Interesting, funny, weird or just incomprehensible?

A study on Swedish Japanese learning students' comprehension, thoughts and attitudes towards Wasei-eigo

Therese Rogland

Abstract

This thesis investigates to what extent Swedish students of Japanese can understand wasei-eigo, as well as their thoughts and attitudes toward it. It further investigates if some word categories are more incomprehensible than others and what aspects can determine their comprehension. The survey consisted of a questionnaire with 30 words, divided into 4 different categories, which the participants had to guess the meaning of. There were also additional questions about the term wasei-eigo itself. Results showed the participants had trouble understanding the wasei-eigo vocabulary, especially those words with two unpredictable components. One reason for this result is because of the unfamiliar structure and combinations wasei-eigo words are made up from. A student's university grade did partly play a role in how good the comprehension was but was not crucial. When it came to experience of been to Japan or not, the results showed it was not obvious that those students who had been in Japan for the longest time understood wasei-eigo better. Many of the participants could define the term and several also used it sometimes. Their thoughts and attitudes toward wasei-eigo were, on the other hand, mixed, with both positive and negative opinions.

Keywords: wasei-eigo, gairaigo, loanwords, Japanized-English, comprehension, thoughts, attitude, categories

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Conventions and abbreviations

This thesis will be using the Hepburn system when romanizing the Japanese vocabulary. All the Romanized words will be written in italic and long vowels will be written with a double vowel instead of diacritic macrons, including *ee*.

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1. Introduction

1.1 Topic

Borrowing words and concepts as loanwords has been a common phenomenon for many languages through ages and the Japanese language is no exception. According to Honna (1995) (cited in Hatanaka & Pannell 2016:15) foreign words, most of them being English words, make up 10% of the whole Japanese lexicon and 13 % of the words used by Japanese people in everyday conversations are of foreign origin. Honna (1995) states that among the new words which enter Japanese, around 60% to 70% are originally from English language.

In other words, loanwords, especially English ones have a big influence within the Japanese lexicon. Furthermore, there are also times when a language uses borrowed words and concepts and makes it "its own" which can include for example changing the meaning, structure of the words as well as creating new combinations. This applies for wasei-eigo or so-called "made-in-Japan-English" (Irwin 2011:143). The term wasei-eigo itself might seem as a rather unknown term and can often be confused with gairaigo ("Loan word"), which compared to wasei-eigo, are actual borrowed loanwords from other languages into Japanese and "whose meaning is adopted from another language with little or no changes". (Matras 2009, cited in Goddard 2017:59). Wasei-eigo can be described as Uchida and Scholfield (2000, cited in Artonius 2017:8) states, when different English words are mixed together, but this combination has no real counterpart in the English language. Another definition is from the Japanese dictionary Koojien (Shinmura 2008). The definition is, "Words which sounds like English and is made in Japan by combing English words. Some examples are, *ofisuredii* (translated as 'office lady') and *naitaa* (translated as "nigther" a baseball or soccer game played at night).

1.2 Purpose and research questions

There have been multiple studies and surveys on the subject of wasei-eigo before, but most of these have mainly focused on the comprehension of wasei-eigo vocabulary together with students' awareness and attitudes towards the term itself. The target audience for most of these studies has been Japanese students with English as their second language, as well as native English speakers. Because of this, the idea to make a similar survey among Swedish students who study Japanese seemed very interesting and a great opportunity to see the awareness and comprehension of wasei-eigo in a target group besides Japanese students, who also has English as their second language.

This study's method and design of the survey is inspired by two previous studies with similar subjects as this thesis. The first study by Inagawa (2007), investigated the influence loanwords had on Japanese students English usage and what type of loanwords were the most difficult to comprehend. The second one is made by Artonius (2017) who studied a similar subject as Inagawa, namely what type of loanwords in Japanese, is the most difficult to understand among Swedish students who study Japanese. Also, based on these two studies, a similar way to categorize the words used in this thesis survey, has been made. This will be further explained in chapter 3.

The primary research question will be the following:

1. To which extent can Swedish students of Japanese understand wasei-eigo words?

Three follow-up questions will be:

1. What aspects can determine and affect how well the students understand the words?
2. Will the comprehension vary depending on which word-category it is? Are some categories more incomprehensible than others?
3. What are the participants' thoughts and attitudes on wasei-eigo words?

With this, two hypotheses have been made:

- The students will have a hard time understanding wasei-eigo but the comprehension among the students will vary based on which category a word comes from. The two wasei-eigo categories will be the hardest, especially the 'Unguessable wasei-eigo' category.
- A student's amount of study time, grade and experience with wasei-eigo will play a big role for the comprehension. The higher the grade or longer experience, the better and greater comprehension.

1.3 Organization

The organization of this thesis is as follows: in chapter 2, the focus will be on background, in other words, it will introduce the reader to the subject by presenting previous research and definitions which are necessary in order to understand the subject wasei-eigo. Section 2.1 will contain definitions from previously made studies as well as the difference between wasei-eigo and gairaigo. Next, section 2.2 will focus on clarifying what function wasei-eigo fills within the Japanese language. The following section 2.3, including sub-sections, will include and describe previous researches made, more specially on the subject comprehension of wasei-eigo

vocabulary as well as thoughts and attitudes towards it. Chapter 3 will present an overview of the survey together with method and material. Following that, a more detailed description of the hypotheses presented in section 1.2 is also included. Chapter 4 will present the results from the survey together with its tables in detail. Next, chapter 5 will include an analysis and discussion of the result presented in chapter 4. The final chapter 6 will present the final conclusion and further improvements for future research on the topic, followed by a reference list and appendix.

2. Background

To begin with, a definition and description of wasei-eigo is necessary in order to understand its purpose and functions within the Japanese language. There are multiple definitions of what wasei-eigo is. This chapter will describe some of them, as well as the function that wasei-eigo plays within the Japanese language. Three previous studies about wasei-eigo will also be presented later in this chapter.

2.1 Different definitions of wasei-eigo

The first definition of wasei-eigo comes from Sube (2013:127) who defines wasei-eigo together with something she calls "Katakana English". This "Katakana English" is just like English with katakana letters and has the same meaning as accurate English. However, wasei-eigo uses English words but the meanings are different from their original ones and becomes according to Sube (2013:127), "impossible to understand". She also says wasei-eigo is not recognized as a regular form of English to use (Sube 2013:127).

Another definition and some history of wasei-eigo is provided by Norman (2012:442). He mentions that wasei-eigo words together with gairaigo have since World War II, increased within the Japanese language. A lot of the borrowed words are originally from English and other world languages and they are used among the pop culture and science divisions, mostly because the Japanese society have been under the influence of globalization. When it comes to a definition Norman (2012:443) describes wasei-eigo words as "treacherous type of cognate" which appears in the Japanese vernacular. The term cognate means a word which has two or more meanings and forms in other languages. He means wasei-eigo words are "treacherous" since they have no counterparts in the English language.

Norman (2012, cited in Goddard 2017) also mentions wasei-eigo simply at first glance can appear to be a loanword since wasei-eigo utilize the katakana script system as the foreign loanwords do. However, he also believes wasei-eigo words either were initially created to have a different meanings than expected or the words "evolved away from the meaning of the language origin" (Norman 2012, cited in Goddard 2017:60).

Alongside the definition of wasei-eigo, the difference between wasei-eigo and gairaigo is also an important aspect to bring up, since both type of these "word constructions" are written with katakana. Miller (1997:124) discusses this in her text and states that "almost all English loanwords make their way into Japanese through an intentional selective process" which Miller says is the reason a difference between gairaigo and wasei-eigo is difficult to point out. Miller also adds, "However, even if all English-derived gairaigo are not truly borrowed, some have

been re-worked and re-fashioned to such an extent that they are linguistically marked as genuine Japanese offspring, hence we find separate designations such as wasei-eigo and katakana eigo"(Miller 1997:124).

2.2 Purpose of wasei-eigo

Another important part to bring up and clarify is the question of why wasei-eigo really does exist and what type of function this type of English derived words could fulfill in the Japanese language. Ben Olah (2007:178) provides a general discussion of LW, in other words [loanwords] and their purpose and mentions, "While some words have been introduced to fill a semantic void or lexical gap that existed in Japanese, most LWs initially made their way into Japanese because Western languages were seen as symbolic of progress and modernization". Moreover, Olah discusses how loanwords can be seen as a cultural move and aspiration by Japan as a country in order to create and emulate more from Western countries, whose wealth and prestige was an inspiration when Japan was developing its own economy and social conditions. Olah (2007:178) also mentions that, despite the fact Japan has become "a modern, economically powerful society", the loanwords still play a big role as being "fashionable, cool and generally appealing".

