

## Saizu: A Very Big Loanword in Japanese

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## ***Saizu: A Very Big Loanword in Japanese***

Debra J Occhi, Yuri Arimura, Daichi Irinaka, Keisuke Kawano, Yuria Maeda, Asako Minowa, Shiori Nasu, Satomi Takimoto, and Tomohiro Yoshida

### **Abstract**

The tradition of student-centered active learning for development of critical thinking at Miyazaki International College provides valuable opportunities for discovery in the classroom. This brief paper outlines the results of one such student project in LL3141, Topics in Linguistics, taught by Debra J Occhi in fall semester of 2013. Students were inspired to undertake this research while reading and discussing *Language Contact Meets Cognitive Linguistics: A Case of Getto-suru in Japanese* (Horie & Occhi 2001). This paper reviews those findings, presents issues students found especially relevant about loanword behavior discussed in Olah (2007) and about English made in Japan (*wasei eigo*, discussed in Miller 1997), lists noun loanwords found in Japanese-English dictionaries, presents and analyzes instances of use of the loanword *saizu* (from English “size”).

### **Introduction**

Japanese learners of English must deal with loanwords and the differences between their meanings as part of their acquisition process. Most modern loanwords in Japanese come from English, and most carry a narrower meaning in the target language than in their source language. For instance, *kyatti-suru* (from English

“catch”) does not share the same range of meaning in Japanese as in English; as a loanword it applies to sports, e.g., catching a ball, and to the receipt of information (Horie & Occhi, p. 23). Contrary to this overall tendency, *getto-suru* applies over a broad range of acquisition scenarios, even superseding the ‘thinking for speaking’ necessary to use typical Japanese donatory verbs it may replace (Horie & Occhi,13). The overall framework guiding this research is known as cognitive semantics, which is characterized in Evans & Green (2006) by four principles:

1. Conceptual structure is embodied.
2. Semantic structure is conceptual structure.
3. Meaning representation is encyclopaedic.
4. Meaning-construction is conceptualisation (p. 153).

As part of the critical thinking-based approach to reading texts, students were asked to think of other loanwords that may behave similarly to *getto* in having an atypically wide range of use. They suggested *saizu* ‘size’ as a candidate for investigation. As *getto* describes a basic human action of acquisition, *saizu* pertains to a basic conceptualization of objects in the world. Furthermore, as a loanword it has a wide range of usage compared to typical loanwords as does *getto suru* but is a noun. Thus it seemed like an especially good case for comparative research. This article discusses our research findings on the unusual quality of *saizu* ‘saizu’ as a loanword. It also

provides our students with a venue to discuss scholarly findings on loanwords and made-in-Japan English (*wasei eigo*) in context of their own experiences as Japanese learners of English.

Our research process proceeded similarly to that employed by Horie & Occhi: students brainstormed possible instances of usage and created sample sentences, generating examples to elucidate the particularities of the English loanword ‘saizu’ whose range of use in Japanese is not consistent with the usual pattern of loanword behavior in Japanese.

Because of its wide range of usage, we decided it was important to show where *saizu* may either overlap with other Japanese lexemes, allowing nuance, or fill a semantic gap which no existing Japanese word would fit. Students also reviewed relevant literature, and examined Japanese-English loanwords in dictionaries to find loaned nouns, separating them into these two categories: those which added semantic nuance to a category already described in Japanese, and those that added a semantic category to Japanese.

### **Relevant issues of loanword phenomena: student reflections**

We also took this opportunity to survey relevant research on loanwords and related phenomena; students took parts they found especially useful in expanding their knowledge and reported them in the following section.

Shiori: The National Institute for Japanese Language has, since April 2003, put out four lists of *gairaigo* that they need feel to be simplified or changed. The main reason this organization gives for this practice follows from its claim that problems

arise with *gairaigo*. For instance,

older people have trouble understanding the language of younger generations who excessively use loanwords (Olah, B. 2007, p.183) In my experience, my grandparents use *saizu* but not *getto*, whereas my parents and I use both terms. For example, my grandparents almost always use *saizu* for clothes and shoes, and my parents use *saizu* for other things also like tables, TV, glasses rings, gifts and so on.

