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## カタカナ英語からみた中学校英語教科書についての一考察

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**A Note on Junior High School English Textbooks**  
**with Special Reference to**  
**the Vocabularies Corresponding to English Loanwords\***  
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## **1. Introduction**

The Japanese language has many lexical items borrowed from several foreign languages. One of the most influential foreign languages in the history of Japanese is Chinese. With the influence of Buddhism, many Chinese words came into Japanese in the 9<sup>th</sup> to the 13th century. These Chinese-origin words are called *kango* or *sino-Japanese*, and Chinese characters or *kanji* are used for them. In the 16th century, Christianity was brought to Japan, but from 1640 to 1853, Japan existed in a period of isolation. During these centuries, some Portuguese and Dutch words came into Japanese, but they were not as influential as Chinese (cf. Comrie 1987).

With the introduction of Western culture, namely in the Meiji era, Japan was exposed to English, German and French. After World War II, English became the most popular foreign language in Japan. Since then, the continuous influx of English to Japanese has been observed, and of the lexical items originating from Western languages, English loanwords are the most popular, pervasive, and frequently used in Japan.

Due to the great number of English loanwords that occupy the Japanese lexicon, they have been given a special term. In spite of the fact that all foreign loanwords except Chinese are represented by *katakata* letters,<sup>1</sup> only English loanwords are referred to as *katakana eigo* 'katakana English', while there is no term such as *katakana doitsugo* 'katakana German' or *katakana furansugo* 'katakana French'. English loanwords are also referred to as Japanized English or 'Japlish' (cf. Pierce 1971).

Because of their great influence, English loanwords have provided many interesting linguistic topics for research, such as sociolinguistic studies on the attitudes of Japanese who adopt and use English loanwords (cf. Kajima 1994 among others), and purely theoretical studies on English loanword phonology in Japanese.

This paper aims to suggest ways of making use of English loanwords in teaching English to Japanese junior high school students. In particular, light will be shed on positive and negative aspects when English words that are already Japanized are taught. In order to understand to what extent English words that are recognized as English loanwords are used in English textbooks for Japanese junior high school students, six kinds of textbooks (each with three volumes: for 7th, 8th and 9th grade students) were investigated. Data on students' attitudes toward English words was also collected through a questionnaire.

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\*\* 英語教育専修

<sup>1</sup> *Katakana* is also used for telegrams and onomatopoeic expressions.

The organization of this paper is as follows. In section 2 the effect of the similarities and differences between the native and the target foreign language will be discussed. In section 3 the current status of English loanwords will be introduced, and it will be shown how pervasive these are in Japan. Section 4 provides data of six English textbooks with respect to English words that are already Japanized. Section 5 shows the results of a questionnaire which was given to 115 students at the Junior High School Attached to the University of the Ryukyus regarding English and English loanwords. Section 6 provides some suggestions for teachers in teaching English words that are already used as loanwords, in particular their pronunciations. Finally, the conclusion will be given in section 7.

## 2. Language Distance between L1 and L2

It is well known and widely recognized that the language learning task may be made easier if the learner's native language is 'similar' to the foreign language she tries to learn. For example, English may not be difficult for native speakers of Germanic languages to learn, but English may not be an easily accessible language for native speakers of Japanese. The difference between the two groups of language speakers is shown by their TOEFL scores. According to *TOEFL: Test and Score Data Summaries 1999-2000 edition*,<sup>2</sup> the mean score of native speakers of German, for instance, is 609, while that of native speakers of Japanese is 501.<sup>3</sup>

As has often been pointed out by many researchers, such a fact can be attributed to structural and/or lexical distances between L1 and L2 (cf. Coder 1978, Odlin 1989, Ringbom 1987, among many others). Since German and English are both Germanic languages, they share many etymologically related words like *Buch* and *book*, and have their similarities in grammatical structures. Japanese, on the other hand, has no historical link or genetic relationship to English. The idea that the distance between L1 and L2 does matter in language learning is also found in the lengths of language courses offered to members of the U.S. diplomatic corps.<sup>4</sup> The aim of the program is to develop students' linguistic abilities to a high level of proficiency that is comparable in each of the languages. It is assumed that, for example, it takes students 20 weeks to reach the expected proficiency level of German,

<sup>2</sup> This is downloadable from <http://www.toefl.org/dloadlib.html>.

<sup>3</sup> The total score means of native speakers of other major languages are as follows: Chinese; 543, French; 573, Hindi; 598, Korean; 535, Norwegian; 612, Portuguese; 554, Russian; 541, Spanish; 569. The distribution of the score results seems to roughly correspond to the classification of language families.

<sup>4</sup> The following is the list of the maximum lengths of intensive language courses at the Foreign Service Institute of the U.S. State Department (cited from Odlin (1989: 39)); [language: number of weeks] Afrikaans: 24, Amharic: 44, Arabic: 44, Bengali: 44, Bulgarian: 44, Burmese: 44, Chinese: 44, Czech: 44, Danish: 24, Dari: 44, Dutch: 24, Finish: 44, French: 20, German: 20, Greek: 44, Hebrew: 44, Hindi: 44, Hungarian: 44, Indonesian: 32, Italian: 20, Japanese: 44, Korean: 44, Lao: 44, Malay: 32, Norwegian: 24, Philipino: 44, Polish: 44, Portuguese: 24, Rumanian: 24, Russian: 44, Serbo-Croatian: 44, Spanish: 20, Swahili: 24, Swedish: 24, Thai: 44, Turkish: 44, Urdu: 44.

and it takes students who study Japanese 44 weeks to be as proficient as those who study German. It is obvious that Germanic and Romance languages are less difficult to learn than other languages, which can be regarded as a reflection of the language distance.

The distance between L1 and L2 should be measured from several perspectives, but our primary interest lies in the similarity of lexical items. In this connection, Sweet (1899/1972: 64-65) comments on the importance of lexical familiarity in language learning as follows:

Mastering the vocabulary of most European languages means simply learning to recognize a number of old friends under slight disguises, and making a certain effort to learn a residue of irre recognizable words, which, however, offer less difficulty than they otherwise would through being imbedded in a context of familiar words. The higher vocabulary of science, art, and abstract thought hardly requires to be learnt at all; for it consists either of Latin and Greek terms common to most European languages or translations of them. It is very different with remote disconnected languages such as Arabic or Chinese. The abstract vocabulary of Arabic shows Greek influence, although this affords very little practical help; but the terminology of Chinese philosophy and science is independent of Western influence, so that every extension of the vocabulary requires a special effort of memory and reasoning. The task of mastering such languages is literally an endless one. Enough Arabic grammar for reading purposes is soon acquired, the construction being always perfectly simple – at least in ordinary prose, but the student may read one class of texts for years, and then, when he proceeds to another branch of literature, he may find that he can hardly understand a word, this being almost entirely the result of the unfamiliarity of the new vocabulary required.