Even if Olah discusses about loanwords overall, his description is similar to what Laura Miller says, about the purpose of English-derived vocabulary, moreover wasei-eigo. Miller (1997:129) mentions and cites Higa (1979) regarding the English influence on Japanese who says, "that it is the result of cultural contact and borrowing, so that there developed lexical needs for items and concepts, and that is due to a subordinate culture (Japan) 'receiving' loanwords from a dominant culture (the U.S)". Miller also refers to Stanlaw (1982, 1987, 1988, 1992, 1993), who has written multiple texts about the purpose of English in Japanese. Stanlaw mentions, similarly to what is mentioned by Higa (1979), that English is used when creating words for fashion, artifacts among others. Miller (1997:131) also brings up some positive aspects of wasei-eigo, one of them being "its use as part of imaginative punning and wordplay" together with its sense of humor. Some examples she uses are *nomyuunikeeshon*, which is a combination of the verb *nomimasu* (to drink) and communication, meaning talking and drinking simultaneously. A second example is a the wasei-eigo word created by young women, namely, *faudeeshon jiwa*, which literally translates into someone who puts on too much pancake make-up, which cracks and creates wrinkles on the surface. Eventually, Miller (1997:136) concludes her text by stating that English words in Japanese, more specifically, wasei-eigo are not just used to fill a lexical gap or for people to mark their social prestige. It is used in people's

everyday life in order to adapt a more "[…] expressive, humorous, playful, visual […]" (Miller 1997:136) way of talking and expressing yourself.

2.3 Previous research

As stated in section 2.1, there have been multiple studies on wasei-eigo before, especially on the comprehension and awareness among Japanese students, since wasei-eigo vocabulary can easily be mistaken for being actual English. The studies has also investigated how the participant's attitudes and thoughts on wasei-eigo looks like. Most of these studies have been written by either Anglophone or Japanese researchers as well as having a target group with either native Japanese or English speakers. Moreover, there has not yet been many studies which focus on, as stated before, a target group where the learners of Japanese have another native language than English.

The first study presented in section 2.3.1, studied the comprehension of 35 common wasei-eigo words among 92 Japanese students. The second study, written about in section 2.3.2, also investigated the comprehension, together with question regarding thoughts and attitudes on wasei-eigo, but this time with fewer people where 6 were native English speakers as well as 6 native Japanese speakers. The last study in section 2.3.3, divided loanwords and wasei-eigo into several categories and then studied which category was the hardest for Swedish students who studied Japanese to understand.

2.3.1 Meerman and Tamaoka (2009)

Meerman and Tamaoka (2009) investigated the wasei-eigo comprehension among 92 Japanese students, with English as their foreign language in their study "Japanese university EFL student understanding of commonly-used Japanized English (wasei-eigo) expressions" (2009). The study involved 35 commonly used wasei-eigo terms, in which the students were supposed to identify the most fitting equivalent English word among 4 possible choices (Meerman and Tamaoka 2009:2). The results showed a high correct answer ratio, where 62.86% of the words included in the survey, had a correct answer percentage over 80% (Meerman and Tamaoka 2009:2). There was 7 words which all students answered correctly, among these were 'desk work' 'dead ball', 'gender free' and 'after service' (Meerman and Tamaoka 2009:13). The last two terms 'gender free' and 'after service' were expected to be more difficult since the word 'service' has according to the authors, multiple meanings when used in English language such as military service or service from a church. The word 'gender free' has, as stated by Meerman and Tamaoka (2009:13) "an abstract meaning of 'equality for men and women'". In Japanese

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'gender free' often refers to clothes which both genders can wear, with other words unisex clothes.

There were also 9 terms which had over 90% correct answers. Some of these words were 'paper driver', 'virgin road' and 'new half' which the authors assumed would be more difficult for the participants than they actually were. The three most difficult wasei-eigo terms in this study, with a low correct answer ratio was 'romance gray', 'two shot' and 'time service'. (Meerman and Tamaoka 2009:13). The authors think the reason the term 'romance grey' is not so well-known among Japanese university students is that they are "[…] not yet full consumers in society or at an age when they can appreciate linguistically creative deceptions of graying hair" (Meerman and Tamaoka 2009:13).

In the discussion of the research, Meerman and Tamaoka (2009:13-14) mentioned, despite the students' high percentage of correct answers, they concluded wasei-eigo should be treated with caution especially when it comes to the learning of English since the words themselves can be used in an incorrect way and confused with authentic English words. Meerman and Tamaoka (2009:14) therefore, suggest the difference between wasei-eigo and accurate English words should be explained during all levels of English classes in Japan. However, since the amount of new wasei-eigo will continue to increase alongside other fairly new-existing wasei-eigo, the authors suggest the wasei-eigo terms need to be sorted and categorized depending on their frequency and influence in order to not make the lessons about wasei-eigo interminable.

2.3.2 Hatanaka and Pannell (2016)

This previous mentioned text "English Loanwords and Made-in-Japan English in Japanese" (2016) by Hatanaka and Pannell also included a study where the authors investigated 6 native Japanese speakers and 6 native English speakers' comprehension of gairaigo and wasei-eigo, as well as the participants' attitude on wasei-eigo. Since this thesis focuses mainly on wasei-eigo, the results from the survey part containing these words will be the main focus of this section.

For the wasei-eigo part of the survey, Hatanaka and Pannell made a questionnaire which contained 6 wasei-eigo words. The participants were given the opportunity to both guess the meaning as well as to write their thoughts on each word respectively. There were also some follow-up questions which for example asked what the participants thought would happen if wasei-eigo were used all over the world, if they knew the 6 wasei-eigo words were not accurate English and if they think wasei-eigo should be an accepted form of English. The words included

in the survey were, 1. Salaryman, 2. Babycar, 3. Guardman, 4. Jetcoaster, 5. Cheergirl and 6. Skinship.

In the end, the result showed 6 out of 6 of the native Japanese speakers understood and managed to guess the correct meaning for all of the wasei-eigo terms (Hatanaka and Pannell 2016:22) The native English speakers' results were less good since at least 1 participant had incorrect answers on 4 out of the 6 wasei-eigo words. Only the words 'cheergirl' and 'guardman' where guessed correctly by all 6 native English speakers (Hatanaka and Pannell 2016:21). However, none of them managed to guess 'skinship' correctly, which the authors says is a result of when there is no equivalent word in English or any similar word with the same meaning as 'skinship' (Hatanaka and Pannell 2016:21). The authors concluded the reason for the native English speakers' struggle with these words shows they have a hard time understanding wasei-eigo words when they are used in English speaking contexts. Hatanaka and Pannell (2016:23-24) thinks the native English speakers' results might have improved if the words were instead put into a context where the words are used in a correct way, which would have made it easier.

The questions regarding the participants' thoughts and the question if they knew wasei-eigo words do not exist in English gave mixed reactions. Most of the native Japanese speakers admitted they believed these words actually did exist in English. In addition, one participant said "I did not know [wasei-eigo has no equivalents]! Very surprised—but not ashamed—people in the world should use Japanglish." [sic] (p. 22). Another participant who felt "a bit ashamed" said, "in Japan it's used so much and it's one of Japan's unique feature so it might be interesting to maybe introduce to native speakers of English. We don't have to kill this [wasei-eigo]. Everyone uses!" [sic] (p. 22). Hatanaka and Pannell concluded that, based on the native Japanese speaker's answers, their attitudes on wasei-eigo were mixed but after knowing the words do not exist outside of Japanese their reactions were either filled with shock, surprise, shame or embarrassment. The authors believe these reactions are all individual based on what they say is an effect of

[…] That English has permeated the Japanese language at a deeper level of nativisation and localization. Since these words have attained a native-like quality for many Japanese speakers, these participants may represent a growing class of Japanese speakers who do not feel that the positive functions and aspects of EDWs are derived from their Western associations." (Hatanaka & Pannell 2016:24).

