Engrish: English Influence on East Asian Languages

Trusk, Ines

Undergraduate thesis / Završni rad

2016

Degree Grantor / Ustanova koja je dodijelila akademski / stručni stupanj: **Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences / Sveučilište Josipa Jurja Strossmayera u Osijeku, Filozofski fakultet**

Permanent link / Trajna poveznica: https://urn.nsk.hr/urn:nbn:hr:142:125191

Rights / Prava: In copyright / Zaštićeno autorskim pravom.

Download date / Datum preuzimanja: **2024-03-29**

FILOZOFSKI FAKULTET
SVEUČILIŠTE JOSIPA JURJA STROSSMAYERA U OSIJEKU

Repository / Repozitorij:

FFOS-repository - Repository of the Faculty of Humanities and Social Sciences Osijek

zir.nsk.hr

SVEUČILIŠTE JOSIPA JURJA STROSSMAYERA U OSIJEKU

dabar
DIGITALNI AKADEMSKI ARHIVI I REPOZITORIJI

Sveučilište J. J. Strossmayera u Osijeku

Filozofski fakultet

Preddiplomski studij engleskog jezika i književnosti

Ines Trusk

Engrish: engleski utjecaj na istočnoazijske jezike

Završni rad

Mentor: izv.prof.dr.sc. Tanja Gradečak Erdeljić

Osijek, 2016

Sveučilište J. J. Strossmayera u Osijeku

Filozofski fakultet

Odsjek za engleski jezik i književnost

Preddiplomski studij engleskog jezika i književnosti

Ines Trusk

Engrish: engleski utjecaj na istočnoazijske jezike

Završni rad

Znanstveno područje humanističke znanosti, polje filologija, grana anglistika
Mentor: izv.prof.dr.sc. Tanja Gradečak Erdeljić

Osijek, 2016.

J. J. Strossmayer University of Osijek

Faculty of Humanities and Social Sciences

Double major BA programme in English Language and Literature and Hungarian Language and Literature

Ines Trusk

Engrish: English Influence on East Asian Languages

BA thesis

Supervisor: Tanja Gradečak Erdeljić, Associate Professor

Osijek, 2016

J. J. Strossmayer University of Osijek

Faculty of Humanities and Social Sciences

Department of English Language and Literature

Double major BA programme in English Language and Literature and Hungarian Language and Literature

Ines Trusk

Engrish: English Influence on East Asian Languages

BA thesis

Humanities, field of Philology, branch of English

Supervisor: Tanja Gradečak Erdeljić, Associate Professor

Osijek, 2016

Abstract:

In this paper I will reflect on the influence English language has had on the Japanese language ever since it came into contact with it through the explanation of certain linguistic changes that occurred over time as the language found its way into the Japanese culture. I will also discuss its use and misuse in mass media and explain what the term Engrish encompasses, as well as introduce new terms related to Engrish and clarify some of the most common mistakes and prejudices people tend to have when it comes to Japanese English. The main idea of this paper is to shed light on the attitude that Japanese people tend to have towards English and the way English is incorporated to fit into their native language.

Keywords: Engrish, loanwords, ELF, Japanese, gairaigo, wasei-eigo

Contents

1. Introduction – English as Lingua Franca
2. Historical context
3. Gairaigo and Wasei-eigo
4. Adaptation of words and linguistic changes:
    a) Phonological changes
    b) Morphological changes
    c) Semantic changes
    d) Syntactical changes
5. The status of English as a second language in Japanese education
6. Engrish and Japlish
7. English as a decorative language
8. Eikaiwa and ALT
9. The future of English language in Japan