However, my grandparents don't use *getto* to replace other Japanese words like *toru* (take) *teniireru* (acquire) *mitsukeru* (find) because they aren't used to using them. My parents and I use *getto* because it is easy or fast to catch the semantics. In my opinion, using loanwords depends on the age of people from children to adults; the children use new loanwords, but also adults might use old loanwords. This means the use of loanwords varies over generations.

Asako: Loanwords are used in media sources such as TV and newspapers. We cannot often understand them. Also, loanwords should be explicitly compared to their English versions in educational settings According to the Olah article, English teachers, both Japanese and native speakers must study loanwords, and understand their semantic disparities when used in English and Japanese. Also, teachers have to teach these differences to their students. (Olah, B. 2007) According to Olah's survey, many students want to take such a technical class, and it would have two benefits. One is improving spoken English ability. The other benefit is many people would tend to understand loanwords used in the Japanese media. (Olah, B. 2007)

Yuri: There are problems with words like *OL* '*ooeru*' (office lady) that have no direct English counterpart (Olah, B. 2007). Groddol describes in detail the worldwide spread of English and points out that when the number of non-native speakers of

English is more than native speakers of English, they will have more influence on development of English than those who speak it as a first language (Olah, B. 2007).

The real

number of loanwords that Japanese know means that even though loanwords can create obstruction to communicating in spoken English, they also can't be avoided when a Japanese person speaks English (Olah, B. 2007). "Negative attitudes towards loanwords could create negative attitudes towards learning English, and the converse holds as well" (Olah, B. 2007). In my opinion, we shouldn't have such a negative attitude to them because I think they may be useful things for learning English. We should refer to loanwords and *gairaigo*.

Keisuke: As Olah describes, "The loanwords used in Japanese create problems for Japanese people when they speak English because the poor pronunciation of these loanwords acts as a barrier to understanding. In addition, the meaning of some loanwords are considerably different to the English words from which they came, a semantic gap that creates further problems when Japanese speak English" (Olah, B. 2007). In my opinion, the shift from a loanword's original phonetics to the Japanese *katakana* sound makes Japanese speakers used to using this wrong pronunciation in English. Japanese doesn't have sounds like L, R, TH, V, F, etc. For example, Japanese speakers want to say "rice" but for English speakers it is difficult to catch the meaning. However, in Japan such *katakana* sounds generally permeate our culture and Japanese speakers don't mind them.

**Does *saizu* do things in Japanese that size does NOT do in English?**

There is a category of Japanese words that may seem like English to Japanese speakers but are not recognized as such by native English speakers. These neologisms are commonly referred to as *wasei eigo* (English made in Japan). As Miller demonstrates, “*wasei eigo* are exploited for aesthetic, expressive, humorous, playful, visual, elaborative, euphemistic and affective uses in everyday life” (1997:136). Of course, the presence of *wasei eigo* along with English-based *gairaigo* (loanwords in the general sense) complicates the learning of either language as much as it points our awareness towards the processes by which new words are created. Here again, the reflections of student learners are useful.

Yuria: There are potential problems for Japanese speakers who use English words that are also loanwords in Japanese. Misunderstandings may arise because they may use Japanese pronunciation or rely on loanword meaning, both of which may differ from that of the original English term (Olah, 2007, p.180). *Suree saizu* (three sizes, BWH) is a case of this. *Suree saizu* is really an interesting case. Each word, “*suree* (three), *saizu* (size) come from English, and Japanese use *suree saizu* as if it was English. However, native English speakers don’t use this word.

Moreover, the word, “three size” doesn’t exist as English. *Suree saizu* is called “measurements” or “vital statistics” in English. Therefore, it is totally an example of *wasei-eigo*. This *wasei-eigo* would probably lead to misunderstanding, and cause the confusion when Japanese speak English. Also, there is a social matter that is related to gender. Have you considered men’s *suree saizu* before? Have you ever seen a page in which men’s *suree saizu* are written in magazines? Although *suree saizu* is potentially used for men and women, it is almost always a word for women. I’m wondering why this matter happens.