Odlin (1989) introduces two works that support Sweet's impressionistic observation. Sjöholm (1976) reported that Finnish-speaking students of English do not do as well as Swedish-speaking students of English on vocabulary questions, probably because Finnish does not share as much etymologically related, cognate vocabulary with English as Swedish does. Ard and Homburg (1983) compared the performances of Arabic-speaking ESL students and Spanish-speaking ESL students and observed that the latter were more successful on vocabulary questions. They also pointed out that the Spanish-speaking students did especially well with the words on test items that had identical spelling or at least that were similar to those Spanish forms (e.g. *exiled* and *exilado*).

Needless to say, the apparent lexical identity does not always help L2 learners. There are notorious pitfalls called "false friends". As pointed out by Odlin (1989: 78-79), for example, French *justifier* and English *justify* have a cognate relation, but French *prévenir* does not mean "to prevent", but it means "to warn". Another type of false friends is that *Truman sucedió a Roosevelt* "Truman succeeded Roosevelt" is a grammatical Spanish

sentence, but *Sucedió en su trabajo* “He succeeded in his work” is not. As will be seen later, English loanwords in Japanese also have false friends. Nevertheless, the effect of L2 words that share cognate meanings with L1 counterparts is clear. Odlin (1989:79) says:

Yet, even with the problem attendant in lexical similarities, there can be little doubt that learners will find one language far easier to learn than another if the one language shows many lexical similarities with their native language and the other does not. Much of the advantage in lexical similarity is likely to be evident in reading comprehension.

Finocchiaro (1986:46) also suggests that the teacher enable students to recognize and use cognates in learning situations where such use is possible, and she says to place these on the chalkboard under each other so that similarities of form will be immediately visible; for example:

difficult (English)  
difficile (Italian)  
difficile (French)  
difícil (Spanish)

Thus, it can be concluded that if the distance between L1 and L2 is short enough, the task of the L2 learner may become easier. Among the several kinds of language distance, the lexical similarities between L1 and L2 is very important, in particular, in helping the L2 learner's reading comprehension. In section 6, it will be argued that familiarity caused by lexical similarity also helps L2 learners.

### 3. The Use of English Loanwords in Japan

According to the National Language Research Institute's research of 1964 ( a study of ninety different magazines published in the early 1950's), 10 percent of the Japanese vocabulary items come from Western languages, and of these borrowed Western words, 80.8 percent come from English, which means that approximately 8 percent of the total Japanese vocabulary is derived from English. There is no doubt that the percentage of English loanwords in the Japanese vocabulary is increasing year after year. With the observation that English loanwords are very popular in Japanese broadcasting and they are not limited to advertising, Stanlaw (1982: 192) points out that the use of English loanwords is at least as extensive in books, newspapers, and magazines as it is in everyday speech, and as an example showing such situations he quotes Horiuchi (1963: 52), who gives the following reply, printed by the *Asahi* newspaper, in response to a question about the number of loanwords used in a previous issue:

As a rule, foreign words are to be printed in *kana*. Words which we feel to be strange to the average readers and words which in our estimate are still unfamiliar to the public are usually withheld; the newspaper should try to reach as wide as a range of readers as possible by using a vocabulary easy to grasp. The use of 'foreign' words has grown by leaps and bounds. Sometimes the total will be as many as 60-70 a page. This is a conspicuous phenomenon in the case of articles with close affiliations with the home, sports, arts, radio and TV, and advertisement. Post-war Japan has met with a deluge of technical terms relating to thought, science, techniques, and merchandise. These have seldom been translated nor have *kanji* been adapted to them, and apparently without a second thought the Japanese have taken them on as they thought the words to be. To all intents and purposes we appear to be a foreign-word loving people. Anything in *kana* looks sweet and fresh. We bow to it and value it very much.

These are examples of the use of English loanwords in public. Stanlaw also investigated college students' personal use of English loanwords in academic and non-academic contexts. He recorded conversations by five college students; three male students, whose majors are medicine, political science, and economics, and two female students of psychology and business. "Academic contexts" was defined as discussion relevant to their field such as discussions with classmates about class or department activities. Data were gathered in natural settings with the investigator present as an observer or sometimes as a participant. No instruction was given concerning the conversation contents or style. The summary can be seen in table 1, in which, for example, a medical student had 14 hour long conversations (10.5 in non-academic and 3.5 in academic settings) and used a total of 210 English loanwords (46% in non-academic and 54% in academic settings), and the frequency of his/her use of English loanwords per hour was 15. By the same token, the ratio of English loanwords used for the total time investigated was 24 and 13 for the other two male students and 19 and 46 for the female students. The average was 20.4 per hour.

Table 1. English Loanwords Used by Japanese College Students (Stanlaw 1982: 189)

		Male students			Female students	
		Medicine	Political Science	Economics	Psychology	Business
Total	hours	14	8	3	6	3
	# loans	210	192	41	114	138
	loans/hour	15	24	13.6	19	46
Non-academic settings	hours	10.5	2.75	1.5	4.25	2
	# loans	96	69	17	65	74
	%	46	36	41	57	54
Academic settings	hours	3.5	5.25	1.5	1.75	1
	# loans	114	123	24	49	64
	%	54	64	59	43	46

Whether 20.4 English loanwords per hour indicates their frequent use or not is far from conclusive, but Stanlaw suggests from this investigation that some people use more loanwords than others as part of their individual personality or speaking style, depending on the context, and there is no significant gender difference. The frequency of the use of English loanwords depends on the person, speech style and topic.

To sum up, it has been observed that English loanwords are widely accepted in Japan. The data cited here are dated, but as interaction between Japan and English speaking countries has increased and as English music, movies, access to the internet, etc. have increased, it is logical to assume that even more English loanwords are now in use.