1. Introduction - English as Lingua Franca

English language holds the title of an international, world language, used by different nations and cultures with different speaking languages in order to communicate between themselves: ″English as a Lingua Franca (ELF) refers to the use of English as a medium of communication between peoples of different languages. We include as potential ELF users both those who speak English as an additional language and those who speak English (in any of its social, regional and national varieties) as their main language. So, if you are speaking English with another student who speaks English as an additional language, whether or not English is your main language, you are both using ELF″ (VOICE/FAQ 2009). This global feature that the English language possesses owes its status to colonialism, which started all the way back in 1607, with the establishment of the first British colony, Jamestown. The British Empire spread its territory and influence all over the world and the language, accordingly, followed. This global territorial dominance which stems from past events is what mostly influenced the status of the English language as a widely used means of communication around the globe. But there are also other numerous factors which contributed to the status of English as a Lingua Franca (ELF) and English as an International Language (EIL). The language itself is of simplistic nature, if one can say that in terms of a language. English grammar has no cases, no noun gender (as for example in German), the verb conjugation is also fairly uncomplicated, and all this makes English a bit easier to learn than most languages, which is, naturally, a very significant factor in terms of adopting new language skills and using them in appropriate situations. As far as vocabulary goes, English language is abundant with various expressions and words (according to the Global Language Monitor, English language possesses over 1,025,109.8 words as of January 1st, 2014), most of which have incidentally been borrowed from various, mostly European languages(which hold basis in Latin), thus giving the speakers of Indo-European languages greater grasp of the vocabulary and an easier approach to the interpretation in their own language. In addition, the grammar of most of the Indo-European languages is based on similar rules and principles. So how do other nations, whose language falls into a different category or a different language family, cope with dissimilarities that English as a lingua franca poses, but first and foremost, what are actually the differences that occur when comparing English with other, non-Indo European languages and what are the difficulties that

present themselves when trying to learn English and communicate in it? Let's take East Asian languages as an example, which fall into the category of Altaic languages. Most of the languages in this family possess the linguistic features of agglutination and an SOV(subject-object-verb) word order, which differentiates them more than enough from English, as English is a mixed type[1] of language with a SVO sentence structure. So not only are there obvious vocabulary differences (phonological and phonetic aspect) which are difficult enough, but there are also grammatical structures which can make learning and understanding English even harder (morphological and syntactical aspects). In this paper, I will specifically take Japanese language as an example of ELF influence on the overall communication and I will discuss what kind of effect English as a global and international language makes on a certain language which is not categorized as a direct part of the Indo-European language family. Although the Japanese language belongs to a smaller and independent group of Japonic languages (Japanese and Ryukyuan), there is still dispute over which larger language family Japanese belongs to (Altaic or Austronesian):

> ″The Japanese language has remained the only major language of which the origin is still a mystery. There is no other language in the world with which so many attempts at determining ancestry have been made, few of which have proven fruitful″ (Holmberg, 5).

In this paper I will regard Japanese as a member of the Altaic group of languages, since this group is considered to be a minor part of the Indo-European family of languages, therefore some connections with English might be established which will provide more insight into the usage and assimilation of English into the Japanese language.

2. Historical context

For a long time, Japan was isolated from the rest of the world, therefore, no significant contact with other languages or cultures was made and interlingual exchange with Western countries in particular was non-existent:

> ″Life on an isolated archipelago 180 km distant from the closestcontinental shore has evidently affected the history of Japan by preventing extensive contacts with its neighbors. This geographical reality was enhanced by isolationist political regime, which virtually sealed Japan's borders″ (Dudden, 121).

[1] English does not belong to a specific language type with traces of agglutination and inflection with mostly analytic characteristics.

The first contact occurred in the 16th century with Portuguese missionaries and the encounter left significant traces in the language, which are still present today (words like *shabon* (bubble, Portuguese sabão), *koppu* (cup, Portuguese copa) and *pan* (bread, Portuguese pão) are just a few Japanese words originating from Portuguese that are still used nowadays). Then followed the Dutch, which had the longest contact with the Japanese throughout the history:

> ″The Dutch arrived in the early seventeenth century, and were allowed to continue trading with Japan even during the period of national seclusion from the mid-seventeenth century to the mid-nineteenth century, contributing a large number of words to the Japanese vocabulary, many of which remain in use. Examples of such words are *koohi*(coffee), *biiru* (beer) and many words relating to medicine and science, which the Japanese actively studied from the Dutch during that time″ (Kay, 1).