Tomohiro: The “Wasei Eigo” examples based on English words Idling-stop (*aidoringu sutoppu*) and Day-service (*dei saabisu*) show some similarity to *saizu suru*. *Saizu suru* is a loanword that shows about how to identify the size. In this case *saizu* is just size, and the word *suru* means ‘to do something’ in Japanese. The next word “Idling-stop” (*aidoringu sutoppu*) means, stop the engine of your car while you are waiting for the traffic light changes. And the word “Day-service” (*dei saabisu*) means a service to help weak people who have a health problem or to help old people every day. These words are both idioms. But, we can understand their meaning as if each is just one word. In English-speaking countries they don’t have these words. So, these kinds of words are made by Japanese people, and we call them *wasei eigo*.

### **Student survey of loanwords in Japanese-English dictionaries**

Satomi: I collected loanwords from *a* to *ha*, and found *puuru* which did not have a Japanese equivalent. This is because there perhaps was no similar object when concrete pools were imported into Japan. In addition, there are some interesting words. For example, ‘can’ is an English word, but Japanese has the same word in Kanji ‘缶’.

*Kan* is a genuine Japanese word, but its original meaning is ‘kettle’, so ‘缶’ is made up to fit ‘can’. Moreover, there are several loanwords not from English. Through this dictionary project, I came to realize that there are lots of loanwords that I thought were Japanese and also that there are loanwords that I thought were from English but are not. For example, I thought ‘dilemma’ or ‘trauma’ were perfect Japanese. Also, the word ‘pan’ (bread) is thought to be English in Japan, but it is Portuguese. If Japanese people say ‘pan’ in English, they mean ‘bread’, but English



speakers won't understand this term. This kind of problem is not uncommon; as the following lists of loanwords show, not all are from English.

**English nouns borrowed into modern Japanese that fill in semantic gap** (by Keisuke Kawano, Tomohiro Yoshida)

arcade (ake-do), Earth (a-su), art theater (a-to siata), Amen (a-men), eye shadow (ai shadou), ice cream (aisukuri-mu), ice coffee (aisu ko-hi-), ice skate (aisu suke-to), ice hockey (aisu hokkei), idol (aidoru), idea (aidea), out (auto), accordion (ako-dion), up (appu), apartment (apa-tomento), amateur (amatyua), alibi (alibai), alcohol (arukoru), aluminum (aruminiumu), alto (aruto), allergy (arerugii), encore (anko-ru), underwear (anda-wea), antenna (antena), unbalance (anbalansu), easy order (iiziioodaa), yes (iesu), yesman (iesman), ion (ion), evening (ibuninngu), inning (iningu), equal (ikooru), image (imeeji), earring (iyaringu), illustrator (irasutoreta), ink (inku), influenza (infuruenza), earphone (iyahon), weekend (wiikuendo), virus (uirusu), wink (uinku), wool (uuru), wave (ueibu), waist (uesuto), airmail (eamairu), ace (eesu), ego (ego), S.O.S (esu o-esu), eskimo (esukimo-), egoist (egoisut), escalator (esukareita), energy (enerugii), episode (episoodo), apron (epuron), epoch (epokku), error (eraa), elite (eriito), elevator (erebaeeta), engineer (enzinia), engine (enjin), order made (oodaamaido), aurora (oorora), office (ofisu), opera (opera), olympic (orinpikku), organ (orugan), orange (orenji), gauze (gaaze), curtain (kaaten), cade (kaado), carnival (kaanibaru), curve (kaabu), curl (kaaru), guidance (gaidansu), cowboy (kauboui), gown (gaun), counter (kauntaa), gas (gasu), cassette (kasetto), gasoline (gasorin), canoe (kanuu), glass (garasu), karennda (karendaa), calorie (karorii), can (kan), key (kii), catcher (kyattya), captain (kyaputen), cabbage