Moreover, Hatanaka and Pannell claim that wasei-eigo words loses their "positive" vibes since the words have originally symbolized and contained vibes of "Westernism, cosmopolitanism and modernism". According to the authors this "western association" is lost

since the meaning of the words are not the same or are non-existent in accurate English. The words "western associations" is so-called "divorced from the term" (Hatanaka & Pannell 2016:24)

The study also involved the reactions and thoughts among the native English speaking participants. In general, most of them agreed wasei-eigo was indeed creative and interesting but some of the terms were confusing for them. One of the native English speaker participants said, "I think they're [wasei-eigo terms] actually very funny and interesting. Some of them have really wrong meaning, but the others are somehow guessable! Interesting, I like it" (Hatanaka & Pannell 2016:22-23). Another participant stated "It's cool that they're from a different culture but can adopt a language and create their own meaning. It's not weird for them to interpret our language differently because sometimes we interpret their language in the wrong way." (Hatanaka & Pannell 2016:23) To summarize, the authors felt the native English speakers' answers showed the they were supportive of wasei-eigo but there was a slight undertone, when one of the participants said "wrong meaning", which the authors think shows people from countries where English is the dominant language, should control the English language norms since, as stated before, the meaning of wasei-eigo is not equivalent to their English counterparts (Hatanaka & Pannell 2016:23).

2.3.3 Artonius (2017)

A third previous study is "HARDSHIPS OF THE FAMILIAR A linguistic study of acquisition and categorisation of English loanwords in Japanese." (2017) by Elin Artonius who is a student at Gothenburg University. This study was a part of her bachelor thesis which investigated what type of loanwords and wasei-eigo was the most difficult for Swedish students who studied Japanese at university, to understand. She also investigated if there was any difference in the comprehension of loanwords and wasei-eigo between those students who have studied in Japan previously and those who had not. Artonius used the same categorization system as the previous mentioned study by Inagawa (2007) and divided the loanwords and wasei-eigo into five categories. These were, 1. Straightforward loanwords, 2. Morphologically modified loanwords, 3. Semantically modified loanwords, 4. Grammatically changed loanwords and 5. Wasei-eigo. There were 10 words from each category making it in total 50 words in the survey, all written in katakana. All the words were originally from previously made studies within the same research field. The participants had to choose the most correct meaning out of 3 alternatives for each word used in the survey.

Artonius sent her questionnaire to the Swedish students who studied Japanese at four Swedish universities. These were Lund, Stockholm, Gothenburg and Dalarna University. In total 92 students answered, comprised of 54 first-year, 26 second-year and 12 third-year students.

The result of the survey showed the two categories straightforward loanwords and grammatical modified loanwords had a high mean percentage at 91,40% and 95,40% respectively among all the students (Artonius 2017:13). The second-least difficult category, grammatically changed loanwords are words where the structure of the word has undergone a grammatically change. One example is *hamueggu* 'ham and eggs' (Artonius 2017:11). The least difficult category, straightforward loanwords are words with a phonologically change such as *takushii* 'taxi' (Artonius 2017:11).

The other three categories namely, morphologically modified loanwords, word which has been shortened such as *sumaho* 'smartphone'(Artonius 2017:11), wasei-eigo and semantically modified loanwords were harder to understand (Artonius 2017:13) whence semantically modified loanwords, words where the meaning has been changed partly or totally (Artonius 2017:11), was the hardest to understand for all three student groups. Words included in this group was among others *rinsu* 'conditioner' and *konsento* 'wall socket'. The mean percentage of correct answers among all the participants despite their grade or experience of studying in Japan on semantically modified loanwords was at 33,80%. The second hardest category wasei-eigo had 60,60 % correct answers in mean percentage and the third hardest category, morphologically modified loanwords had a 79,20 % mean percentage (Artonius 2017:13).

With this result, Artonius's hypothesis which implied the grammatically changed loanwords and straightforward loanwords would be the easiest ones to understand, was proven to be correct. The reason for this, according to Artonius, is because the grammatically changed loanwords have not undergone major changes to their forms and therefore the meanings are still comprehensible (Artonius 2017:18). For the straightforward loanwords Artonius says they can basically "translate directly into Japanese with only some phonetical changes" (Artonius 2017:18). Furthermore, Artonius (2017:5) was also correct with her hypothesis that morphologically modified loanwords, semantically modified loanwords and wasei-eigo would be harder to comprehend for the students. According to Artonius (2017:20) the reason for the wasei-eigo category's result comes from the fact that the words themselves becomes more incomprehensible for Swedish students since the words definitions are not accurate English.

The second hypothesis Artonius included in her study was that third year students would in general have a higher correct answer percentage (Artonius 2017:5), since they have studied

at University for a longer time and had more opportunities to learn more about Japan and its culture (Artonius 2017:21). This hypothesis was proven partially correct in for all categories except two. Both first and second year students got better result on straightforward loanwords and grammatically changed loanwords than the third year students. Artonius believes this is a result which shows the students rely on the "presumption that words hold the same meaning as to what it sounds like" (Artonius 2017:22). She also believes the students who have studied Japanese for a long time or in Japan instead have the assumption the meanings of the loanwords can be different from what they seem to be and therefore "complicate the words further than is sometimes necessary" (Artonius 2017:22)

3. The Survey

This section will present the material which functioned as a basis for the survey, both with design and categorization of the words. Section 3.1 will introduce the reader to the method and material used for this survey, mainly the two theses where inspiration for the surveys design and way of categorizing the words, came from. Sub-section 3.1.2 will present the 4 categories used when dividing the words used in this survey, mainly based on their morphological structure. Then, the dissemination of the survey will be explained in 3.2 followed by the categorization of incorrect answers on 3.3 and lastly, section 3.4 which will explain the hypotheses from section 1.2 in further detail.

3.1 Method and Material

For this thesis, the categorization of the words used for my survey was inspired by and based on the previous mentioned wasei-eigo and gairaigo division made by Inagawa (2007) (cited in Artonius 2017). As mentioned in section 2.3.3, Artonius also used Inagawa's division for her 2017 thesis. However, both Inagawa and Artonius included gairaigo as well in their studies and divided gairaigo into 4 groups and put wasei-eigo in its own category, making the total of 5 categories. Because this thesis focuses mainly on wasei-eigo, 3 of 5 of Inagawa's categories were used. In order to make it more even between the categories, I divided Inagawa's wasei-eigo category into 2 categories respectively based on their morphological aspects, making it in total 4 for my survey.

3.1.2 The Categories

The categories used for the survey are the following, based partially on Inagawa (2007),

1. **Semantically modified loanwords**

Words with one component but its meaning has become unpredictable because of a semantic change. For example, "スマート" (*sumaato*) meaning 'slim' and not smart (Inagawa 2007:89)

2. **Morphologically modified loanwords**

When a word is abbreviated, for example "ハンカチ" (*hankachi*), the abbreviated form for handkerchief (Hirai 2003:56)

3. **Semi-guessable wasei-eigo**

Wasei-eigo words where one of the components are guessable and the other component is unguessable. For instance, ペーパードライバー (*peepaadoraibaa*) 'paper driver', someone

who has a driver's license but never drives. You can probably guess it has something to do with driving by the second component 'driver'. But when put together with the more unguessable component 'paper' the combination of these two components becomes a bit confusing, but you can still guess it must have something do with driving.

4. Unguessable wasei-eigo

Wasei-eigo where both components are unguessable, which basically means the meaning of the word will be hard to guess since putting the two components together will not make any bigger sense. An example is タイムサービス (*taimusaabisu*) 'time service' which indicates a special offer or sale in a store (Irwin 2011:156). These two components do not give any indication of the actual meaning of the word when put together, therefore one can say both components are unguessable. It must be noted that the categorization for category 3 and 4 have certain weaknesses, which will be further explained in section 5.4, in the discussion chapter.

The words which were used for this questionnaire was picked out from several references related to the wasei-eigo topic among them being from Miller (1997) text, Hirai (2003), Artonius (2017) as well from an list of wasei-eigo from a Japanese Wikipedia page, which had categorized multiple wasei-eigo in alphabetic order.

Since the words used in category 1 and 2 are gairaigo, the study will also be comparative. The reason for this is to see if wasei-eigo is indeed hard to understand. In order to determine this semantically and morphologically changed gairaigo, which also can be tricky to understand, will be included in order to compare it with wasei-eigo. Since this thesis main topic is wasei-eigo, the amount of these kinds of words is greater and the semantically and morphologically changed gairaigo, will be as stated before, used for the sake of comparing but also taken into consideration when discussing the result. Both category 1 and 2 contained 4 words each, making it 8 gairaigo in total. The remaining categories, 3 and 4 contained 10 wasei-eigo words each and 20 in total. Two gairaigo which were not included in any of the categories were used as fillers in order to average out and make what the survey really was about less clear for the participants.