As the article mentions, the Japanese had to study and examine the language in order to understand and grasp certain fields of expertise and expand the terminology in areas like medicine, science, trading, economy, commerce, cuisine but also to introduce themselves with various foreign cultures. The first contact between the Japanese and the English occurred in 1613 and lasted for only 10 years, but during that time, there were no important changes recorded language-wise. More notable changes started happening in the period of the late 19th century when the elite Japanese society started mimicking the Western way of life, including clothing, behaviour and home furnishing and decoration. When it comes to language influence, according to Kay, English language found its more steady way into the Japanese language after World War 2:

> ″The study 'Nihon no Sankotosho' (Reference Books on Japan'), published by Nihon Toshokan Kyoukai (Japan Association of Libraries) in 1980**,** showed that over half the 25,000 loanwords in *Kadokawa's Loanword Dictionary* entered the language after World War Two, most of them from English. Since 1945, aided by an expanding mass media, thousands of English loanwords have been absorbed into Japanese″ (Kay, 68).

As it can be concluded, with the arrival of more modern times where people are bombarded by the mass media English has now more than ever become a large part of the Japanese language and the number of loanwords from English influencing Japanese words and newly coined terms just keeps increasing each year. Unfortunately English is used more as a means of advertising and attracting people of all ages to consume products than something that could potentially benefit an individual in spreading his or her cultural and linguistic horizons and knowledge. This non-educational and at times incorrect use of English brought forth a new term, which at

present times is not only used to 'explain' certain mistakes one can encounter in daily life, but rather it became a name for a variant of English generally used by countries of East Asia for aesthetic and advertising purposes – Engrish.

3. Gairaigo and Wasei-eigo

To further delve into the intricacies of Engrish (in reference to Japanese), we need to introduce two important terms. The first one is *gairaigo* ('words coming from the outside') which is a term describing Japanese loanwords from all other (mostly Western) languages which are not Chinese. Most of the gairaigo words stem from, as already mentioned, Portuguese, Dutch, English and also French language and ″have become such an integral part of the Japanese language that they constitute more than 10% of the total Japanese lexicon nowadays″ (Champ, 119). The biggest portion of gairaigo words belongs to English, with an amazing percentage of 94.1. All gairaigo words naturally undergo phonological changes and all other necessary transformations (semantic, morphological and syntactic) to merge better with the nature of Japanese language and to make the learning process easier for native speakers:

> ″In order to adapt to the Japanese phonological system, English vowel and consonant sounds which do not exist in Japanese are represented by rough Japanese equivalents. As a result, the word ‘taxi’ becomes takushii and ‘bus’ 'basu' once transliterated. Although these changes may render such loanwords unrecognisable to native speakers of the borrowed word, the foreignness of the word is maintained and is clearly indicated to Japanese speakers by the script in which it is written (katakana)″ (Champ 119-120) .

The second term which is important for understanding Japanese English is the so-called wasei-eigo or Japanese-made English/English words coined in Japan. These words are a form of pseudo-anglicisms (words based on English language but not actually used properly in the context of the English language) and are usually written with the katakana writing system. The term signifies English words that have entered the Japanese language and did not keep their original meaning, but instead have taken on a new one, or have been merged with another English word to form a new term, for example oirushokku (oil+shock) – oil crisis or kyachibooru (catch + ball) – play catch. Some of the wasei-eigo terms have even been borrowed back into English from Japanese such as sarariiman (salary+man) – white-collar worker. Wasei-eigo should not be understood as an effort to speak English, rather it is a part of Japanese English as a whole. Wasei-eigo words are actively used in every day communication. The main difference between gairaigo and wasei-eigo is that gairaigo are simply loanwords which entered

the language and have been clipped or extended to suit the syllabic structure of the Japanese language. Wasei-eigo fuses these words to coin brand new terms with new/different meaning and therefore are a sort of a subcategory of gairaigo. Kay argues that the importance of loanwords lies in the ability to aid native English speakers in understanding what is communicated and that:

> ″…there is no doubt that a large corpus of English-derived words within one's own language has the potential to aid communication with English speakers, in a similar way that a native speaker of English can often comprehend words in the romance languages such as French, due to their similarities to Latin or French-derived words in English″ (Kay, 4).