(kyabetu), caramel (kyarameru), gang (gyangu), candy (kyandei), camp (kyanpu),  
quiz (kuizu), coupon (kuupon), cushion (kussyonn), club (kurabu), graph (gurafu),  
ground (guraundo), cleaning (kuriiningu), cream (kuriimu), christmas (kurisumasu),  
clip (kurippu), grill (guriru), group (guruupu), crane (kureen), credit (crejitto),  
crayon (kureyon), glove (guroobu), groggy (gurokkii), grotesque (gurotesuku), cake  
(keiki), game (geimu), guerilla (gerira), course (koosu), coat (kooto), cord (koodo),  
coffee (koohii), chorus (koorasu), goal (gooru), called game (koorudogamu), gossip  
(gosippu), commercial (komaasyaru), comedy (kometryii), collection (korekusyon),  
computer (konpyuutaa), circus (saakasu), service (saabisu), size (saizu), soccer  
(sakkaa), sapphire (safaia), salad (sarada), saloon (saron), santa claus  
(santakurousu), sandwiches (sandoitti), sample (sanpuru), seesaw (siisou), seed  
(siido), journalist (zyaanarisuto), journalism (zyaanarizumu), jazz (zyazu), shirt  
(syatu), shovel (syaberu), junior (zyunia), short (syouto), jinx (zinkusu), switch  
(suitti), suit (suutu), supermarket (suupaamaaketto), superman (suupaaman), soup  
(suupu), skirt (sukaato), screen (sukuriin), schedule (sukezyuuru), sketch (suketti),  
score (sukoa), squall (sukouru), staff (sutahu), terminal (taaminaru), tie•up (taiappu),  
digest (daizyesuto), dynamite (dainamaito), diving (daibingu), type (taipu), tire  
(taiya), diamond (daiyamondo), dial (detairu), towel (taoru), taxi (takusii), dam  
(damu), dance (dansu), tumbler (tanburaa), cheese (tiizu), team (tiimu), chain  
(tyeen), chess (tyesu), check (tyekku), cello (tyero), chicken (tikin), charming  
(tyaamingu), channel (tyanneru), champion (tyanpion), chewinggum (tyuuingugamu),  
tube (tyuubu), tulip (tyuurippu), director (derekutaa), technique (tekunikku),  
decoration (dekoreisyon), dessert (dezaato), designer (dezainaa), design (dezain),  
deathmask (desumasuku), deck (dekki), toaster (toosutaa), toast (toosuto), doughnut  
(doonatu), dome (doome), driver (doraibaa), drive (doraibu), tractor (torakutaa), track

(torakku), trouble (toraburu), drama (dorama), trunk (toranku), trainer (toreinaa), trophy (torofii), tunnel (tonnaru), knife (naifu), nylon (nairon), nickname (nikkunai), news (nyuusu), name (neimu), neon (neon), net (netto), network (nettowaaku), nonfiction (nonfikusyon), bar (baa), bargain sale (baagensairu), party (paatei), partner (paatonaa), pie (pai), hiking (haikingu), pipe (paipu), high heeled (haihiiru), highlight (hairaito), pilot (pairotto), bucket (baketu), bazaar (baza/bazaaru), pajamas (pazyama), basket (basuketto), bust (basuto), puzzle (pazuru), butter (bataa), bag (baggu), batter (battaa), battery (batterii), bat (batto), hum (hamu), balance (baransu), hurricane (harikeen), ballet (barei), volleyball (bareibouru), hunter (hantaa), punch (panti), pumps (panpusu), piano (piano), beer (biiru), picnic (pikunikku), vitamin (bitamin), pitcher (pittyaa), vinyl (biniiru), heroine (hiroin), ping-pong (pinpon), fine play (fainpurei), foul (fauru), fastener (fasnaa), fashion (fassyion), fan (fan), filter (firutaa), film (fuirumu), pool (puuru), fair (feia), brandy (burandai), brake (bureiki), present (purezento), program (proguramu), page (peizi), base (beesu), best (besuto), veteran (veteran), pennant (penanto), veranda (beranda), helicopter (herikoputaa), bell (belu), belt (beruto), pen (pen), boycott (boikotto), point (pointo), boy (booi), pose (poozu), boat (booto), bonus (boonasu), home (hhoomu), home run (hoomuran), hall (hooru), ball (booru), boxing (bokusingu), pump (ponpu), margarine (magarin), mahjong (ma-zyan), marble (maburu), marmalade (mamaredo), microwave (maikurowebu), microfilm (maikurofyirumu), mound (maundo), mass production (masupuro), mass media (masumedia), madam (madamu), mantle (manto), mushroom (massurumu), match (mattchi), manicure (manikyua), manager (mane-zya), muffler (mafura), meeting (mi-tyingu), micro (mikuro), missile (misairu), mineral (mineralu), mood (mu-do), mechanism (mekanizumu), melody (melodyi), motion (mo-tyon), motor (mo-ta),