3.2 Dissemination of the survey

The survey was created in the web application Google Forms with in total 30 words used in order to test the students' comprehension. The first part of the survey, about grade and previous experience of Japan, had forced-choice questions except when the participants had to fill in their age. The ones where the participants had to guess the meaning for the words, were open-questions in order to not give any clues about the correct meanings and give the

participants a chance to use their imagination. At the end of the survey, a combination of both forced-choice and open-questions regarding the participants' thoughts, if they had come across wasei-eigo before among others were also asked.

As stated before, the target audience for this survey was Swedish students who study Japanese at university. Even those who have studied Japanese in the past were able to take the survey as well. The survey was sent through a link to three Japanese teachers at three Swedish universities respectively. The teachers then forwarded the link to the survey to their students through each university's internet student portal. These universities were Stockholm, Gothenburg and Dalarna University. The survey link was also posted in two Facebook groups related to the Japanese language at Lund University. One of my own Japanese teachers, shared the link to acquaintances she knew studied or have studied Japanese previously. There were also some people among my own acquaintances who also study Japanese, who took the survey.

3.3 Categorization of incorrect answers

In this section, the categories used when dividing all the incorrect answers into several categories will be presented. Earlier in this thesis, the wasei-eigo words have often been described as misleading and confusing. Therefore, this type of categorization where the incorrect answers will be divided into categories based on factors which could have influenced the participants when they tried to guess the meaning of the 30 words, will be used in this survey.

The categories for incorrect answers are the following;

1. Misinterpreting the sound of the wasei-eigo word (such as reading the katakana wrong)
2. Transcription (a direct transcription of the English word)
3. Expected (expected meaning based on an accurate English word. For example, you except *baikingu* to be the English word 'biking')
4. Romanization of the word (a direct written translation of the katakana)
5. Fragmentary (based on one component of the word as in *maipeesu*. The *mai* can be associated with English "my".)
6. Other (incorrect answers which does not fit in in any of the other categories such as guesswork with no clear relation to the word, blank or "x" answers among others)

3.4 Hypotheses

This section will explain and discuss the two hypotheses introduced in section 1.2 more in detail. The first hypothesis claimed the students will face difficulties with comprehending wasei-eigo, but it will all depend on which category a word is from. The two wasei-eigo categories, semi-guessable and unguessable wasei-eigo would be more incomprehensible than the other two

categories including morphologically and semantically modified words. Especially the words from the unguessable wasei-eigo category will be more troublesome for the participants since these words consist of two components which are unguessable and do not give any indication of the meaning when put together. The second hypothesis propose the students' amount of total study time of Japanese, grade and experience with wasei-eigo will play a large role for the comprehension and awareness. The longer you have studied Japanese, the higher the chance of recognizing words is, since your level of vocabulary and the amount of time practicing your Japanese is higher, therefore third year students will have an advantage. Those who have travelled to Japan can also have a slight advantage since they might have approached this kind of words and might be able to recognize them.

4. Results

4.1 The participants

The number of participants was in total 42 comprised of 23 first-year students, 10 second-year students, 2 third-year students and 7 participants answered "Other". Among these 7 participants, 3 had already a bachelor degree or graduated. Some had studied Japanese for 1, 5 to 2 years and one person attended a language school previously in Japan. The mean age of the participants was 24,7 years old. The survey also asked about if the participants had been to Japan or not and for what purpose. 13 participants (31%) had not been to Japan before, 16 (38,1%) have been to Japan for a shorter period through vacation, summer course among others. 4 participants (9,5%) had been living in Japan for a shorter period. The same number applied for those participants who had lived in Japan for a longer time, 4 (9,5%) participants. Lastly, there were 5 participants (11,9%) who had been in Japan as exchange students.

4.2 The amount of correct answers among the grades

The result which will be presented first is the amount of correct answers for the all the word categories depending on the participants grade in Japanese at university. As stated before, the two wasei-eigo categories 'Unguessable wasei-eigo and 'Semi-guessable wasei-eigo contained 10 words each, making the highest amount of correct answers for every category to 420 correct answers since there was 42 participants. The other two 'Semantically modified loanwords' and 'Morphologically modified loanwords' contained 4 gairaigo each, which makes the highest correct amount 168 for both categories respectively. The two filler words ノート (*nooto*) and デジカメ (*dejikame*) results will play a lesser big role since their sole purpose was to make the survey's purpose less clear for the participants. For all 30 words which were included and their translations (see Appendix 1).

In Table 4.1 below, we can see the amount of correct answers for the above mentioned categories depending on which Japanese grade the participants have. The highest possible correct answers digits for all the categories is a result by multiplying the amount of words in every category together with the amount of participants from the different grades and groups.

Table 4.1, Amount of correct answers in total and per category depending on grade in
Japanese

	First year(23)	Second year(10)	Third Year(2)	Other (7)	Total(42)
Unguessable	7,39% (17/230)	8% (8/100)	0% (0/20)	24,29% (17/70)	10% (42/420)
Semi-guessable	21,30% (49/230)	31% (31/100)	25% (5/20)	38,57% (27/70)	26,67% (112/420)
Semantically modified	10,87% (10/92)	32,50% (13/40)	25% (2/8)	57,14% (16/28)	24,40% (41/168)
Morphologically modified	40,22% (36/92)	47,50% (21/40)	12,50% (1/8)	71,43% (21/28)	47,02% (79/168)
Filler	89,13% (41/46)	95% (19/20)	100% (4/4)	100% (14/14)	92,86% (78/84)
Total: (amount of correct answers)	22,17% (153/690)	30,67% (92/300)	20% (12/60)	45,24% (95/210)	27,94% (352/1260)

As shown in Table 4.1, we see the participants who belonged to the group 'Other' have a total correct percentage of 45,24%, with 95 correct answers out of 210 possible. This group often got a much higher correct percentage than the other groups, especially in the 'Morphologically modified' category, where 'Other' group got 71,43%(21/28), compared to first-years with 40,22%(36/92), second-years with 47,50%(21/40) and third-years with 12,50%(1/8). The second highest total amount of correct answers were the second year students who 30,67%, 92 out of 300 possible correct answers. The group with the lowest amount of correct answers was the third year student's at 20%, 12 out of 60 possible correct answers. It is also clear from this table that 'Unguessable wasei-eigo' has the lowest correct ratio in total with 10%(42/420) correct answers. Here, the third-year students had the lowest result with 0 correct answers followed by the second-lowest which was the second-years with 8 answers. No grade managed to guess at least 50% of the words correctly in 'Unguessable wasei-eigo' category. Also, the 'Semantically modified' and 'Semi-guessable' categories total correct percentage were both low on 24,40%(41/168) and 26,67%(112/420) respectively, while Morphologically modified almost got 50% percentage of total correct answers making it the category with the highest amount of correct answers out of the 4 main categories used for this thesis, 'Filler' category excluded.

4.3 The amount of correct answers among experience of having been to Japan or not

Table 4.2, Amount of correct answers in total and per category depending if participants have been to Japan or not and for what purpose

	Have not been in Japan(13)	Been in Japan for a shorter period(16)	Lived in Japan for a shorter period(4)	Lived in Japan for a longer period(4)	As an exchange student(5)	Total(42)
Unguessable	6,15% (8/130)	10% (16/160)	35% (14/40)	2,50% (1/40)	6% (3/50)	10% (42/420)
Semi-guessable	24,64% (32/130)	25,62% (41/160)	52,50% (21/40)	25% (10/40)	16% (8/50)	26,67% (112/420)
Semantically modified	9,62% (5/52)	25% (16/64)	56,25% (9/16)	12,50% (2/16)	45% (9/20)	24,40% (41/168)
Morphologically modified	40,38% (21/52)	39,06% (25/64)	81,25% (13/16)	50% (8/16)	60% (12/20)	47,02% (79/168)
Filler	92,31% (24/26)	90,63% (29/32)	100% (8/8)	100% (8/8)	90% (9/10)	92,86% (78/84)
Total: (amount of correct answers)	21,54% (90/390)	26,46% (127/480)	54,17% (65/120)	25% (29/120)	25,33% (41/150)	27,94% (352/1260)

From Table 4.2 we see the 4 participants who have lived in Japan for a shorter period had the highest amount of correct answers with 65 correct answers out of 120 possible (54,17%), which is almost as twice as much as the group with the second-highest amount with 127 out of 480 possible (26,46%), namely those who had been to Japan for a shorter period. The group with the lowest correct answer percentage in total was those who had not been to Japan with an correct percentage at 21,54%, 90 correct out of 390 possible. This group's lowest percentage was in 'Unguessable' at 6,15%, with 8 out of 130 correct answers.