#### 4. English Loanwords and Junior High School English Textbooks

##### 4.1. Data

English textbooks for beginners usually consist only of basic, everyday vocabulary suitable for the beginners' intelligence. Thus, given the wide acceptance of English loanwords as has been observed in the previous section, it is interesting to see how many English words that are already Japanized are used in their original forms in a textbook. Six kinds of English textbooks for junior high school students published in Japan, all of which are authorized by Japan's Ministry of Education, are listed in Table 2. Each has three volumes for 7th, 8th and 9th grade students, so in total, 18 textbooks were observed.

Table 2: Textbooks examined

Title	Publisher	Year
<i>One World</i>	Kyoiku Shuppan	1996
<i>Sunshine</i>	Kairyudo	1996
<i>New Horizon</i>	Tokyo Shoseki	1996
<i>Total English</i>	Syubun Shuppan	1996
<i>New Crown</i>	Sanseido	1996
<i>Columbus</i>	Mitsumura Tosho	1996

Figures in Table 3 are the sum of English words and Japanized English words used in the six textbooks examined. For example, 2886 is the total number of words used in the six textbooks for 7th grade students; some of the words were counted two times or more. Of the 9196 English words used in the 18 textbooks, 6.4 percent are Japanized English. The list of English words that have their Japanized counterparts used in the textbooks are given in Appendix 1.

Table 3: Total number of words and of Japanized English words used in all the textbooks

textbooks	# of all words	# of Japanized words	% of Japanized words
for 7th	2886	220	7.6
for 8th	3247	195	6.0
for 9th	3063	182	5.9
Total	9196	597	6.4

Incidentally, the textbook that contains the most Japanized English words is *Columbus* for 7th grade students, where 11.1 percent of all words used are Japanized English words, as given in table 4.

Table 4: Top three textbooks that have many Japanized English words

Title	Grade	# of all words	# of Japanized words	% of Japanized words
<i>Columbus</i>	7th	466	50	10.7
<i>One World</i>	7th	514	43	8.3
<i>Total English</i>	8th	416	35	8.4

## 4.2. Analysis

To begin, let us consider the fact that the higher the level of textbook, the fewer Japanized English words are used. This might be a reflection of the textbook authors' consideration that familiar vocabulary such as loanwords should be given to beginners (see the discussion of language distance in the previous section and the learner's attitude to loanwords in the following section). In the textbooks for seventh grade students, some of the English words in question are introduced just with their pictures, out of context, to familiarize students with the English words, and others are used in simple dialogues; for example, "Your pen?" "Yes, my pen." The seventh grade textbooks also contain many names of sports such as *basketball* and *tennis*. These are also introduced just like alternatives in pattern practice such as "Do you like baseball?" or "I play volleyball." As contexts become more difficult and complicated, more verbs and abstract nouns have to be introduced. These words have no Japanized counterparts, or if any, they are rarely used and their Japanese translations are commonly used. This also might be the reason why the higher the levels become, the less Japanized English words are used.

Interestingly enough, there are some words that every textbook uses but are not so often encountered in our daily life. One example of such words is *koala*. In most cases, it is introduced in a context where Australia is discussed. It is introduced in the textbook to play the role of familiarizing the student not only with English but also to something about the country where English is spoken.

It is also worthwhile noting that some of the textbooks adopt current vocabulary such as *CD*, *AIDS*, and *biotechnology*, all of which were recently coined in English and immediately borrowed in Japanese. This reflects the tendency for Japanese to adopt English words as they are, without coining Japanese translations for them.

In summary, the fact that 6.4 percent of the English words used in the English textbooks have Japanized counterparts means that the students are already familiar with at



least 6.4 percent of the English words to be learned. This is, in fact, one of the positive aspects which make English familiar and accessible to Japanese learners of English. As will be seen in the following section, the result of the questionnaire shows that junior high school students consider English to be a familiar language because of Japanized English.

## 5. Junior High School Students' Attitudes toward English Loanwords and Their Implications

The questionnaire was designed to investigate junior high school students' attitudes towards English loanwords and the relationship between students' motivation for learning English and the vocabulary items they recognize, such as English loan words.

Questionnaires were given to 115 students at the Junior High School Attached to the University of the Ryukyus, on December 5-10, 1997. Forty 7th grade students (20 boys, 20 girls), thirty nine 8th grade students (18 boys, 19 girls, 2 unspecified), and thirty six 8th grade students (18 boys, 18 girls).

The questionnaire had seven questions and began with two questions about students' attitudes toward English. As shown in table 5 and 6, the distribution of their attitudes is well-balanced. They are neither strongly positive nor strongly negative toward English. It can be thus said that statistically they are a reliable set of samples.

Table 5: Q1 Do you like English?

	Yes, I like English very much.	Yes, I do.	No, I don't like English very much.	No, I don't.
7th	10	17	12	1
8th	10	17	8	4
9th	11	18	6	1
total (%)	31(26.9)	52(45.2)	26(22.6)	6(5.2)

Table 6: Q2 Are you good at English?

	Yes, I'm very good at English.	Yes, I am.	No, I'm not very good at English.	No, I'm not.
7th	3	15	14	8
8th	9	8	17	5
9th	5	15	11	5
total (%)	17(14.7)	38(33)	42(36.5)	18(15.6)

The other five questions were concerned with the students' attitudes to English loanwords. As given in table 7, most of the students (70.4%) show their positive attitude to English loanwords in regard to learning English. Exactly why they believe that English loanwords help them understand English is not clarified, but the results of the answers to Q4 and Q5, shown in table 8 and 9, could be interpreted as their reasons.

Table 7: Q3 Do you believe that English loanwords help you understand English?

	Yes, I strongly believe so.	Yes, I do.	No. I'm uncertain about it.	No, I don't.
7th	3	22	14	1
8th	6	24	9	0
9th	3	23	10	0
total (%)	12(10.4)	69(60)	33(28.6)	1(0.8)

Table 8: Q4 Do you believe that the English loanwords that you already know like *naisu* 'nice' or *bukku* 'book' are easier to learn than English words that you don't know?

	Yes, I strongly believe so.	Yes, I do.	No. I'm uncertain about it.	No, I don't.
7th	14	20	6	0
8th	11	22	5	1
9th	14	19	3	0
total (%)	39(33.9)	61(53)	14(12.1)	1(0.8)

The result given in table 8 indicates the importance of the familiarity of the words they have to learn. As discussed in section 4, etymologically related words such as the French *justifier* and the English *justify* can help French-speaking learners of English and English-speaking learners of French, since such pair words make L2 familiar and accessible to the learner. The same logic applies to the case of English and Japanized English pairs.