Below are 7 points that Kay lists as being crucial in the importance of function of English loanwords:

a) ″Many English loanwords name imported things or ideas which did not exist in Japan or Japanese culture previously, such as terminology for Western sports or fashion. The adoption of Western ideas has also been accompanied by loanwords, such as puraibashi(privacy), which does not have an equivalent term in Japanese.″

b) ″Loanwords are often associated with a sophisticated, Western lifestyle, and may be used in place of Japanese words of equivalent meaning because of their foreign appeal. Their modem image often makes them preferable to domestic equivalents, where these exist.″

c) ″The existence of many loanwords which have Japanese equivalents provides an alternative tone of discourse. The use of English loanwords is not only a reflection of modem Japanese culture,but also helps serve it by creating a modem atmosphere. They are especially prevalent in advertising, product names and youth culture.″

d) ″Loanwords are sometimes used for special effect, especially in writing, where the angular katakana script catches the eye, and the 'foreign' words catch the attention.″

e) ″In commerce they can be of practical use, not only in advertising and marketing, but also to aid exports; for example, the creation of the name 'Walkman' has, in addition to

giving the product a modem image for Japanese people, perhaps also helped with advertising the product overseas.″

f) ″With rapid international information exchange such as news reports, and competition and cooperation in technology, the availability of a common vocabulary is helpful.″

g) ″English loans do not have as deep undertones of meaning as native words, and can be used more easily to express sentiments or describe situations which may be difficult to talk about in Japanese. Loanwords can have euphemistic value, such as in phrases containing the word ***shiruba*** to denote old-age, in expressions such as ***shirubi*** shiito (silver + seat), a seat for elderly people by the door on public transport.″

4. Adaptation of words and linguistic changes

a) Phonological changes

Hiragana

あ a	い i	う u	え e	お o
か ka	き ki	く ku	け ke	こ ko
さ sa	し shi	す su	せ se	そ so
た ta	ち chi	つ tsu	て te	と to
な na	に ni	ぬ nu	ね ne	の no
は ha	ひ hi	ふ fu	へ he	ほ ho
ま ma	み mi	む mu	め me	も mo
や ya		ゆ yu		よ yo
ら ra	り ri	る ru	れ re	ろ ro
わ wa				を wo
ん n				

Katakana

ア a	イ i	ウ u	エ e	オ o
カ ka	キ ki	ク ku	ケ ke	コ ko
サ sa	シ shi	ス su	セ se	ソ so
タ ta	チ chi	ツ tsu	テ te	ト to
ナ na	ニ ni	ヌ nu	ネ ne	ノ no
ハ ha	ヒ hi	フ fu	ヘ he	ホ ho
マ ma	ミ mi	ム mu	メ me	モ mo
ヤ ya		ユ yu		ヨ yo
ラ ra	リ ri	ル ru	レ re	ロ ro
ワ wa				ヲ wo
ン n				

The table shows the chart of two Japanese writing systems, hiragana and katakana, and the pronunciation of the syllables.

As it can be seen from the hiragana and katakana alphabet tables, the nature of Japanese language does not allow consonant clusters and thus the majority of words end with a vowel. 'N' is the only consonant that Japanese words are allowed to end on, therefore all loaned words from English are transformed to fit the phonetic system of the Japanese language in order to make the pronunciation easier for native speakers. According to Yamaguchi,

> ″Japanese people use loanwords in Japanese conversation with the same accents as Japanese; consequently they are phonologically indistinguishable from native Japanese words. The phonologically assimilated loanwords are so ingrained in Japanese that most speakers would not be aware of them as foreign borrowings″ (Yamaguchi, 5)

Below are the phonological changes that certain syllables undergo when entering the Japanese language:

English syllable	***in Japanese changes into***	***example***
se, (s)si, sy	shi(i)	secret → **shii**kuretto assistant → a**shi**sutanto system → **shi**sutemu
ti	chi	tip → **chi**ppu
fo(pho)	ho	earphone → iya**ho**n
l	r	lion → **r**aion
di	ji	studio → suta**ji**o
zi	ji	zip → **ji**ppu
v	b	violin → **b**aiorin

From this table, one can notice other changes such as the aforementioned inability to have consonant clusters, therefore vowels are placed after the cluster following the rules of vocal harmony, for example the word 'dramatic' would be 'd**o**ramachikk**u'.** From this example we can also notice the duplicating of the ending consonants before adding vowels for easier pronunciation. Acronyms and abbreviations are also pronounced as Japanese words (SAT is pronounced as sato, CD as shiidii and so on).

b) Morphological changes

As it can be observed from phonological changes, the inserting of vowels and the adjustment of the words to the Japanese language can make a lot of them seem rather long and for that reason there is an abundance of clipping and blending:

> ″The primary motivation behind mora (a unit which signifies the length of a syllable) clipping (and truncation processes in general) is the above-average word length of gairaigo compared to the Japanese lexicon as a whole. This is brought about, in particular, by epenthesis.' The more moras a gairaigo contains, the more likely it is to undergo mora clipping″ (Irwin, 73).