Same as Table 4.1, 'Unguessable' category had the lowest amount of correct answers and if you look at each group separately, no group managed to guess 50% of the words in this category correctly either. The total percentage for correct answers within the other 4 categories were also the same as from Table 4.1. Also similar to 'Other' group in Table 4.1, there was one group who got a much higher percentage in general compared to the others. It was those who had lived in Japan for a shorter period who got more than twice as high as the other groups with 35%(14/40) in the 'Unguessable' category and 52,50%(21/40) in the 'Semi-guessable'. When it comes to the 'Semantically modified' and 'Morphologically modified' the numbers were a bit more even between 'Shorter period' group and the exchange student group. But those who had been in Japan for a shorter period often had 10 percentage point more than the exchange student group.

4.4 The amount of incorrect answers within the different categories

This section and the following sections will describe the amount of incorrect answers among all the 30 words as well as show what type of incorrect answer were most and less common for every word. The words are written in their Romanized form with a translation in brackets after.

Table 4.3, Amount of incorrect answers in every category for the Unguessable wasei-eigo

Wasei-eigo	Misint.	Transc.	Expe.	Rom.	Fragm.	Other	Total
Baajinroodo (Bride aisle)	11	11	3	0	4	8	37
Shirubaakaa (Walker)	8	12	0	1	7	14	42
Herusumeetaa (Bathroom scale)	0	20	4	1	6	8	39
Wanpataan (Doing stuff the same way)	1	11	6	3	13	4	38
Teepukatto (Ribbon-cut ceremony)	0	16	9	0	9	7	41
Pureigaido (Ticket agency)	0	21	9	0	9	3	42
Hoomudoa (Platform door)	0	21	18	0	1	1	41
Goosutoppu (Traffic light)	1	11	9	0	3	6	30
Wanpiisu (Dress)	0	18	9	0	0	0	27
Shindererabooi (Boy who suddenly becomes famous)	2	15	17	0	2	5	41

The first table describes the amount of incorrect answers, divided into the different categories presented in section 3.4 for the 'Unguessable wasei-eigo' group. To begin with, it is apparent 'Transcription' was the most common type of error for almost all the words. The transcriptions were often directly translated to English such as "Tape cut" for *teepukatto* and "Health meter" for *herusumeetaa.* This applied to all the words in this category expect for *shindererabooi* and *wanpataan.* These words had a higher amount of answers in the 'Expected' and 'Fragmentary' respectively. Some of the answers in the 'Expected' category for *shindererabooi* was "Feminine boy" and "Poor boy who became rich" among others. For *wanpataan*, the word with the highest amount of fragmentary answers, some of the guesswork were, "one percent "and "one pattern, a clothes pattern?".

The two words *shirubaakaa* and *pureigaido* were the two words who no one managed to guess right, therefore 42 incorrect answers. *Pureigaido* were also one of the words with the highest amount of transcription answers, 21 in total. *Shirubaakaa* on the other hand had the second highest amount of guesswork in 'Misinterpreting'. Some of the guesswork were, "chili burger" and "chewbacca". The words *hoomudoa, teepukatto* as well as *shindererabooi* all got 1 correct answer and 41 incorrect answers. The highest amount of correct answers was the word *wanpiisu*, which also had many incorrect answers belonging to 'Transcription' and 'Expected' categories. Many of the answers indicated the participants thought of the onsie brand "one piece" instead of a dress.

Table 4.4, Amount of incorrect answers in every category for the Semi-guessable wasei-eigo

Wasei-eigo	Misint.	Transc.	Expe.	Rom.	Fragm.	Other	Total
Gasorinsutando (Petrol station)	0	10	0	0	9	0	19
Maipeesu (Doing stuff at you own pace)	0	13	0	2	7	5	27
Romansuguree (Grey hair, elderly good-looking man)	1	15	0	2	18	2	38
Mooningukooru (Wake-up call)	1	22	6	0	5	1	35
Rejyaarando (Leisure land)	0	10	0	5	6	15	36
Dokutaasutoppu (Doctor's orders)	0	17	7	0	5	5	34
Haamanikya (Hair colouring)	0	15	12	0	8	4	39
Aisukyandii (Popsicle)	0	18	0	0	11	1	30
Pusshuhon (Push-button phone)	0	6	7	2	7	13	35
Gaadoman (Guard)	0	9	0	0	3	3	15

From this table, it shows the 'Transcription' category, similar as with the 'Unguessable' category in Table 4.3, has a big amount of answers included in it. The word *mooningukooru* got the highest amount of transcription guesswork with 22 'Morning call' answers. Same pattern occurred for the word *aisukyandii* as well, with 18 transcription words followed by *dokutaasutoppu* with 17 transcriptions. *Aisukyandii* also had a lot of fragmentary guessworks which showed many participants were close but not completely correct with guesswork such as "candy made of ice" and "some sort of ice cream" among others. Speaking of the 'Fragmentary'

category, here the word *romansuguree* stood out mostly because of its quite high amount of guesswork in the 'Fragmentary' category. Some of the guesswork in this category were, "boring romance?" and "when you are in love and depressed".

Compared to the 'Unguessable' category in Table 4.3, the 'Misinterpreting' category almost got none answers included in it for the 'Semi-guessable' words. Also, the amount of words included in total in the 'Expected' category was lower than in Table 4.3. Here, 6 out of 10 'Semi-guessable' words had 0 words included in 'Expected' category when almost all 'Unguessable' words except one, had several guesswork included in it. It is also apparent the number of incorrect answers were in general lower in Table 4.4 than for the 'Unguessable' in Table 4.3, where two words got no correct answers. Here, the word with the most incorrect answers were *haamanikya* with 39, a word with several guesswork in the 'Expected' category such as "hair styling". This is followed by the word *romansuguree* with 38 incorrect answers. The word which had the lowest number of incorrect answers at 15 were *gaadomaan*.

Table 4.5, amount of incorrect answers in every category among morphologically modified, semantically modified and fillers, (M=morphologically modified) (S=semantically modified) (F=filler)

Words	Misint.	Transc.	Expe.	Rom.	Fragm.	Other	Total
Sukinshippu (Physical contact) (S)	0	20	4	0	4	4	32
Baikingu (Buffet) (S)	1	11	11	0	3	0	26
Kanningu (Cheating) (S)	2	15	5	0	0	8	30
Sutairu (Shape of body) (S)	0	0	36	1	0	2	39
Dejikame (Digital camera) (M)	2	0	0	1	2	8	13
Apo (Appointment) (M)	0	0	5	7	11	14	37
Patokaa (Patrol car) (M)	1	0	0	5	10	10	26
Rimokon (Remote control) (M)	1	0	0	2	6	4	13
Nooto (Notes, notebook) (F)	0	0	0	0	0	0	0
Depaato (Department store) (F)	0	5	0	0	0	1	6

Next, in Table 4.5 above, we see the amount of incorrect answers for the 10 gairaigo words in the survey, including the 2 filler words. The first thing we can take notice of is that both *rimokon* and *dejikame* from the 'Morphologically modified' category, both have a rather low amount of incorrect answers with 13 in total. Another notable thing is the big amount of guesswork in the 'Expected' category for the word *sutairu*, which also was the word with the highest amount of incorrect answers at 39, followed by *apo* from the 'Morphologically modified' category with 37 incorrect answers. This was also the word with the highest amount in the 'Fragmentary' category where guesswork such as, "apocalypse", "upload" and the Swedish word for pharmacy, "apotek" were included. The fourth word from same category as *apo*, namely *patokaa* on the other hand had 26 incorrect answers, most of them being in the 'Other' and 'Fragmentary' categories.

The category which *sutairu* belongs to, namely 'Semantically modified' category also included the three words *sukinshippu*, *kanningu* and *baikingu*, which all had rather high incorrect answer amounts. The word *baikingu* had the same amount of answers in the 'Transcription' and 'Expected' category, where the 11 transcription answers were "biking" as well as "hiking". Among the expected answers were guesswork such as, "cyckling" and "viking". However, both *sukinshippu* and *kanningu* instead got many transcription answers.

Even if the filler words are, as stated in section 4.2, not included as the other words in the overall result, they got very few to none incorrect answers.

4.5 Results of participants' thoughts and attitudes on wasei-eigo

Once we have established how the comprehension of the words looks like, we can begin looking at an overview of the participants' answers regarding their knowledge as well as thoughts and attitudes towards wasei-eigo. First, Figure 4.1 below shows the results of the question if the participants recognized the term wasei-eigo or not. 26 participants (61,9%) had heard of the term wasei-eigo before while 16 participants (38,1%) had not.