Table 9: Q5 Do you believe that the English words that you already know as loanwords, encourage you to study English more?

	Yes, I strongly believe so.	Yes, I do.	No. I'm uncertain about it.	No, I don't.
7th	4	17	19	0
8th	6	18	13	2
9th	4	21	10	1
total (%)	14(12.1)	56(48.6)	42(36.5)	3(2.6)

All of the students who answered 'Yes. I strongly believe so.' or 'Yes, I do.' in Q5 (60.7 %) also answered the same way in Q4 (but not vice versa). In contrast, those who showed their negative attitude in Q4 (12.9 %) are also the same students who answered 'No. I'm uncertain about it.' or 'No, I don't.'

Both Q4 and Q5 ask the students if they think there are any merits to taking advantage of English loanwords for leaning English, and in both cases, most of them show their belief that English loanwords are helpful.

The last two questions are both concerned with pronunciations of English loanwords.

Table 10: Q6 Have you ever had any trouble pronouncing words such as [réidiou] and [ra io]?

	often	sometimes	rarely	never
7th	4	17	16	3
8th	4	16	14	5
9th	2	21	8	5
total (%)	10(8.6)	54(46.9)	38(33)	13(11.3)

Table 11: Q7 Do you believe that English loanwords help your English pronunciation?

	Yes, I strongly believe so.	Yes, I do.	No. I'm uncertain about it.	No, I don't.
7th	1	8	21	10
8th	2	13	20	3
9th	1	5	19	11
total (%)	4(3.4)	26(22.6)	60(52.1)	24(20.8)

As illustrated in tables 10 and 11, the students have negative responses about the pronunciations of English loanwords. They think English loanwords have nothing to do with improving their English pronunciation or they think they may actually be harmful. In the next section, suggestions for removing the negativity toward English loanwords will be given.

In summary, this section showed the results of my questionnaire given to 115 junior high school students about what they think about English loanwords. As introduced in section 2, according to Odlin's (1989) observation, lexical similarity between L1 and L2 reduces the L2 learner's task and enhances their reading comprehension. The junior high school students felt that Japanized English words are familiar and motivate their attitudes

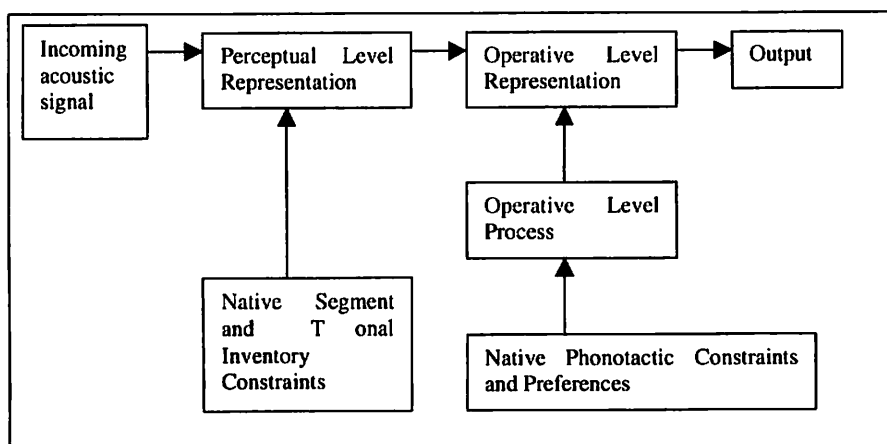
toward learning English; therefore, if they are introduced and taught in an appropriate fashion, English loanwords will play a role in bridging between L1, Japanese, and L2, English.

## 6. How to Teach English Words That Are Already Japanized

How should Japanized English words be taught? Exactly what role do English loanwords play in bridging Japanese junior high school students and their target language, English? What should teachers know about English loanwords? In this section, phonological analyses of English loanwords will be given and a few suggestions will be discussed for making English loanwords helpful in the teaching of English.

Loanword phonology is an extremely interesting area, since the foreign words undergo phonological processes of the language that borrows them, and some of the original segmentals and suprasegmentals that foreign words bear are kept quietly while some are deleted and sometimes totally different sounds are inserted. Whether there are phonological processes that apply only to the domain of loanwords or not is the issue. Silverman (1992), proposes the process of loanword phonology as follows:

Silverman's (1992: 293) model



And he says (Silverman 1992: 290-291):

The process which apply at the Operative Level of the [Cantonese] loanword phonology do not exist in native phonological derivations. Rather, they are processes which are peculiar to the loanword phonology, applying so that nonnative forms may be realized in accordance with native constraints. Therefore, processes at the Operative Level of the loanword phonology exist in a separate domain from the native phonological system. Their only property common with native phonological process is that the same language-specific constraints exert an influence on the output of both systems.

In his view, there are constraints that apply only to loanwords and not to the native vocabulary. In Japanese loanword phonology, one of the most salient phenomena is vowel epenthesis, that is a vowel which does not exist in the incoming acoustic signal is inserted after a consonant.<sup>5</sup> In Silverman's model, constraints governing this epenthesis are contained in Operative Level Process. In order to teach English words that are already Japanized effectively, it is important for Japanese teachers of English to understand those constraints.

English is a syllabic language, and its basic syllable consists of CVC, like *kiss* [<sub>s</sub> kis], where *s* stands for a syllable. In Japanese, on the other hand, the basic syllable is CV, which is called mora. So, when /kis/ is borrowed, a vowel tends to be inserted after /s/, as in [kisu], where /u/ is inserted. The resulting word [[<sub>s</sub> ki] [<sub>s</sub> su]] counts as two morae.

Depending on the position, /o/, /i/, or /u/ may be inserted. Examples and the generalization are given in (1) and (2), respectively.

- (1) a. bed → [beddo], set → [setto], etc.
- b. match → [ma i], budge → [ba i], etc.
- c. tab → [tabu], mesh → [me u], top → [toppu], etc.

(2) Generalization:

After /t/ or /d/, /o/ is inserted, after / / or / /, /i/ is inserted, otherwise /u/ is inserted.