Below are the examples of mora clipping in English loanwords:

English word	Japanese pronunciation	Morphological process	End result
character	kyarakutaa	back-clipping	kyara
propeller	puroperaa	fore-clipping	peraa
entertainment	entaateimento	mid-clipping	entame

Neologisms are also a prevalent morphological change in Japanese English and are known as already mentioned wasei-eigo words. These words are unique to the Japanese language in both the creation and the meaning:

English words	Wasei-eigo term	Meaning
pocket + bell	pokeberu	beeper/pager
towel + blanket	taoruketto	beach towel
high + touch	haitacchi	high five

There is also a great number of loanblends, which are words or phrases combined of two words coming from different languages, but since in this paper I am focusing on Engrish, I will showcase examples of loanblends only with English words:

Japanese words + English words	Japanese pronunciation	Meaning
ha(tooth) + brush	haburashi	toothbrush
chou(butterfly) + necktie	chounekutai	bow tie
denwa(telephone) + box	denwabokkusu	telephone box

c) Semantic changes

Loaned words often change their meaning when borrowed, and it becomes specific to the culture that uses them. The changes in meaning may vary from slightest to a completely different meaning from the original word. Yamaguchi argues that

> ″…while English words originally tend to have several meaning or senses, it is often the case that English loanwords in Japanese are used for only one of those meanings. For example, 'smart' is exclusively to refer to a style of appearance. In contrast, it is also often the case that loanwords acquire new and quite different meaning and connotations. The word 'chance' is often used with the meaning of 'opportunity'. The word 'naïve' means 'delicate' and 'sensitive' and it doesn't have any negative connotation. It is therefore used as a compliment in Japanese, whereas, in English, it can be uncomplimentary″ (Yamaguchi, 5).

The examples are shown below:

Loanword	**Derivation**	**Meaning**
muudi	moody	nice
ofu	off	sale at a store
manshon	mansion	condominium

According to Gillian Kay,

> ″Some loan phrases have a different meaning from their original, possibly because the component words were taken in separately, and recombined by chance. Examples are moningu saabisu (morning service) which in Japanese means a set breakfast served by a restaurant, shooto katto (short cut) which is a short haircut, and toreningu pantsu (training pants) which in Japanese refers to sweat pants″ (Kay, 71).

A number of loanwords in Japanese is also used to denote things which are Western-typical or are of Western style such as the word 'resutoran' which refers only to restaurants that serve Western food, or for another example, the Japanese word for apple is 'ringo' but the Japanese use the phrase 'appuru pai' for apple pie because it did not originate in Japan.

d) Syntactical change

The majority of loanwords in Japanese are nouns which are often turned into verbs by adding 'suru' (to do), for example 'jogingu suru' – lit. to do jogging (go jogging/to jog). Adjectives from

loanwords are made by adding the ending –na which is an adjectival ending in the Japanese language, for example 'kurisutaru-na' (crystal, adj.). The same goes for adverbs, but instead of the ending –na, we use the adverbial ending –ni – 'sumaato-ni' (stylishly, in a smart way). Kay also argues that

> ″loan words fit into the Japanese syntactical structure as if they were native words, being ascribed particles such as subject and object markers where necessary. An exception is when a whole phrase is borrowed, as in the expression reedi faasuto (ladie[s] first) and man tsu man (man-to-man, one-to-one). In rare cases, such as in an advertising slogan, a whole sentence can be written using English loanwords in the order they would appear in English″ (Kay, 72).