monitor (monita), yard (ya-do), humor (yumoa), uni-que (uniku), uniform (unifo-mu), yoghurt (yo-guruto), lard (ra-do), license (laisensu), lighter (laita), light (laito), liner (laina), rival (raibaru), radio (rajio), lucky (lakii), lap (lappu), label (laberu), rum (ramu), rally (ralii), ranking (rankingu), lantern (lantan), lunch (ranchi), laundry (randorii), runner (ranna), lamp (lanpu), ring (ringu), rookie (ruukki), loose-leaf (luzu-lifu), loop (lu-pu), room (ru- mu), radar (re-da), regular (regyura), recreation (rekure-shion), recorder (reko-da), receipt (reshiito), wrestler (resula), lettuce (letasu), lesson (lessun), rhenium (reniumu), lemonade (lemoneido), lotion (lo-shion), wine (wain), wax (wakkusu), waffle (waffuru)

**English nouns borrowed into modern Japanese that fill semantic nuance:** (by Daichi Irinaka)

idea (aidea, omoitsuki), amateur (syoshinsya, amatyua) comedy (owarai, komedi,) club (bukatsu, kurabu, guru-pu) equal (iko-ru, onazi) image (ime-zi, souzou,) madam (madamu, obasan, zyukuzyo), mood (hunniki, mu-do), moniter ( gamen, monita-) noodle (nu-doru, ra-men) up (zyunbitaisou, appu) room (ru-mu, heya), meeting (kaigi, mi-thingu) unique (omosiroi, yuni-ku) uniform (seihuku, yunifomu) license (sikaku, raisensu, menkyo) light (akari, denki, raito) lunch (tyu-syoku, ranchi, hirimeshi) lesson (ressun, zyugyou) sos (esuo-esu, pinchi) ranking (zyuni, rankingu) ring (wakka, yubiwa, ringu) rookie (ru-ki-, nyumonsya) rival (raibaru, syukuteki) runner (ranna-, soukousya) lucky (rakki-, koun,) motion (ugoki, mo-syon) melody (merodhi-, onkai,) virus (uirusu, kansensyou) yard (ya-do, kyori) mushroom (massyuru-mu, kinoko)

There are English nouns borrowed into modern Japanese that fill semantic nuance.

Japanese has a long history of borrowing, and it continues to borrow from other language. For instance, ‘image’ is *imeezi*. But we can say also *souzou-suru*. Japanese has a lot of loanwords. Recently, a lot of young age people are using loanwords. However, the majority of people do not know original meanings of loanwords. They are just using these words. On the other hand, older people do not often use loanwords. If Japanese have a chance to go to study abroad or something, they may be confused by each word. We need to know original meaning of loanwords.

### **Usage of the English loanword *saizu* based on questionnaire responses and the popular media**

Following is a set of example sentences generated by student-authors themselves or in collaboration with other students. Transcription format follows standard linguistic practice; the asterisk (\*) is used to indicate that the following word or utterance is infelicitous. It appears that while *saizu* is possible for many items and circumstances, it does have constraints on usage as well.

#### **(a) Clothing**

i) *Watashi-no ti-syatsu-no (saizu/okisa)-ha M desu.*

My t-shirt of size TOP Medium is

“My T-shirt is M size.”

iii) *kono jyaketto-ga mouhitotsu chisai (saizu/okisa)-dattara yokattanoni*

This jacket SU one more small size is-COND good-PAST if only

“I hope the jacket was one size smaller.”