The rules in (2) are Operative Level Processes in Silverman's model, since they are not applicable to native lexical items. Notice that native speakers of Japanese do not necessarily struggle to learn the generalization in (2), since they already 'know' it subconsciously. But encouraging junior high school students to realize the fact that Japanese has the rules in (2) might raise their interest in languages. It might also be advisable to show that the generalization in (2) has exceptions like (3), where /i/ instead of /u/ is inserted after /k/.

- (3) cake → [keeki], deck → [dekki], stick → [sutekki], etc.

These words are said to have been borrowed before World War II. Such exceptions might give students an opportunity to consider and imagine how English sounded to people in those days, which also might enhance some students' interest in language.

What is more important, however, is how to learn correct pronunciations of English words that are already Japanized. The teacher should help students understand which vowel

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<sup>5</sup> Another well known phenomenon is gemination, which is not discussed here, since it seems not to cause any problem for native speakers of Japanese when they learn English.

of an English loanword should be deleted. Following are some suggestions to help students learn the correct pronunciation. One example is the deletion of word-final vowels in English loanwords. The teacher should direct students' attention to the final mora and give an instruction such as "Try not to pronounce the final vowel of a *katakana eigo*." With this rule, [kis] is reclaimed from [kisu].

(4) Christmas → [kurisumasu], spy → [supai], strike → [sutoraiku], dry → [dorai]

When words with inserted vowels like (4) are introduced, the notion of consonant clusters such as /spl/, /str/, /tl/, /dr/, /gr/, /kw/ and so on, should be taught. They are summarized in (5), where the numbers stand for sequences of consonants and combinations of 12, 13, 23, and 123 are possible.

(5) Combinations of consonants

1	2	3
s	p/b	l
	t/d	r
	k/g	w

Another attempt may be to introduce combined consonants as one sound and to have students practice producing [straik] (strike) and [sik] (sick) for example, in the same duration of time. Sentence level practice is also very effective for students to learn the differences between English and Japanese syllable structures. In *New Horizen English Course 2*, for example, *Christmas* is introduced in the sentence "How do you celebrate Christmas at home?" (p. 52). Because of its Japanized counterpart, many students may pronounce it like [kurisumasu] with five morae. In order to make students understand that *Christmas* consists of two syllables and that the /kr/ cluster in the beginning of the word should be produced as if it were one sound, isosyllabism in English may be introduced. Isosyllabism requires that intervals between stressed syllables should be produced at a constant tempo. In (6), stressed syllables are indicated as dark dots and the duration times between them must be kept constant. For Japanese students of English, the interval between the second and third stressed syllables tend to be difficult to pronounce if it is pronounced in Japanized English like [... se re bu re i to ku ri su ...]. In this case two /u/'s after /b/ and /k/ and /o/ after /t/ should be deleted to maintain the isosyllabicity.

(6) How do you celebrate Christmas at home?

• • • • • • • • • •

Once the notion of consonant clusters and isosyllabism are understood, students are likely to produce the correct English pronunciation and rhythm without being affected by the pronunciations of English loanwords.

Notice that (5) is the maximum permitted combinations of a word-initial cluster. In a word-final position, reverse combinations like /ps/ and /ks/ are found, as in [poppusu] and [sokkusu], which come from *pops* and *socks*, respectively. These are not so problematic, however. Take [poppusu] as an example. As suggested above, the rule that deletes the final-u is necessary. If the rule applies to [poppusu], then something like /poppus/ is obtained by deleting the final-u. How can the /u/ between /p/ and /s/ be deleted next? Actually this deletion of /u/ is not so problematic. The Japanese devoicing rule states: “High vowels /i/ and /u/ are devoiced between voiceless consonants.” Since /p/ and /s/ are voiceless, the /u/ in /poppus/ is devoiced by this Japanese-specific phonological rule, yielding /popp s/, and in a normal or a slightly rapid speech, /popp s/ is very close to [pops]. This is applicable to a vowel in the word-initial mora as in [supai] (spy), but not to [kurisumas] (Christmas) since /u/ is not between voiceless sounds.

In summary, in this section some suggestions for relating Japanized English phonology in the teaching of English pronunciation were introduced. Firstly, Silverman’s (1992) theory of loanword phonology was introduced which has a component that has rules applicable only to loanwords. One of such rules in Japanese is epenthesis. The rule that deletes /u/ in word-final position is actually the reverse operation of the epenthesis. Secondly, the idea that a consonant cluster should be taught as one sound and the necessity for practicing them were suggested.

A practice introduced in (6) is closely related to rhythm practice, which is regarded as being extremely important in the current Teaching of English as a Foreign Language (TEFL).<sup>6</sup> In the teacher section of *Clear Speech* (Gilbert, 1993: vi), which is a popular English pronunciation textbook for intermediate and advanced students of English, the author says:

*Clear Speech, Second Edition*, concentrates on rhythm, stress, and intonation because improvement in these aspects of pronunciation can do the most good in improving both listening comprehension and clarity of speech. Sounds are taught as part of rhythm and speech.

<sup>6</sup> Mills (1996) is suspicious of the view that suprasegmentals are more important than segmentals, pointing out the following set of sentences.

The car was parked on the city bloke.  
 The car was parked on the seedy block.  
 The car was parked on the shitty bloke.  
 The car was parked on the city block.  
 The car was parked on the shitty block.  
 The car was parked on the seedy bloke.

His point is that without accurate pronunciation of each segment, the underlined part of each sentence cannot be distinguished.

Students believe that they will improve their pronunciation if they work hard on individual sounds. However, improving rhythm will do more for clarifying sounds than any amount of practice on the sounds themselves. That is why rhythm is introduced early into the units on sounds. It is recommended that you do not allow the class to be trapped in an effort to perfect individual sounds before moving on. The later units are much more important for increasing the clarity of your students' speech and listening comprehension.

The teaching of English rhythm is extremely important in assisting Japanese students to learn correct pronunciations of English. The phonology of English loanwords, therefore, may be introduced in the attempt to teach Japanese students to notice the difference between syllable and mora and to understand the English rhythm.

## **7. Conclusion**

In this paper, we have examined 18 junior high school English textbooks and discussed the applicability of English loanwords or Japanized English in the Teaching of English as a Foreign Language (TEFL). Based on the 1997 data on the frequency of English words that are already Japanized, 115 junior high school students' attitudes toward English loanwords were examined. As Odlin (1989) argues, the familiarity caused by the similarity of lexical items between L1 and L2 makes the L2 learner's task easier. Teachers, therefore, should take advantage of the popularity of English loanwords and students' familiarity with these loanwords in the English language classroom. As indicated in the questionnaire, however, Japanized pronunciations create some problems for students. Therefore, some ways of teaching English pronunciation by using English loanwords were introduced. In addition, it was also suggested that the use of English loanwords in teaching English provides a good opportunity for students to realize the differences between English and Japanese.