5. The status of English as a second language in Japanese education

In Japanese schools, English is often seen as a boring and uninteresting subject, but why is that so? The problem stems all the way from the national curriculum and the way English classes are organized and conducted. Most of the native Japanese English teachers do not possess valid and satisfying skills to teach the language properly, especially when it comes to pronunciation. This is the main reason for a great demand of foreign teachers and lecturers and is the reason why probably the only job one can get as an English-speaking foreigner in Japan is the job of teaching in schools. English classes in Japan are often rather passive and students rely heavily on rote learning. Textbooks provide mostly fixed phrases with sometimes inaccurate translations. Teachers do not provide situations, dialogues or opportunities for practice in class and for that reason, Japanese student's communication skills in English are lacking:

> ″The third reason is the English education system in Japan. Many schools in Japan put an emphasis only on English grammar. On the other hand, most countries throughout the world focus not only on grammatical skills but also on communicative skills″ (Case Study for Corpus-based Analysis of English Textbooks, 4).

The popularization of the TOEFL (Test of English as a Foreign Language) has also contributed to the decline of quality in the education of English language since in Japan almost anyone is allowed to take it. In addition, Japanese people are of shy disposition, are fairly critical to themselves, they lack confidence, especially when it comes to speaking a foreign language, and are afraid in general of making mistakes and leaving a bad impression on someone foreign, especially a native speaker:

> ″Japanese ELT seems not to have succeeded in raising Japanese students' communicative competence in English. This problem may be attributed to many and complicated causes, but one of the reasons, I think, comes from Japanese people's receptive attitudes towards English learning, which may produce their lack of confidence especially towards English speaking. When interviewing university students in Japan, I heard from most of the interviewees that they were not confident with speaking in English″ (Shibata, 153).

To top all of that, English became a compulsory subject only 4 years ago, and is now taught starting from the 5th grade of elementary school. But the future does not look so grim, since the Ministry of Education is well aware of the state English is in when it comes to teaching and learning: ″In response to such growing criticism that Japanese do not have sufficient communicative skills in English, the Japanese government revised the Education Ministry guidelines and at the same time proposed a five-year "Action Plan to Cultivate Japanese with English Activities" in 2003 (Ministry of Education, Culture, Sports, Science, and Technology). These innovations have two specific characteristics (Goto & Ino 2003). One is English language education in comparatively early stages, especially in junior high school... The other character is the pragmatic use of English. The new version of the curriculum guideline emphasizes communication skills especially listening and speaking:

> THE COURSE OF STUDY FOR FOREIGN LANGUAGES Ⅰ. Overall Objectives To develop students' basic practical communication abilities such as listening and speaking, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages. (Curriculum guideline of the MEXT 2003) English has played a central role as the common international language in linking people who have different mother tongues. For children living in the 21st century, it is essential for them to acquire communication abilities in English as a common international language. (Action Plan to Cultivate Japanese with English Activities 2003)″ (Case Study for Corpus-based Analysis of English Textbooks, 1-2).

6. Engrish and Japlish

The word Engrish denotes the use of English in Asian languages for marketing and aesthetical purpose. The letter 'r' in the word Engrish indicates a phonological difference of Japanese from English because the English language has both letters but the Japanese language only has 'r', which when pronounced actually sounds very soft and is a mix of the letters l, r and d. Engrish is often incorrect in spelling or meaning and is often ridiculed in mass media. Many of these mistakes are actually of phonological nature. Ikeshima argues that ″...the English seen in Japan

– primarily on products, but in other venues as well – often leaves one baffled. Much of it is at best odd, and at worst incomprehensible. It abounds with mechanical, grammatical and lexical errors, which contribute in varying degrees to obscure the meaning″ (Ikeshima, 185). Engrish is not to be confused (but unfortunately often is) with the terms Japlish, Japanglish or Janglish which are terms used to describe a hybrid language, which is a mix of English and Japanese. People who speak a hybrid language tend to fill in the blanks while speaking one language with the words from the other, or they blend words from both languages. Here are some examples of Japlish words by Justin Lau who is an active speaker of the language and has written the article *Japlish(not Engrish) – The Hybrid Language of Japanese and English*:

- '*hotsui*': meaning 'hot (temperature)'
  (combining the English word 'hot' with the Japanese equivalent '*atsui*')
- '*yabarf*': used as an exclamation to express surprise, whether good or bad, 'that's crazy'
  (combining the Japanese word '*yabai*' used to express surprise, with the English word 'barf' aka vomit; 'you're so surprised you're going to vomit')
- '*suimasorry*': used to apologise (though often sarcastically)
  (combining the Japanese word '*suimasen*' which means 'sorry/excuse me' with the English word 'sorry')

7. English as a decorative language

Japanese people tend to use English mostly as a decorative language used in advertising or marketing. It is something aesthetically pleasing that attracts customers and is often considered 'cool' and modern. In his research paper 'The Use of English in Japanese Advertising', Douglas Goldstein conducted an interview with people who work at the biggest Japanese advertising company called Dentsu in order to understand more why do advertising companies in Japan use so much English:

> ″When I asked the four people who worked at Dentsu why there was so much English in Japanese advertising and what function it served, I received many of the same answers independent of each other. Three of the people I interviewed used the word かっこい

> い (cool) when describing the connotation that written English has as opposed to written Japanese. In addition one of the copywriters I interviewed said that kanji and katakana were うるさい, or "noisy". He thought that they cluttered up the page, whereas English had a much cleaner feel. The fact that they all had similar answers with regards to the connotations English has suggests the importance of the decorative function of English, even if the English is able to communicate as well... The person working in research told me that English is symbolic and visually stands out, and that is probably the reason it is used so often in the editorial layout of magazines. In the same vein, one of the copywriters said that he thought English is not meant to communicate meaning, and editorial layout is meant for 雰囲気 or "atmosphere". The people I spoke to at Dentsu focused on the decorative function of the English in Japanese media rather than on its possible communicative function when explaining the reason for the use of English″ (Goldstein, 13).

Ikeshima also supports this fact, claiming that ″English words, surrounded as they are by Chinese characters and Japanese syllabary, tend to draw a native speaker's eyes like a magnet″ (Ikeshima, 185). They stand out and attract attention. Goldstein also argues that ″for an English element to catch the reader's attention, it does not even need to be recognized as being written in English; all it has to do is be different from whatever is around it. However, to convey a sense of modernity, an English word does need to be recognized as being written in English, since the sense of modernity comes from the fact that English is a Western language and the West is thought of as embodying modernity″ (Goldstein, 7). The problem is that a lot of these words are sometimes used in a rather confusing and most of the times, wrong way, therefore the English used in Japanese advertisements and commercials hardly has any valid communicative function.

8. Eikaiwa and ALT

Even though the Japanese teaching of English language has been harshly criticized and proven to be somewhat inefficient, the future does not seem so bleak, as long as the Ministry of Education and linguistic experts realize that the current system and the curriculum do not offer an appropriate level of knowledge and language skills to be learned and properly used. Steps to improve English teaching in Japan have already been taken, according to Kansai Scene Magazine, ″"The official Japanese government language instruction assistance program, known as **JET** (Japan Exchange and Teaching Program), has brought over 55,000 foreigners to Japan since its founding in 1987 to help with instruction at the primary school level″ (Zurcher, Kansai Scene Magazine). These foreign teachers usually work at eikaiwa, or English conversational schools. These types of schools have smaller classroom sizes and the attention can be directed

towards each individual student which brings better results. Also, eikaiwa schools are not age restricted, so it's never too late to start learning English or brush up one's skills. Since eikaiwa classes are paid for, normally, the students present there have a desire to actually learn something, so there is a lot of attention pointed towards the teacher, unlike working as an ALT (Assistant Language Teacher) in junior, middle and high schools where most students are disruptive in class or are simply sleeping. Unfortunately, being employed in both eikaiwa and as an ALT at the end of the day means mostly business as ″An ALT's job is basically to make their company/boss happy. This is usually done by making their assigned schools happy. This is usually done by having fun English classes. Whether or not any actual learning is taking place is generally not normally verified. An eikaiwa teacher's job is to make money for their company/boss. This means securing new contracts, extending existing ones, and selling learning materials. This is usually done by having good lessons, and is helped a lot by having effective miniature sales pitches before and after classes″ (altinsider.com) Another significant difference between working in eikaiwa or as an ALT is that when working as the latter, one is not allowed to be friends with the students, whilst working in eikaiwa, such behaviour is encouraged and student parties are often organized.