Figure 4.1, Amount of participants who have heard the term wasei-eigo before
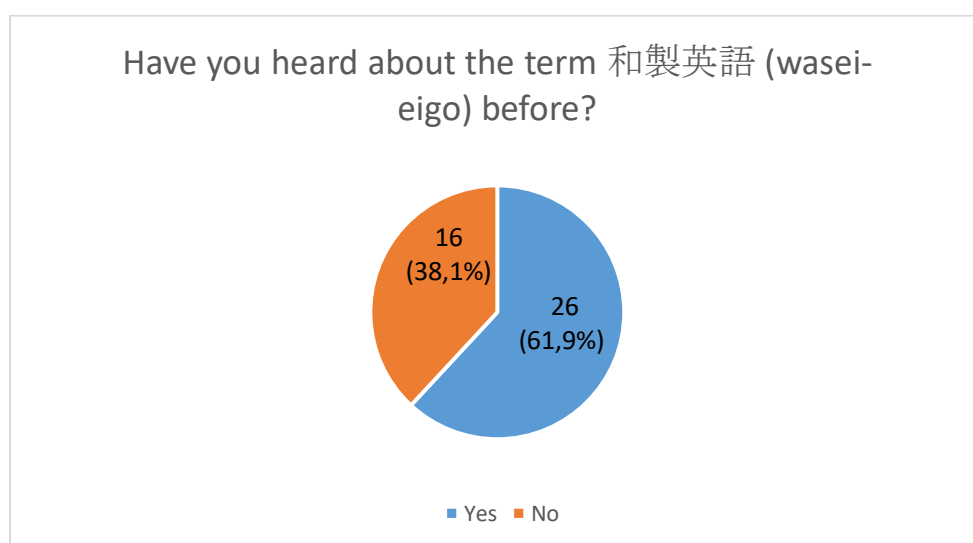
For the next question, the participants had to write, if they had heard of wasei-eigo before, their own definition of it. Since this question was not obligatory there were 27 responses. Most of the 27 participants' answers were an actual correct definition of what wasei-eigo is. Some definitions they gave were, (translated from Swedish); "It's English words that have been Japanized". Another participant defined it as, "Japanese words constructed using English components. Does not necessarily have anything to do with original English meaning" and a third definition was, "Japanese words which have been "created" by one or multiple English words. Like a type of Pseudo-English".

Next, the participants had to, using adjectives, describe what they thought about wasei-eigo. There were multiple answers and some common adjectives used were: difficult, confusing, funny, interesting and ingenious. There were mixed comments on how useful wasei-eigo felt, where some thought it seemed usable while some did not. Many of the comments from the participants also pointed out the words felt erratic and far-fetched and as one participant stated, "Specific yet overused". The answers also included some longer responses. One person said "[…] it is without doubt the most difficult part of the Japanese language since I have to go by English associations". A second person said, "Interesting but feels clumsy. Not very aesthetically". A third participant pointed out and compared wasei-eigo with kanji by stating that with kanji characters you are at least able to guess the meaning somehow, but with wasei-eigo, which is written in Katakana which also included shortened words, it becomes more incomprehensible.

Next question in this part of the questionnaire asked how often the participants used wasei-eigo when they write and speak Japanese. The results showed 23 participants used it sometimes

and almost one-third used wasei-eigo seldom (11 participants). There were only 8 participants in total who either used wasei-eigo often or never, with 4 participants for each answer respectively.

Then the survey also had the participants write where they have approached wasei-eigo words before. This question was neither obligatory, therefore it got 37 responses. A lot of the participants said they encountered wasei-eigo in conversations with Japanese friends and in different media forms such as TV shows, YouTube videos, drama and anime. Some also mentioned they even had encountered wasei-eigo during Japanese classes and in textbooks.

The final question in this part of the survey asked how useful wasei-eigo seems to be for the students. Here, there were also many different opinions. A lot of the participants stated it is only useful if you know how to use the words in a correct way. Two longer responses was, "As long as they are used in a Japanese context, it is pretty practical". A more positive response was, "Just as useful and practical as any other word, they are a part of the language after all" as well as, "Since language evolves and mixes itself up with media, it is almost a must to learn them […]". Some of them also added it is convenient if you don't know a Japanese corresponding word for something, then you can instead try combine and create words with similar structure as wasei-eigo. "Some wasei-eigo words are easier to learn than their Japanese correspondents which makes it faster to build on vocabulary", another participant pointed out.

Despite this there were still some participants who felt wasei-eigo was not very useful for them. One of the participants who thought this said, "Pretty unpractical given the fact that I know English and it only gets confusing with fake-English". However, there were also some positive responses which stated they thought wasei-eigo often is inventive and adds a certain "spice" to the Japanese language and becomes pretty convenient since they are like abbreviations.

5. Discussion

5.1 Main-research question, analysis of incorrect and correct answers among categories

This first section of the chapter, will discuss and analyze the data based on the main-research question, namely, to what extent do Swedish students of Japanese understand wasei-eigo?, as well as the follow-up question, if some word categories are harder than others?

To begin with, we can clearly see the first hypothesis which stated the students would have trouble with wasei-eigo, especially the 'Unguessable wasei-eigo' category, has been proven to be correct. By looking at all the result and overall correct answer percentage from Table 4.1 and 4.2 in chapter 4, we can see the order of the difficulty for the categories, based on the total amount of correct answer and their percentage is, 1. Unguessable wasei-eigo, 2. Semantically modified loanwords, 3.Semi-guessable wasei-eigo and 4. Morphologically modified loanwords. The result can be compared to Artonius (2017) mentioned in section 2.3.3. Even if Artonius study included only one wasei-eigo category the result is still similar, since the wasei-eigo and semantically modified loanwords ended up as the two most difficult categories.

One possible reason for this result is because of the unguessable components which wasei-eigo words from 'Semi-guessable' and especially the 'Unguessable' category consists of. Since the components are unguessable you need a lot of time for consideration and imagination to maybe even be able to come up with a meaning for a word where "virgin" and "road" are combined or even "Cinderella" and "boy". Even for the 'Semi-guessable' words such as *romansuguree* where the color grey might give an association with something gloomy, boring and dark, it still seems rather incomprehensible to find a connection between grey and romance, even if many of the incorrect answers such as "when you are in love and depressed" and "boring romance" could from a more reasonably point of view have been possible correct answers, since they felt somehow probable.

It is also apparent from Table 4.3 and 4.4 that most of the incorrect answers from the 'Unguessable' and 'Semi-guessable' categories belonged to the 'Transcription' category. Since most of the participants did not have unlimited time, a transcription guesswork seemed better than writing nothing when doing the survey. Another reason can be as Artonius (2017:20) also stated, the Swedish students have trouble with wasei-eigo since it is not accurate English, which is a similar reason Meerman and Tamaoka (2009:14) also stated for the result from their own study among Japanese students. By this, the second follow-up question gets answered, namely that some categories are definitely harder than others.

Looking at all the four word categories together, many of the incorrect answers in Table 4.3, 4.4 and 4.5, among all the 30 words were not based on the fact that the participants could not read the katakana. If this was the case then the 'Misinterpreting' category would have a bigger amount of wrongly assigned words, since this category included those incorrect answers where the participants had read the katakana wrong. On the contrary, as stated before the 'Transcription' category often got a majority of the incorrect answers especially the words *mooningukooru* and *pureigaido*. This can be related to the unfamiliar structures of these words for many Swedish students since the wasei-eigo structures are not similar to English word structure in many cases by putting two relatively unrelated components together. Instead, based on what Miller (1997:131) stated, that wasei-eigo can be seen "[…] as part of imaginative punning and wordplay" but also as Norman (2012, cited in Goddard 2017:60) has argued, words which have "evolved away from the meaning of the language origin". Thus, it seems reasonable to say that, the structure is the main reason which makes wasei-eigo unfamiliar for many Swedish students who study Japanese since they often seem to compare it with accurate English words and the way to combine words.

Taking a look at the result for the 'Semantically modified loanwords' category, we see from Table 4.5, that the incorrect answers for the words *baikingu* and *sutairu* were often based on expectations, since many participants might have believed and assumed the word *sutairu* is the same as English word 'style'. Same procedure with *baikingu* which many probably has read and expected to be 'biking' or 'viking'. The other two words in the same category *sukinshippu* and *kaningu* which both got many transcription answers can be related to what Hatanaka and Pannell (2016:21) stated, that words such as *sukinshippu* has no similar accurate word in English with the exact same meaning. Because of this, many of the participants could not come up with any meaning or translation for it, instead they wrote a transcription. In the category with highest amount of correct answers, (excluding 'Filler' category), namely the 'Morphologically modified loanwords', the amount of transcription answers were rather low which can be a result of the type of change to the words. Compared to semantically modified loanwords, where the meaning changes, only the structure and in this case, shortening of the words has been made, making them resemble their English counterpart more.

