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ABSTRACT

Pedagogical value can be gained from raising students' awareness of the L2 lexical resource that surrounds them in their L1 environment, in the form of loanwords existing in the linguistic landscape. Such awareness-raising can be a focused and engaging part of vocabulary development in EFL/ESL situations around the world, wherever English has been incorporated into the workings of the native language. The huge wealth of English-based loanwords which have been incorporated into the Japanese language has the potential to be a useful lexical resource for Japanese learners of English, and as such this article reports on the practicalities involved in setting up a digital photography linguistic landscape project. Students were tasked with documenting examples of English usage found in the society around them, uploading these pictures to a class Flickr.com photo-sharing page, and then carrying out classroom-based activities that focused students' attention on phonological and morphological similarities and differences between the original words and the adapted forms found in Japanese.

1. INTRODUCTION

Language contact and transfer situations lead to the absorption, adaptation and integration of linguistic elements from one language into the other. In Japan in particular, extensive language contact with Chinese, English and various European languages has resulted not only in the modern Japanese orthographic system consisting of an interplay of five scripts (Barrs, 2011), but also in a lexicon consisting of a stratified layering of native, Sino-Japanese, and foreign elements (Tsujimura, 2002; Yamaguchi, 2007). Such hybridity in the workings of a language is often most outwardly visible in the linguistic landscape of the country, incorporating a vibrant and dynamic admixture of scripts and vocabulary items on shop signs, wall posters, road markings and various other 'inscriptions' (Wienold, 1994).

Pedagogical value can arise from drawing students' attention to this non-native vocabulary that exists in the linguistic landscape of their native language. Once awareness has been raised of the *quantity* of words that are incorporated into their social environment, and students have been encouraged to document such occurrences through the use of personal diaries, word lists and photography, focus can then be concentrated on the types and forms of the words found. This can be done through dedicated classroom practice that focuses on the cross-linguistic similarity found between the words in their original L1 and their modified L2 versions. This article reports on the initiation and implementation of a pedagogical activity that involved students interacting with their social environment and investigating issues of cross-linguistic similarity found between English-based loanwords in the Japanese linguistic landscape and their original English language forms.

2. BACKGROUND

2.1 *Bringing the Linguistic Landscape into the Classroom*

Where L2 interactional opportunities outside of the classroom are restricted by the L1 environment, students can be made aware of the value in examining the linguistic landscape around them. They can be guided to record instances of English use outside of the classroom, and to bring these recordings into class for group analysis and discussion. Attention can be focused on semantic, phonological, morphological and syntactic similarities and differences between the words in their L1 and English, potentially assisting students in their vocabulary development. For this particular project, students were asked to photograph instances of English written in katakana, found in the linguistic landscape, and to upload the photos to an online photo-sharing website (Flickr.com). These photographs then became the data source for classroom analyses and discussion, which involved a primary focus on morphological and phonological adaptations.

2.2. *Previous Research Concerning the Forms and Functions of English in Japan*

The Japanese linguistic landscape has been shown, through a specialised research investigation conducted in Tokyo, to include inscriptions of 14 different languages (Backhaus, 2007, p. 73) used across a range of media such as advertising billboards, road signs, street markings and window posters (Backhaus, 2007). The English that appears in the Japanese linguistic landscape takes on a multitude of forms and functions, ranging across a continuum from simple decorative applications with little concern for denotative meaning (Dougill, 2008) to purposeful instructional uses of the language intended for foreign travellers and residents (Backhaus, 2007). Discussing the various stages of assimilation of English into the Japanese language, Loveday (1996) proposes a 'scale of assimilation' which can be seen in the linguistic landscape representations of English. (Figure 1 below is an adapted version of that which appears in Loveday, 1996, p. 120).

Scale of Assimilation for Orthographic Representations of English in Japanese			
ASSIMILATION		**SCRIPT TYPE**	**EXAMPLES**
Least Assimilation	5	Roman only (capitals/lower case)	SALE
↓	4	Item in Roman letters accompanied by Japanese translation	Off Limits 立入禁止
	3	Item in Roman letters accompanied by katakana version	New Media ニューメディア
	2	Morphological script mixing	ゴルフ ING
Most Assimilation	1	Japanese script only (usually katakana)	ビタミン

Figure. 1. Assimilation Scale of English in Japan

2.3 *Defining the Terms*

Because of the various forms in which English can appear in Japanese society, as shown in Figure 1, it is of primary importance to explicitly define the specific form of English which is to become the object of analysis; be it English appearing only in Roman letters (least assimilated), in mixed scripts, or in Japanese script only (most assimilated). For the study under discussion in this article, English written in katakana was the object of analysis. Katakana is most commonly associated with the representation of foreign loanwords (gairaigo).