9. The Future of English language in Japan

English has been finding its way into Japanese language more and more each year, and Japanese youth is becoming more and more surrounded by it. But it is not just about the decorative side of English. Young Japanese people are aware of the state that English education is in and are doing their best to improve their skills by travelling abroad on vacation or as exchange students to English speaking countries. As for ELT, the progress is slow but it is still existent, and the Ministry of Education is paying attention to raising the awareness of the state of the education of English. The number of loanwords will probably continue increasing, but as one could see from this paper, loanwords do have their own quality and are functional for better communication. Kay confirms this, saying that ″the loanword vocabulary, mainly from English , continues to expand and evolve, serving the changing linguistic needs of modern Japanese society, and fulfilling an essential role in the development of contemporary Japanese language and culture″ (Kay, 75). To summarize, the use of English language is improving as well as communication skills, but at a very slow pace. But the most important thing to remember is that despite it being slow, the progress still exists and will hopefully bring better results in the years to come.

References

1. ALT or Eikaiwa?

http://www.altinsider.com/altvseikaiwa/

2. Champ, Niamh. Gairaigo in Japanese Foreign Language Learning: A Tool for Native English Speakers?
http://pdf.jpf-sydney.org/newvoices/6/5_gairaigo_champ.pdf
3. Dudden, Andrew. Japanstudien – Yearbook of The German Institute for Japanese Studies in Tokyo. IUDICIUM Verlag, 2002.
https://books.google.hr/books/about/Japanstudien_Jahrbuch_des_Deutschen_Inst.html?id=neqylxWYx-UC&redir_esc=y
4. Goldstein, Douglas. The Use of English in Japanese Advertising.
http://repository.cmu.edu/cgi/viewcontent.cgi?article=1120&context=hsshonors

5. Holmberg, Gunnar. Japanese, Austronesian and Altaic – A study of possible connections
http://lup.lub.lu.se/luur/download
6. Ikeshima Hildebrand, Jayne. Some Perspectives of The Phenomenon of "Engrish".

http://www.u-keiai.ac.jp/issn/menu/ronbun/no15/u050708_ikeshima.pdf

7. Kay, Gillian. English Loanwords in Japanese. Basil Blackwell Ltd. 1995
http://www.csun.edu/~bashforth/301_PDF/301_P_P/EnglishLoanWordsJapanese.pdf
8. Lau, Justin. Japlish(not Engrish) – The Hybrid language of Japanese and English.

https://justinlau15.wordpress.com/2014/09/23/japlish-not-engrish-the-hybrid-language-of-japanese-and-english/

9. Shibata, Ayako. The Conceptualizations of English and English Education of Japanese University Students

http://web.uri.edu/iaics/files/12-Ayako-Shibata.pdf

10. Vienna-Oxford International Corpus of English
http://www.univie.ac.at/voice/page/faq
11. What is the Problem of English Education in Japan?: Presenting a Case Study for Corpus-based Analysis of English Textbooks
http://www.flang.keio.ac.jp/webfile/AWC/AWC2007/UG1_RU.pdf

12. Yamaguchi, Chiaki. Towards International English in EFL Classrooms in Japan. http://iteslj.org/Articles/Yamaguchi-Language.html

Sažetak:

U radu se promatra utjecaj engleskog jezika na japanski jezik od trenutka kada je došlo do njihova kontakta. Objasnivši određene jezične promjene koje su se dogodile kroz stoljeća pokazani su načini na koji je engleski našao put u japansku kulturu. Raspravlja se i o uporabi zlouporabi masovnih medija i objašnjava se što sve pokriva pojam Engrish. Uvode se i ostali pojmovi vezani uz Engrish i razjašnjavaju neke od najčešćih pogrešaka i predrasuda koje ljudi imaju kada se radi o japanskom engleskom. Glavna je ideja ovoga rada rasvijetliti stavove Japanaca prema engleskom jeziku i načine na koje je engleski prilagođen njihovom materinjem jeziku.

Ključne riječi: Engrish, posuđenice, ELF, japanski, gairaigo, wasei-eigo