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## Appendix 1

List of English words and their Japanized counterparts used in junior high school textbooks

### 1. *One World*, 1996, Tokyo: Kyoiku Shuppan

#### Seventh Grade

badminton - badominton, bag - baggu, band - bando, basketball - basukettobooru, bat - batto, bed - beddo, beef - biifu, boomerang - buumeran, building - biru, bus - basu, cake - keeki, camera - kamera, card - kaado, CD - shiidii, chocolate - chokoreeto, classmate - kurasumeeto, coat - kotoo, coffee - koohee, computer - konpyuutaa, TV game - terebi geemu, cup - kappu, dinner - dinaa, door - doa, game - geemu, guitar - gitaa, hotel - hoteru, ice cream - aisukureemu, koala - koara, lemon - remon, member - menbaa, opera - opera, party - paatii, pen - pen, pizza - piza, restaurant - resutoran, rock (music) - rokku, soccer - sakkaa, sport - supootsu, symbol - shinboru, table - teeburu, tennis - tenisu, television - terebi, volleyball - bareebooru, zero - zero.

#### Eighth Grade

apartment - apaato, ball - booru, buffalo - baffaroo, butter - bataa, campfire - kyampufaiyaa, cheese - chiizu, concrete - konkuriito, dress - doresu, electric guitar - elekigitaa, elevator - erebeetaa, fast food - faasutofuudo, April fool - eipuriruhooru, football - futtobooru, American football - amerikan futtobooru, fork - fooku, golf - gorufu, hamburger - hanbaagaa, kilometer - kiromeetoru, knife - naifu, lion - raion, love letter - raburetaa, milk - miruku, monorail - monoreeru, news - nyuusu, night game - naitaa, notebook - nooto, petticoat - pechikotoo, rocket - rokketto, rugby - ragubii, tent - tento, yard - yaado.

#### Ninth Grade

case - keesu, class - kurasu, club - kurabu, concert - konsaato, fan - fan, group - guruupu, guest - gesuto, interview - intabyuu, jeans - jiinzu, juice - juusu, list - risuto, mama - mama, manner - manaa, papa - papa, puppet - papetto, pink - pinku, platform - purattofoomu, pool - puuru, present - purezento, pump - ponpu, radio - rajio, record player - rekoodo pureiyaa, reporter - repootaa, screen - sukureen, skirt - sukaato, soup - suupu, star - sutaa, suit - suutsu, summit - samitto, team - tiimu, teamwork - tiimuwaaku, volunteer - borantia, waiter - ueitaa.

### 2. *Sunshine*, 1996, Tokyo: Kairyudo

#### Seventh Grade

bus - basu, cafeteria - kafeteria, camera - kamera, CD - shiidii, cheese - chiizu, class - kurasu, computer - konpyuutaa, cricket - kuriketto, dinner - dinaa, fork - fooku, idle - aidoru, notebook - nooto, passport - pasupooto, pen - pen, piano - piano, program - puroguramu, soccer - sakkaa, sport - supootsu, table - teeburu, tennis - tenisu, test - tesuto, television - terebi, violin - baiorin.

#### Eighth Grade

ball - booru, blouse - burausu, boat - booto, champain - kyanpeen, club - kurabu, coffee - kohee, concert - konsaato, engine - enjin, fan - fan, game - geemu, group - guruupu, jogging - joggingu, juice - juusu, kangaroo - kangaruu, koala - koara, narrator - nareetaa, news - nyuusu, orange - orenji, party - paatii, report - repooto, pilot - pairotto, professional - puro, radio -

rajio, rock music - rokku, salad - sarada, slide - suraido, spy - supai, star - sutaa, supermarket - suupaamaaketto, tomato - tomato, tournament - toonamento, volunteer - borantia, window - uindoo.

#### Ninth Grade

bed - beddo, bell- beru, caravan - kyaraban, card - kaado, coach - koochi, curtain - kaaten, football - futtobooru, glass - garasu/gurasu, ground - gurando, microprocessor - maikuropurosessaa, motto - motto, olive - oriibu, restaurant - resutoran, symbol - shinboru, teammate - tiimumeito, touch down - tacchidaun, trophy - torofee.

### 3. *New Horizon*, 1996, Tokyo: Tokyo Shoseki

#### Seventh Grade

ball - booru, bus - basu, button - botan, class - kurasu, cola - kooru, computer - konpyuuta, cup - kappu/koppu, dinner - dinaa, door - doa, drums - doramusu, energy - enerugii, game - geemu, glass - gurasu, hamburger - hanbaagaa, message - messeeji, milk - miruku, note-nooto, plan - puran, rocket - roketto, soccer - sakkaa, sport - supootsu, table - teeburu, tennis - tennis, time machine - taimumashin, television - terebi.

#### Eighth Grade

bag- baggu, block - burokku, cable car - keeburukaa, cake - keeki, CD - shiiddi, Chirstmas - kurisumasu, club - kurabu, concert - konsaato, cook - kokku, cranberry sauce - kuranberii soosu, cryon - kureyon, dress - doresu, elevator - erebeetaa, escalator - eskareetaa, eve - ibu, fan - fan, group - guruupu, guitar - gitaa, kitchen - kicchin, melody - merodii, news - nyuusu, office - ofisu, orange - orenji, organ - orugan, passport - pasupooto, percent - paasento, recycle - risaikuru, salad - sarada, sauce - soosu, theme - teema, test - tesuto, thrill - suriru, ticket - chiketto, tunnel - tonneru, volunteer - borantia.

#### Ninth Grade

banana - banana, card - kaado, chance - chansu, papa - papa, date - deeto, debut - debyuu, discussion - disukasshon, hippie - hippii, football - futtobooru, game - geemu, hot dog - hottodoggu, humor - yuumoa, narrator - nareetaa, pajama - pajama, party - paatii, piano - piano, punk music - panku myuujikku, record - rekoodo, rock music - rokku, show - shoo, star - sutaa, style - sutairu, symbol - shinboru, team - tiimu, teammate - tiimumeito, technology - tekunorojii, type - taipu, World Cup - waarudo kappu.