Further, for the purposes of this activity the concept of the linguistic landscape was seen within a broader definition than that proposed by Backhaus in his 2007 study. Backhaus follows Landry and Bourhis (1997, p. 25) by seeing the linguistic landscape as the language contained on identifiable 'signs', but acknowledgement is also given to varying interpretations of the term and one of these, that by Wienold (1994, p. 640), is the one adopted for this pedagogical activity; namely that the linguistic landscape includes inscriptions of all kinds appearing in society, such as those on clothing, newspapers and personal items.

3. METHODOLOGY

3.1. *The Set-up of the Activity*

For detailed step-by-step instructions of the set-up process for this activity, please see the description in Barrs (2012).

4. DISCUSSION

4.1. *Classroom Analysis of the Photos*

Once the activity had been initiated and photos were being emailed to the class Flickr page, the next stage was to construct an analysis framework with which the language contained in the pictures could be analysed. It was decided to focus primarily on phonology and morphology as these structural elements precede the analysis of meaning in the search for cross-linguistic similarity (Ringbom, 2007). Figures 2 and 3 show the framework used for the analysis of phonology and morphology respectively.

Phonology Check				
KATAKANA	ENGLISH (Dictionary Check)	TYPE OF CHANGE	MAIN CHANGES	OTHER EXAMPLES (Add when you find them)
ボーカル レッスン	VOCAL LESSON	BIG CHANGE(S)	V changes to a B L changes to a L/R	
		SMALL CHANGE(S)	O sound becomes longer	
		EXTRA SOUND(S)	Extra U sound after L in vocal	
フォーク	FOLK	BIG CHANGE(S)	FO sound becomes FOR	
		SMALL CHANGE(S)	✕	
		EXTRA SOUND(S)	Extra U sound after K	

Figure. 2. Analysis Framework for Phonology.

Morphology Check				
KATAKANA	ENGLISH (Google Check)	TYPE OF CHANGE	MAIN CHANGES	REASON FOR THE CHANGE
アイス	Ice (cream)	BIG CHANGE(S)	Cream has been cut	
		SMALL CHANGE(S)	✕	
ランチ メニュー	Lunch Menu	BIG CHANGE(S)	✕	
		SMALL CHANGE(S)	✕	

Figure. 3. Analysis Framework for Morphology.

Students worked in groups to analyse each of the pictures that had been uploaded to the class Flickr site, in terms of the phonological and morphological similarities and differences they noticed between the original English word and the Japanese loanword. Students were first asked to fill out the phonological table for the language which appeared in the pictures, identifying the extent of the phonological change (by using a dictionary), the specific type of change (such as vowel epenthesis), and other words which are known to follow similar patterns of adaptation. They were then asked to analyse the morphology using a similar table, in terms of the extent of the change (by conducting a Google search), the type (such as back/front/mid clipping) and the possible reason(s) behind the formation of the truncation.

5. CONCLUSION

The main goal of this activity was to explicitly draw students' attention to the similarities and differences found between words as they appear in their L1 and L2. It is generally accepted in the field of first and second language education that such consciousness

raising activities can assist students in their vocabulary acquisition, by helping them to explicitly focus on and critically examine vocabulary items. Indeed, Nation proposes that one of the four main strands involved in vocabulary learning is 'language-focused learning', helping students to focus on form through the deliberate concentration on specific vocabulary items.

Moving beyond the practical considerations of the implementation of this activity, empirical research can be carried out not only on the quantity, type and form of words found by students participating in such an activity, but also on the qualitative aspects of students' reactions to the words. Questions can be asked about: reactions to the incorporation of loanwords into one's native language, reflections on the sociolinguistic considerations involved in the use/non-use of the loanwords, and opinions on the linguistic status of a developing variety of Japanese English. These are some of the potential future directions for work involving the investigation of L2 vocabulary in the L1 environment.

6. ACKNOWLEDGMENTS

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