5.2 Analysis of aspects which determine and affect the comprehension

When analyzing the different aspects which could determine and affect the comprehension we see similar to Artonius' (2017:5) hypothesis, it can easily be believed that the longer you have studied, the better your overall comprehension of Japanese is, which also the second hypothesis,

this survey proposed. However, compared to Artonius' results, where the third-year students got the best result on 3 out of 5 categories, this survey got a different result.

Firstly, we look at Table 4.1 which showed the amount of correct answers depending on the participant's grade in Japanese. The most interesting thing from Table 4.1 is the two third-year student's low amount of correct answers at 20%(12/60), which was the lowest of them all. Because of this, the hypothesis this survey proposed has been proven to be partly wrong. However, since the 'Other' group, where several graduates were included, had the highest amount at 45,24%(95/210) the hypothesis has also been proven to be correct in this case, that those with longer experience have an overall better understanding of wasei-eigo, but in this case the third-year students became an exception. The rather low result for the third-years can probably be explained as a one-time event since not everyone is good at vocabulary comprehension. Also, since there were only two third-year students this result will be hard to draw any overall conclusion from and should not be a way to generalize comprehension of wasei-eigo among third-year students.

Moving on, we can also see there were differences in the comprehension depending if the participants had been to Japan or not. Even here, the second hypothesis stated those who had been to Japan would have a better comprehension of wasei-eigo overall. From the result in Table 4.2, it is clear and consistent with the second hypothesis, those who had not been in Japan got the lowest amount of correct answers whence the other 4 groups, where those who had been to Japan but for different purposes were included, got a higher amount of correct answers. An interesting part of the result from Table 4.2 was the fact that those who had lived in Japan for a shorter time got the highest result which was twice as high correct answer percentage than those who had lived there for a longer time and as exchange students. Even the second group, which were participants who had been to Japan for a shorter period for example vacation had the second highest percentage. From this, it would appear the length of your time in Japan is not necessary a crucial factor for your comprehension of wasei-eigo. Instead, the type of situations, people and places around you, are significant factors when learning Japanese or any language. Also it depends on an individual base since we all learn language differently and at different paces. A second possible factor for the lower percentage for the two groups which have been in Japan the longest is also, stated by Artonius (2017:22), those who have been in Japan for a longer period, go by a the presumption and expected that the Japanese loanwords have misleading and different meanings and therefore as Artonius said, "complicate the words further than is sometimes necessary". (Artonius 2017:22). Another important factor to mention, was the small amount of participants belonging to the two groups those who had lived in Japan

for either a shorter or longer period. Similar to the third-year student group, the results from these two groups can also be considered as a one-time event, where those who had lived in Japan for a shorter period could have been especially good at vocabulary comprehension than those who had lived in Japan for a longer period. Also, a majority of these 8 participants were probably back in Sweden when they took this survey and with that there is always a risk you "lose" vocabulary when you are not surrounded by the language inn every-day contexts. In the end, since there were not enough participants to give a more reliable result, it all ended up depending on which people who took the survey. Also, we do not know how the participants valued a shorter respectively longer period, since they could not specify when answering the question. A longer period can for someone be living in Japan for 10-15 years or even longer, while for some it is only 3-5 years. This pattern can also agree with how the participants valued a shorter period.

5.3 Analysis of participants' thoughts and attitudes

Lastly, we are now in a position to discuss the result about the participants' thoughts and attitudes on wasei-eigo. First, by looking at what the participants said about wasei-eigo from section 4.5, there can be a clear comparison with Hatanaka and Pannell's study which included comments from both the native Japanese and English speakers. The participants in this study and those from Hatanaka and Pannell's (2016:22-23) shared several similar opinions. These common opinions shared by participants from both studies stated wasei-eigo was indeed interesting, creative but also confusing.

On the other hand, this survey's participants seemed to have a more critical view on wasei-eigo, since several of them stated the words felt erratic, far-fetched and should only be used in Japanese speaking contexts. This can be connected to what Hatanaka and Pannell (2016:23) discussed, where some of the native English speaker's answers somehow indicated wasei-eigo as a "wrong" interpreted type of English as well as a type of "fake-English" which only gets confusing according to one participant from this survey.

Opposed to the more negative opinions, there were participants who pointed out that wasei-eigo should be considered a part of and included within language as any other word and therefore it should be a must to learn them. Similar opinions came from one of Hatanaka and Pannell's (2017:22) Japanese participant who proposed wasei-eigo should not be "killed" even if it is confusing since it is a unique feature within the Japanese language that many people use. A similar opinion also came from Miller (1997:124) that wasei-eigo "have been re-worked and re-fashioned to such an extent that they are linguistically marked as genuine Japanese offspring".

Moreover, even if it does not seem like it from the structure of the words, which can seem to be directly borrowed from English words, wasei-eigo has also undergone changes and adaptions to fit in within the Japanese language.

The participants also saw wasei-eigo words as something which can help you when you do not know a Japanese corresponding word. This can be connected to what Olah (2007:178) pointed out earlier, that borrowed words can be used to fill lexical gaps and make up for missing words for concepts not yet given a term in a specific language. Therefore it seems that for many of the participants, wasei-eigo words are viewed as a lexical term to fill in when they do not know the corresponding Japanese word. Given the fact that a majority of the participants probably has good English language skills, they then feel more comfortable using and creating words more similar to English. One participant from this survey even stated the English association in the words made them easier to remember and therefore your vocabulary could increase faster.

To summarize, the overall comprehension result for the two wasei-eigo categories was low. But many of the participants, based on the result in section 4.5, are aware of the actual meaning of wasei-eigo and defined it as "Japanese words which have been "created" by one or multiple English words […]", which is similar to the definition in Koojien (Shinmura 2008) among others. Most of the participants have also approached it in multiple forms, both digital and physical. The opinions about will always be different since everyone will always perceive things differently. Thus it seems reasonable to say that wasei-eigo will even in the future continue to be seen as a both funny, weird and interesting part of the Japanese lexicon even if it has already made its mark clear, as a part of the Japanese language.

5.4 Problems with categorization

One weakness which appeared after the completion of the survey was the subjectiveness of the categories in section 3.2.1. This especially applies for the Semi-guessable- and Unguessable-wasei-eigo categories. The problem is that the words included into them were divided through a division based on my own point of view, namely which words I found harder to guess than others. For example, when I divided *shindererabooi* and *hoomudoa* into Unguessable-wasei-eigo, my own assumption for these two words was that they were combined with two components I named as "unguessable", those combinations which are hard to guess when put together, resulting a combination which do not have any equivalent in English language. Same goes for Semi-guessable wasei-eigo except that one of the components gave a slight clue to the meaning in those words. Now afterwards, I'm aware this criteria is not sufficient and vague

since it is only based on what I think would be guessable or not, but this will vary from person to person. In other words, the 'Unguessable'category includes those words I thought would be the hardest to guess based on both the component combination and overall appearance. For the 'Semi-guessable' category, one of the components would give a slight clue to their meaning and therefore, become easier to guess. The whole criteria is moreover, very subjective and not created from an objective, more linguistic point of view. Because of this subjective and non-sufficient criteria, some of the words such as *romansuguree* and the two previous-mentioned, are divided into the wrong categories. Since both *shindererabooi* and *hoomudoa* give a clue of the meaning by their second components, "boy" and "door", they should not be in the 'Unguessable' but in 'Semi-guessable'cateogry. The *guree* in *romansuguree* on the other hand do not give any indication it is about hair or an elderly man.

Another important point was the two examples I gave for the two wasei-eigo categories, *peepaadoraiba* (Semi-guessable) and *taimusaabisu* (Unguessable). Both examples were in fact good examples according to one of my teachers[1] since the Unguessable example *taimusaabisu* (meaning special offer/sale) is a word where its second component has undergone semantic change since the component 'service' has not the same meaning as in English. The second component in *peepaadoraiba* on the other hand keeps the same meaning as 'driver' and can be considered as Semi-guessable. This criteria would have been better since the words would have been divided from a linguistic point of view. Unfortunately, I could not use this description for the words used in this survey since it would not have matched the criteria without switching, replacing some words and re-doing the survey.