### 4. *Total English*, 1996, Tokyo: Syubun Shuppan

#### Seventh Grade

apartment - apaato, basketball - basukettobooru, bed - beddo, boat - booto, bun - pan, bus - basu, butter - bataa, captain - kyaputen, trump - toranpu, cinnamon - shinamon, class - kurafu, club - kurabu, coffee - koohee, cup - kappu, ice cream - aisukureemu, idea - aidea, juice - juusu, nice shoot - naisu syuuto, note - nooto, orange - orenji, oven - oobun, papaya - papaiya, pen - pen, pie - pai, sandwich - sandoicchi, shoot - syuuto, sport - supootsu, table - teeburu, team - chiiimu, tennis - tenisu, television - terebi, zero - zero.

### Eighth Grade

animation - animeeshon, buttery - batterii, blouse - burausu, button - botan, camera - kamera, camp - kyanpu, coat - kooto, convenience store - konbiniensu sutoaa, department store, depaato, door - doa, dress - doresu, football - futtobooru, glass - garasu, head purser - heddo paasaa, homesick - hoomushikku, jacket - jaketto, kangaroo - kangaruu, knife - naifu, koala - koara, plastic - purasuchikku, pet bottle - pettobotoru, pocket - poketto, purser - paasaa, radio - rajio, recycle - risaikuru, shirt - shatsu, skirt - sukaato, suitcase - suutsukeesu, supermarket - suupaamaaketto, sweater - seetaa, tent - tento, switch - suicchi, towel - taoru, vest - besuto, video - bideo, word processor - waapuro,.

### Ninth Grade

AIDS - eizu, album - arubamu, beer - biiru, bench - benchi, computer - konpyuutaa, design - dezain, drive - doraibu, film - firumu, helicopter - herikoputaa, hit - hitto, internet - intaanetto, message - messeiji, mucisian - myuujisshan, network - nettowaaku, news - nyuusu, percent - paasento, popular - popyuraa, pop music - poppu myuujikku, energy - enerugii, roller-stake - rooraasukeito, rope - roopu, rule - ruuru, violin - baiorin, violinist - baiorinisuto, volunteer - borantia.

### 5. *New Crown*, 1996, Tokyo: Sanseido

#### Seventh Grade

album - arubamu, bag - baggu, basketball - basukettobooru, bed - beddo, belt - beruto, bus - basu, cafeteria - kafeteria, cake - keeki, calendar - karendaa, card - kaado, club - kurabu, concert - konsaato, cup - kappu, dancer - dansaa, date - deeto, dinner - dinaa, dome - doomu, fan - fan, game - geemu, guiter - gitaa, joke - jooku, jungle - janguru, lamp - ranpu, light - raito, market - maaketto, member - menbaa, menu - menyuu, note - nooto, orange - orenji, partner - paatonaa, pen - pen, ball-paint pen - boorupen, pet - petto, present - purezento, quiz - kuizu, soccer - sakkaa, table - teeburu, tape - teepu, tennis - tenisu, trainer - toreenaa, T-shirt - tiishatsu, tube - chuubu, television - terebi, uniform - yunifoomu, valleyball - bareebooru, volunteer - borantia, zero - zero.

#### Eighth Grade

AIDS - eizu, ball - booru, bird watching - baado uocchingu, brush - burashi, building - biru, case - keesu, catcher - kyacchaa, communication - komyunikeeshon, computer - konpyuutaa, control - kontooru, disk - disuku, error - eraa, eye-contact - aikontakuto, folk song - fooku songu, glove - guroobu, hall - hooru, home plate - hoomu preito, host family - hosuto famirii, hotel - hoteru, mitt - mitto, OK - ookee, out - auto, party - paatii, plate - pureeto, pool - puuru, poster - posutaa, race - reesu, report - repooto, rocket - roketto, rugby - ragubii, sport - supootsu, team - chiimu, tent - tent, title - taitoru, valleyball - bareebooru, wrestling - resuringu.

#### Ninth Grade

ball - booru, band - bando, basketball - basukettobooru, biotechnology - baiotekunorojii, boat - booto, bowl - booru, boycott - boikotto, building - biru, bus - basu, cake - keeki, class - kurasu, classmate - kurasumeeto, club - kurabu, computer - konpyuutaa, dance - dansu, door - doa, game - geemu, cup - koppu, glass - gurasu, group - guruupu, guiter - gitaa, harmonica - haamonika, idea - aidea, interview - intabyuu, jog - joggu, leader - riidaa, member - membaa, milk - miruku, minus - mainasu, mitt - mitto, model - moderu, muffler - mafuraa, news -

nyuusu, notebook - nooto, pen - pen, ball-paint pen - boorupen, percent - paasento, pub - pabu, report - repooto, restaurant - resutoran, sample - sanpuru, scarf - sukaafu, sean - shiin, show - shoo, shutter - shattaa, shuttle - shaatoru, soccer - sakkaa, speech - supiiichi, spoon - supuun, table - teeburu, tank - tanku, tennis - tenis, trick - torikku, T-shirt - tiishatsu.

## 6. Columbus, 1996, Tokyo: Mitsumira Tosho

### Seventh Grade

album - arubamu, budge - bajji, ball - booru, band - bando, basketball - basukettobooru, bell - беру, cake - keeki, camera - kamera, candy - kyandii, compact disk - konpakutodisuku, cereal - shiriaru, Christmas - kurisumasu, club - kurabu, coffee -koohee, cup - kappu, dinner - dinaa, door - doa, drum - dorumu, football - futtobooru, cup - koppu, goal - gooru, guitar - gitaa, hamburger - hanbaagaa, hotdog - hottodoggu, juice - juusu, notebook - nooto, open house - oopun hausu, orange - orenji, pass - pasu, pen - pen, piano - piano, pizza - piza, player - pureeyaa, present - purezento, racket - raketto, recorder - rikoodaa, rock music - rokku mujikku, sandwich - sandoicchi, shoot - shuuto, skate - sukeeto, soccer - sakkaa, sofa - sofaa, spaghetti - supagetti, sport - supootsu, star - sutaa, surfing - saafin, table - teeburu, tennis - tenis, video tape - bideoteepu, valley ball - bareebooru, zero - zero.