(questionnaire response: Miyazaki International College)

**(b) Shoes**

i) *Anata-no kutsu-no (saizu/okisa)-ha nandesuka?*

your shoe size TOP what is Q

“What is the size of your shoes?”

ii) *(saizu/okisa)-wo hakaru-tameni kutsu-wo haite-mite!*

size to measure shoes wear-try to

“Try to wear the shoes for size!”

(questionnaire response: Miyazaki International College)

**(c) Grams/ kg**

i) *Ookii L saizu -no Poteto wo itadakemasuka?*

Big L size French fries OBJ receive-POL-Q

“Can I get the L size french fries, please?”

(questionnaire response: Miyazaki International College)

**(d) Font**

i) *Moji-no (saizu/okisa/syurui) ha 12 de essei -wo kakana-kereba narimasen.*

Word size/kinds TOP 12 essay write have to

“You have to write an essay in 12 size font.”

(questionnaire response: Miyazaki International College)

(e) Length/Width/cm

i) *Watashi-ha A4-no (saizu/syurui/okisa)-no yoshi-ga hitsuyou desu.*

I TOP A4 of size/kinds of paper SU need is

“I need A4 size paper.”

ii) *Anata ha A3-no (saizu/syurui/okisa)-no bairu-wo kau-beki desu.*

You TOP A3 of size/kinds of binder buy should

“You should buy A3 size binder”

(questionnaire response: Miyazaki International College)

(f) ml/package

i) *dono (saizu/okisa)-no juusu-ga ii desu ka?*

which size of juice SU good is Q

“Which size of juice do you want?”

ii) *Oki (Saizu/gurasu)-no biiru nomitai na*

Big size/a glass of beer drink wish EMPH

“I wish I could drink a big size beer.”

(questionnaire response: Miyazaki International College)

(g) ) Depth

i) *Puuru-no hukasa-wo (saizu-suru/hakaru)-koto ha kanou da.*

Pool of depth of OBJ measure NOM TOP possible is “It is possible to measure the depth of the pool.”

ii) *Atarashi puuru-wo tsukuru-tameni (saizu/okisa/hukasa)-wo kimeyo*

new pool OBJ build sake size/depth decide-HORT

“Let’s decide what size new pool to build.”

(questionnaire response: Miyazaki International College)

(h) ) Nature/Land

i) *Kino-no jishin-wa donokurai okikattano (\*donokurai-no saizu dattano)?*

Yesterday of earthquake how big was Q

“How big was the earthquake yesterday?”

ii) *Kono kawa-wa sekai-de ichiban nagai kawa<sup>69</sup> (\*saizu)-da.*

This river TOP in the world most long is

“This river is the longest in the world.”



iii) *Sono oka-kara-wa sodai-na (\*saizu-no) gurandokyanion-no nagame-ga miwataseru.*

The hilltop from TOP spectacular of Grand Canyon of view survey

“The hilltop commands a spectacular view.”

iv) *Umi-no suke-ru (\*saizu) nante wakaranai.*

The ocean’s scale how understand not

“How can I get to know the Ocean’s scale”

(questionnaire response: Miyazaki International College)

(i) Nature/Sky

i) *Konkai-no taihu-wa donokurai-no okisa (\*saizu) ni narukana?*

At this time that typhoon how much going to be wonder?

“How big is the typhoon going to be this time?”

iii) *Miro! Ano kumo (\*saizu) dekai•zo!*

Look! The cloud big is EMPH

“Look! The cloud is big!”

(questionnaire response: Miyazaki International College)

We cannot use *saizu* or “size” as examples of natural phenomena. If we use *saizu* or “size” in these cases, the sentence becomes unnatural.

Natural phenomena are therefore a category of exception for usage of *saizu* and “size” in Japanese and English.