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[1] Ishihara S. (2019) Re: comment on my thesis (Email)

6. Conclusion

This study investigated to what extent Swedish students who study Japanese can understand wasei-eigo words. The results have showed the Swedish students of Japanese have trouble with understanding wasei-eigo, especially words from the group with two unpredictable components, namely 'Unguessable wasei-eigo'. There can be many reasons for this result but one possible reason is the constant association with accurate English words as well as a different type of word structure with components you do not usually put together in English resulting in unfamiliar components for the students. With this, some word categories were also proved to be more incomprehensible than others. It can also be concluded that those who have studied longer or been to Japan for a long period do not necessarily have better comprehension. As stated in section 5.2, they tend to presume the meaning of wasei-eigo are not what you can expect and overanalyze it. Also, your daily environment, people around you and surroundings as well as who you are as an individual seems to be more decisive aspects to how well you can learn a language which also can apply for wasei-eigo. In general, the participants also showed a rather broad knowledge about the meaning of the term and as well as the using of it. Their thoughts and attitudes towards it were both positive and negative: some found it useful, interesting and fun and some other instead found it annoying, far-fetched and specific.

For future research, there should be more studies among multiple students with other nationalities who also have English as their second language than just Japanese and as in this case, Swedish students. A more even and larger amount of participants from different grades and levels in Japanese would also give a more detailed and broader perspective to draw many more conclusions from and make the result even more accurate.

6.1 Improvements

After having completed this survey, I realized there was a rather important factor which affected the validity of the survey. As mentioned in section 5.4, the subjective way of categorizing and overall division of the 20 wasei-eigo words among the Semi-guessable-and Unguessable-wasei-eigo was a weakness for the survey. If the criteria for the division of the words came from a more objective, with other words, from a linguistic point of view, the validity of the survey would have improved even more. The same goes for the choice of words for every category. It would have better to choose and divide them more based on their actual structure and how the components in these types of words works according to linguistic sources. Another improvement which also can be done for future research is to divide and create a criteria for the answers after the participants had finished the survey. One example would be to, based on the

responses, classify the words depending if they were guessable, half-guessable and not guessable. Basically, the words with many incorrect answers are unguessable, equally amount of correct and incorrect answers as half-guessable and those with many correct answers becoming guessable. This would also have to include some sort of more objective source when dividing them but it would still become a bit more reliable since the words are not pre-categorized and not given a certain difficulty beforehand.

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Appendix

This appendix will contain the questions from the questionnaire and a table over the 30 words used for the survey.

Appendix 1. Words used in survey

Question	Word(Katakana with romanization)	Etymology	Meaning	Category
1.	スキンシップ (Sukinshippu)	Skinship	Physical contact	Semantically modified loanwords
2.	バージンロード (Baajinroodo)	Virgin road	Wedding aisle	Unguessable wasei-eigo
3.	ノート (Nooto)	Note	Notebook	Filler(not a category)
4.	バイキング (Baikingu)	Viking	Buffet, all-you-can-eat, Smorgasbord	Semantically modified loanwords
5.	ガソリンスタンド (Gasorinsutando)	Gasoline stand	Petrol/Gas station	Semi-guessable wasei-eigo
6.	シルバーカー (Shirubaakaa)	Silver car	Walker for elderly people	Unguessable wasei-eigo
7.	ヘルスメーター (Herusumeetaa)	Health meter	Bathroom scale	Unguessable wasei-eigo
8.	デパート (Depaato)	Depart	Department store	Filler(not a category)
9.	カンニング (Kanningu)	Cunning	To cheat (on a test)	Semantically modified loanwords
10.	ワンパターン (Wanpataan)	One pattern	Do things the same way all the time, one-trick pony	Unguessable wasei-eigo
11.	マイペース (Maipeesu)	My pace	Do things in your own way	Semi-guessable wasei-eigo
12.	ロマンスグレー (Romansuguree)	Romance grey	Silver gray-hair, good-looking elder man	Semi-guessable wasei-eigo
13.	モーニングコール (Mooningukooru)	Morning call	Wake-up service at a hotel	Semi-guessable wasei-eigo
14.	デジカメ (Dejikame)	Dejikame	Digital camera	Morphologically modified loanwords
15.	テープカット (Teepukatto)	Tape cut	Ribbon cutting ceremony	Unguessable wasei-eigo
16.	レジャーランド (Rejyaarando)	Leisure land	Amusement park	Semi-guessable wasei-eigo
17.	アポ (Apo)	Apo	Appointment	Morphologically modified loanwords
18.	プレイガイド (Pureigaido)	Play guide	Ticket agency	Unguessable wasei-eigo

19.	ホームドア (Hoomudoa)	Home door	Platform door	Unguessable wasei-eigo
20.	ドクターストップ (Dokutaasutoppu)	Doctor stop	Doctor's orders	Semi-guessable wasei-eigo
21.	ヘアマニキュア (Heamanikya)	Hair manicure	Hair coloring	Semi-guessable wasei-eigo
22.	アイスキャンディー (Aisukyandii)	Ice candy	Popsicle	Semi-guessable wasei-eigo
23.	パトカー (Patokaa)	Patoka	Patrol car	Morphologically modified loanwords
24.	プッシュホン (Pusshuhon)	Push phone	Push button phone	Semi-guessable wasei-eigo
25.	ゴーストップ (Goosutoppu)	Go-stop	Traffic light	Unguessable wasei-eigo
26.	ガードマン (Gaadoman)	Guardman	Guard man	Semi-guessable wasei-eigo
27.	ワンピース (Wanpiisu)	One piece	Dress	Unguessable wasei-eigo
28.	シンデレラボーイ (Shindererabooi)	Cinderella boy	Boy who becomes famous over a night	Unguessable wasei-eigo
29.	リモコン (Rimokon)	Rimokon	Remote control	Morphologically modified loan words
30.	スタイル (Sutairu)	Style	Figure, shape of body	Semantically modified loanwords

Appendix 2. Survey questions from the questionnaire.

Since the target group for this survey was Swedish students, the survey questions are written in Swedish.

The questionnaire description:

Förståelse av カタカナ語

Den här enkäten undersöker förståelsen av カタカナ語(katakana-go). Det tar ca:10-15 min att göra enkäten. Dina svar kommer användas till min kandidatuppsats och är helt anonyma.

I den andra delen av enkäten finns det 30 st カタカナ語(katakana-go) ord. För varje カタカナ語(katakana-go) ord så ska du skriva den mest passande eller korrekta betydelsen du kan komma fram till för just det ordet.

En viktig punkt är däremot är för att resultatet ska bli så bra som möjligt, så ska ni inte googla orden utan istället med era egna förkunskaper och slutledningsförmåga försöka komma fram till svaren på frågorna.
Dina svar ska vara antingen på svenska eller engelska i form av ca: ett till två ord(beroende på hur du vill uttrycka dig)

OBS! Skriv kortfattat, dv.s om du inte kan komma på ett enstaka ord, så skriv istället en kortfattad förklaring/mening kring vad カタカナ語 ordet betyder.

I slutet kommer det finnas ytterligare frågor kopplade till ämnet där du har möjlighet att svara med lite längre meningar.

Lycka till!

The survey questions were the following:

I vilken "årskurs" är du i med dina japanska studier? *

◯ Första-års student

◯ Andra-års student

◯ Tredje-års student

◯ Annat

Om du svarade "Annat" på föregående fråga, skriv vad på raden här nedan

Short answer text

Ålder? *

Short answer text

Har du någonsin varit i Japan? *

◯ Ja, under en kortare tid (t.ex. semester, sommarkurs)

◯ Ja, som utbytesstudent

◯ Ja, har bott i Japan under en kortare tid

◯ Ja, har bott i Japan under en längre tid

◯ Nej

Andra delen

Description (optional)

1. スキンシップ *

Short answer text

Har du hört talas om termen 和製英語(wasei-eigo)sedan tidigare? *

◯ Ja

◯ Nej

Om du har hört talas om 和製英語(wasei-eigo), förklara vad det betyder

Short answer text

Efter att ha gjort den här enkäten, vad är dina tankar om wasei-eigo? (Använd * enbart adjektiv t.ex. svårt, lätt, konstigt, för att beskriva dina tankar)

Short answer text

Hur ofta använder du wasei-eigo när du pratar och/eller skriver japanska? *

○ Ofta

○ Ibland

○ Sällan

○ Aldrig

Var har du stött på wasei-eigo tidigare?

Short answer text

Hur praktiskt och användbart verkar wasei-eigo vara för dig? (Skriv kortfattat) *

Short answer text