### Eighth Grade

bed - beddo, block - burokku, boyfriend - booifurendo, bus - basu, card - kaado, concert - konsaato, cook - kokku, drama - dorama, girlfriend - gaarufurendo, hang glader - hanguguraidaa, hot dog - hottodoggu, ice hokey - aisuhokkee, international school - intaanashonarusukuuru, knock - nokku, news - nyuusu, plastic - purasuchikku, punt - panto, pyramid - piramidto, restaurant - resutoran, sausage - sooseeji, ski - sukii, suitcase - suutsukeesu, tape - teipu, team - chiiimu, video tape recorder - bideoteepurekoodaa.

### Ninth Grade

balcony - barukonii, boat - booto, campaign - kyanpeen, corner - koonaa, cycling - saikuringu, garage - gareeji, garage sale - gareeji seeru, gorilla - gorira, group - guruupu, jeans - jiinzu, kangaroo - kangaruu, member - menbaa, message - messeiji, mission - mission, party - paatii, pet - pet, pianist - pianisuto, pink - pinku, porch - poochi, professional - purofesshonaru, relax - rirakkusu, shirt - shatsu, speech - supiiichi, top - toppu, video - bideo.

## Appendix 2

Number of English words that have Japanized counterparts in each textbook

### *One World*

Grade	# of words introduced	# of words that have Japanized counterparts	% words that have Japanized counterparts
Seventh	514	43	8.3
Eighth	488	31	6.3
Ninth	433	33	7.6
total	1435	107	7.7

### *Sunshine*

Grade	# of words introduced	# of words that have Japanized counterparts	% words that have Japanized counterparts
Seventh	438	23	5.2
Eighth	496	33	6.2
Ninth	396	17	4.2
total	1330	73	5.4

### *New Horizon*

Grade	# of words introduced	# of words that have Japanized counterparts	% words that have Japanized counterparts
Seventh	432	25	5.7
Eighth	525	35	6.6
Ninth	429	28	6.5
total	1386	88	6.3

### *Total English*

Grade	# of words introduced	# of words that have Japanized counterparts	% words that have Japanized counterparts
Seventh	466	32	6.8
Eighth	416	35	8.4
Ninth	453	25	5.5
total	1335	92	6.8

### *New Crown*

Grade	# of words introduced	# of words that have Japanized counterparts	% words that have Japanized counterparts
Seventh	570	47	8.2
Eighth	804	36	4.4
Ninth	855	54	6.3
total	2229	137	6.1

*Columbus*

Grade	# of words introduced	# of words that have Japanized counterparts	% words that have Japanized counterparts
Seventh	466	50	10.7
Eighth	518	25	4.8
Ninth	497	25	5.0
total	1481	100	6.7

Total number of words used in all textbooks

Grade	# of words introduced	# of words that have Japanize counterparts	% words that have Japanize counterparts
Seventh	2886	220	7.6
Eighth	3247	195	6.0
Ninth	3063	182	5.9
total	9196	597	6.4

### Appendix 3

#### English translation of questionnaire

Junior High School English Survey	
Gender: <input type="checkbox"/> M <input type="checkbox"/> F	grade: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Q1 Do you like English?	
<input type="checkbox"/> Yes, I like English very much.	
<input type="checkbox"/> Yes, I do.	
<input type="checkbox"/> No, I don't like English very much.	
<input type="checkbox"/> No, I don't.	
Q2 Are you good at English?	
<input type="checkbox"/> Yes, I'm very good at English.	
<input type="checkbox"/> Yes, I am.	
<input type="checkbox"/> No, I'm not very good at English.	
<input type="checkbox"/> No, I'm not.	
Q3 Do you believe that English loanwords help you understand English?	
<input type="checkbox"/> Yes, I strongly believe so,	
<input type="checkbox"/> Yes, I do.	
<input type="checkbox"/> No, I'm not uncertain about it.	
<input type="checkbox"/> No, I don't.	
Q4 Do you believe that the English loanwords that you already know like <i>naisu</i> "nice" or <i>bukku</i> "book" are easier to learn than English words that you don't know?	
<input type="checkbox"/> Yes, I strongly believe so,	
<input type="checkbox"/> Yes, I do.	
<input type="checkbox"/> No, I'm not uncertain about it.	
<input type="checkbox"/> No, I don't.	
Q5 Do you believe that the English words that you already know as loanwords encourage you to study English more?	
<input type="checkbox"/> Yes, I strongly believe so,	
<input type="checkbox"/> Yes, I do.	
<input type="checkbox"/> No, I'm not uncertain about it.	
<input type="checkbox"/> No, I don't.	
Q6 Have you ever had any trouble pronouncing words such as [réidiou] and [ra io]?	
<input type="checkbox"/> often <input type="checkbox"/> sometimes <input type="checkbox"/> rarely <input type="checkbox"/> never	
Q7 Do you believe that English loanwords help your English pronunciation?	
<input type="checkbox"/> Yes, I strongly believe so,	
<input type="checkbox"/> Yes, I do.	
<input type="checkbox"/> No, I'm not uncertain about it.	
<input type="checkbox"/> No, I don't.	
Thank you very much.	



### 論文要旨

#### カタカナ英語からみた中学校英語教科書についての一考察 與儀峰奈子

現代日本語における外来語の中で、漢語を除くと、最も多くの割合を占めるのがカタカナ英語と呼ばれる英語に由来する語（英語借用語）である。本稿では、既に日本語として定着したカタカナ英語を英語教育に応用する可能性を探る。

外国語学習の難易を決定するひとつの条件として第一言語と第二言語の類似性があげられる。特に2つの言語間で語彙的な類似性があれば学習者は親しみを感じ、学習効果が上がることが観察されている(cf. Odlin 1989)。カタカナ英語が広く流布し容認されていることを考慮すると、少なくとも初級レベルにおいては、英語は日本人学習者にとってかなり親しみがああり、それ故うまく導入されれば高い学習効果を生み出すことが期待される。

そこで本稿では、6種類の中学校英語教科書1年生用から3年生用までの計18冊で登場する英単語の中で、その訳語が既にカタカナ英語として定着している語（例えば computer「コンピュータ」）の割合を調べた。そして、それらの印象について115人の中学生を対象にアンケート調査を行った。その結果、英語学習という観点から彼らがカタカナ英語に対してかなり好感を抱いていることがわかった。同時に、彼らが発音について心配していることも伺えた。そこで、音声理論に基づきカタカナ英語から正しい英語の発音ができるようになるためのアプローチを示唆する。