### **Conclusions and thoughts for further research**

As this paper shows, there are English-origin loanwords in Japanese such as *getto* and *saizu* whose range of usage is wider than that of typical loanwords crosslinguistically. We wonder if this phenomenon is an outcome of ongoing English education and exposure to English in the Japanese linguistic landscape.

There are two cases, first is that ‘size’ in English describes what native words Japanese replace with “saizu” in Japanese. Japanese words do replace largeness (okisa), kind (syurui), size (sunpo), length (nagasa), width (haba), depth/length (okuyuki), height (takasa), depth (hukasa), area (menseki), cubic volume (taiseki), height/stature (sincho), weight (taijyu), chest measurement (kyoi), waist measurement (kosimawari), feet measurement (ashi), degree (teido), and decision of size (okisa-wo-kimeru) with ‘size’ in English. On the other hand, Japanese words do not replace bust-waist-hip measurements (surii•saizu,) to size/measure (saizu suru), nature (sizen), cloud (kumo), river (kawa), mountain (yama), the sea/the ocean (umi), sky (sora), the earth (daichi), planet (wakusei), the universe/space/the cosmos (uchu), disaster (saigai), typhoon (taihu), wind (kaze), whirlwind/tornado (tatsumaki), earthquake (jishin), fire (kaji), tsunami/tidal wave (tsunami), accident (jiko), life (inochi), mind/heart/soul (kokoro), human being (ningen), body (shintai), head (atama), face (kao), neck (kubi), shoulder (kata), eye (me), ear (mimi), nose (hana), mouth (kuchi), forehead (hitai), bone (hone), organ (kikan), or hair (ke) with ‘size’ in English.

Although Japanese use the word, 'saizu' for many things which show how big they are such as clothes, foods, drinks, these Japanese uses of *saizu* aren't used in English much by native speakers because there are suitable and accurate words for size.

Examples of them are length (*nagasa*), depth (*hukasa*), volume (*oosa*), and height (*takasa*). Japanese tend to make shortened words or use one word in many ways and situations because even though there are plenty of Japanese words for size they seem serious and kind of too formal. On the other hand, loanwords and *wasei eigo* seem friendly and quick. Moreover, Japanese care about the meanings of the word and how they express the word. For these reasons loanwords and *wasei eigo* are used by generations of Japanese.

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## Appendix: Critical Thinking Questions

The following questions are offered by the students for possible classroom use, categorized into the critical thinking skills they engage:

1. Knowledge: According to page two, where and how are loanwords used in general? When did Japanese people start using wasei-eigo? Which kind of people tend to have trouble with loanword? Which examples does or does not “*saizu*” replace in Japanese? In which examples does “size” get used in English? How does Katakana sound give an influence to the pronunciation of English loanwords? Who claimed that young people more use loanwords?
2. Comprehension: Describe the differences between loanwords and wasei-eigo by using examples. According to the introduction, is there a difference between ‘*kyatti-suru*’ and ‘*getto-suru*’? If so, what? What are the four main ideas or characteristics of the overall framework guiding this research? What differences exist between loanwords and wasei-eigo?
3. Application: Can you give an example of *wasei eigo* like *suree saizu*? How is *suree-saizu* related to a social matter? Do you know of another instance of loanwords having broad range of semantics like “*getto*” and “*saizu*”?
4. Analysis: What are some possible reasons for the difference in acceptability in using the word “*saizu*” for nature or with foods or drinks?

5. Synthesis: What solutions would you suggest for misunderstanding of English which is caused by loanwords and *wasei-eigo*? What reasons may lie behind the tendency that Japanese tend to make a word shorter or use a loanword in ways and situations beyond its original meaning? Please give examples.

6. Evaluation How do you feel about *gairaigo* (loanwords) and *wasei-eigo* (English made in Japan)? What do you think about the situation of unused original Japanese words in favor of the use of loanwords and *wasei-eigo*? Do you agree that your parents or grandparents do not use “*getto*” to replace other Japanese words? Why or Why not? What do you think about the idea that Japanese care about the meaning of a word or how to express the word, so *wasei eigo* are used over generations? Do you agree with that? Why or Why not? Do you agree that a lot of media use loanwords in public? Can you explain why?