, but to cover the linguistic phenomenon in Japanese '*kokugo*' language classes. However, until gairaigo instruction is introduced into the *kokugo* curriculum, NETs will need to educate themselves regarding the dynamics of the gairaigo phenomenon and attempt to identify and discourage negative transfer while at the same time encouraging positive transfer.

5.2 Conclusions and Suggestions for Future Research:

The crosslinguistic influence of volumes of L1 loanwords borrowed from the students L2 can no longer be ignored, by NETs or JETs, by NIJLA or MEXT officials, by researchers or by the students themselves. It is hoped that the phenomenological approach adopted by the investigator has given NETs a much needed insight into their students' attitudes and perceptions. Also that the cognitive and behavioural approaches to analysing L1 EDG usage in EFL communicative classes, as outlined in this paper, have

shown that these loanwords are not simply a distraction but a vital ingredient of the students' IL.

The status quo has gairaigo clouding students' psychotypology, that is their perception of linguistic distance between the L1 and L2, and influencing their FLL processes in a way that NETs are unable to provide much in the way of constructive feedback. This needs to change, with consciousness-raising being the first step. Now the author suggests that NETs return to the two lists provided earlier; *The Borrowing Process - Basic Gairaigo Terminology* and *The Borrowing Process - Loanword Transformation Terminology*, and take that knowledge with them into their next EFL classroom.

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**Appendix - English Translations of the NIJLA's
Banned Gairaigo - List 4 (*published 6th October 2005*)**

This most recent list of banned loanwords has been presented in the same order as it appears on the NIJLA Japanese homepage (<http://www.kokken.go.jp/public/gairaigo/>); that is according to the hiragana/katakana syllabary.

Loanword / *Rōmaji* Representation / Katakana Representation

- Accessibility / *akuseshibiritei* / アクセシビリティー
- Amusement / *amyūzumento* / アミューズメント
- Organizer / *ōganaizā* / オーガナイザー
- Ownership / *ōnāshippu* / オーナーシップ
- Off-site center / *ofusaitosentā* / オフサイトセンター
- Operation / *operēshyon* / オペレーション
- Custom-made / *kasutomumēdo* / カスタムメイド
- Client / *kuraianto* / クライアント
- Cogeneration / *kōjenerēshyon* / コージェネレーション
- Compost / *conposuto* / コンポスト
- Supplement / *sapurimento* / サプリメント
- Thumb turn / *samutān* / サムターン
- Census / *sensasu* / センサス
- Soft landing / *sofutorandeingu* / ソフトランディング
- Deposit / *depojitto* / デポジット
- Trauma / *torauma* / ト라우マ
- Donor / *donā* / ドナー
- Nanotechnology / *nanotekunorojī* / ナノテクノロジー
- Neglect / *negurekuto* / ネグレクト
- Hybrid / *haiburiddo* / ハイブリッド

- Biotechnology / *baiotekunorojī* / バイオテクノロジー
- Biomass / *baiomasu* / バイオマス
- Heat island / *hītoairando* / ヒートアイランド
- Biotop / *biotōpu* / ビオトープ
- Free lance / *furīransu* / フリーランス
- Medical check / *medeikaruchiekku* / メディカルチェック
- Lead time / *rīdotaimu* / リードタイム
- Returnable / *ritānaburu* / リターナブル
- Reduce / *ridyūsu* / リデュース
- Rebound / *ribaundo* / リバウンド
- Reuse / *riyūsu* / リユース
- Release / *rirīsu* / リリース
- Recipient / *rishipiento* / リシipient
- Work-sharing / *wākushyearingu* / ワークシェアリング
- One-stop / *wansutoppu* / ワンストップ

Note: In the third list of 35 gairago words, 32 are **EDG**, two are noted as having **German donor words** (*trauma* and *biotop*), and one as being **waseigo** (*medical check*).