Twitter as a Tool for Language Learning:
The Case of Japanese Learners of English

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Abstract - **Researchers claim that Twitter can be very useful as a tool for language practice especially in non-English speaking countries. To further investigate how users utilize this medium we collected and analyzed the tweets of 70 Japanese EFL learners. We found that Japanese EFL learners post mostly greetings and daily-life related tweets and also frequently respond to other language learners' messages.**

Keywords - twitter

I. INTRODUCTION

Twitter has now become one of the most popular social networking services around the world. It is no longer just a tool to communicate with people, but it could also be a tool to study. A number of studies have shown that Twitter can help language students improve their skills. It is stated that Twitter allows users to make many connections with other learners, and it is very easy to keep up with the everyday conversation. Because of these reasons, Twitter has been considered by many people as a new style of studying.

In Japan, there are many Japanese users who use Twitter to improve their English skills. There are several books that advice people to use Twitter as a tool to practice English picked up in school. In these books many ways to utilize this tool are introduced. In this study, I will examine and analyze how Japanese EFL learners use Twitter to study English. My paper will be focused on the format of tweets, content of tweets, and the tweeting behavior; for example, if they simply tweet, or if they reply to other users or if they retweet other user's tweets.

II. LITERATURE REVIEW
English Education in Japan

English is now compulsory for all students starting from middle school and up, which means, everybody in Japan has studied English for at least three years or more. However, not many Japanese can actually communicate in this language. They might read and understand written English perfectly, but perhaps cannot communicate orally. This is because most English classes in Japan are mainly conducted in lecture

style. That is, the teacher stands in the front of the classroom and gives lectures to students, while the students usually just sit at their desks listening and taking notes of what the teacher says. Most Japanese schools adopt this one-sided communication style in classrooms and students usually do not interrupt the teacher's speech. This way, students will only have the input of knowledge and the output part is usually dependent on each student's out of class effort.

English education in Japan started in the Meiji Era. People were able to read and write, but was not able to listen or speak. In 1989, the oral communication lesson became part of the English language syllabus in senior high schools, and in 1997, "globalization", "cultural difference" and "international Understanding" became official slogans. Also in 2003, the national plan to cultivate Japanese who can use English was announced (Adamson, 2006). Japan finally seemed to realize how important the output is, as much as the input. According to Iino (2002), English is just seen as a subject that needs to be studied in order to enter good universities. This means, as long as the entrance examinations stay as the way they are now, it could be said that the education of English in Japanese schools is only going to continually give students input and will not allow them to have output opportunities in classrooms.

Motivation Issues of Japanese English Learners

Matsukawa and Tachibana (1996) conducted a survey to compare the motivation towards studying English between the Japanese and Chinese junior high school students. It revealed the fact that Chinese students were more motivated to study English than Japanese students. In addition, the results showed that Japanese students tend to lose their interest toward studying as they get older in age. Matsukawa and Tachibana analyzed this result by saying that the motivation of the Japanese students was due to many reasons, and that on contrary, the Chinese students were limited to one. Chinese students mainly thought of English as a tool they would be able to use when they want a job and a high salary in the future. Miyahara et al. (1997) also came to a result that the motivation of Japanese university students comes from the interest in traveling and communicating with people from English speaking countries. However, there was no strong desire to learn English in order to integrate into those communities, as was thought as the motivation originally. These results show that Japanese English learners do not have a specific goal about how they want to use the language once they master it. McGuire (2000) however, comes up with a new finding about the possible motivation of Japanese learners of English in universities. It is a factor which he calls *external influence*. This is when students think more about getting a higher grade than achieving a language. They think the better they do on the exam or the closest they get in becoming fluent in the language, the more people will look up to them and respect them. The problem with this motivation is that when the students experience failure,

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they directly come to the conclusion where they think they do not have the ability to reach perfection or to the point of getting praised. Therefore, they lose their confidence and believe that their goal was a dream that could never come true. (Pintrich and Schunk, 1996) The society now has made English a single subject at school and not a tool of communication.

SNS as a Tool of Study

There are many ways to use and interact with people through SNS. Boyd and Ellison (2007) suggested that there are mainly three key functions of SNS: they allow individuals to 1) Construct a public or semi-public profile within a bounded system, 2) Articulate a list of other users with whom they share a connection, and 3) View and traverse their list of connections and those made by others within the system" (p.211).

As from the language learning point of view, social networking systems create new opportunities for teaching and learning. They are participatory, authentic, immediate, and they engage the community (Antenos-Conforti, 2008). The connection to the society is an essential point for the learners to improve their target language.

Use of Twitter to Learn Languages

Twitter is a social networking service that enables users to post (tweet) a short message within 140 letters and share it with people all over the world. It is a free online service that people all over the world including celebrities, CEOs of famous companies, astronauts, and people from many genres and nationalities have been using. By using Twitter, people are able to follow others and read their tweets, retweet, and reply to what someone has tweeted.

There are many studies showing how Twitter could be useful in the language acquisition area, and how it helps learners to study English effectively. K. Borau et al. (2009) conducted research on the effectiveness of Twitter on Chinese learners of English. Students were asked to tweet at least 7 times a week, and read their classmate's tweets. The survey of the students who participated in the study showed that students were happy to use Twitter. Since each tweet is only 140 letters long, it did not take up too much of their time to complete their tasks. Many students liked using Twitter as a tool to practice English, and in addition to the improvement of the language skills, students felt that reading native speakers of English's tweets, they were able to read daily conversations of native speakers. The students also answered in the survey that the sense of community has improved in the class. K.Borau et al. concluded that Twitter can be viewed as a supplement to practice what students have learned in classrooms. K.Borau et al. also proposed that Twitter is beneficial to get not only language and linguistic skills but also improve cross-cultural understanding because students can develop cultural awareness through communication with native speakers. In a similar study conducted by Nakashima (2011), students were asked to use twitter and were allowed to post anything as long as they keep everything in English. They were told that this would affect their grades. As a result, students felt that using

English everyday has lowered their resistance towards expressing themselves in English, and that conducting a monologue in English has possibilities to help them improve their English skills. Nakashima argued that it might not be the most effective way to make students improve, but it is a good way to use English for students who have limited opportunities to practice their language skills. Another study conducted by Holotescu and Grosseck (2008), claimed that Twitter is the best place to practice a wide variety of expressions and fixed phrases. By the same token, Antenos-Conforti (2009) argued that Twitter is effective because of two main reasons: a) even a single tweet can trigger communication between socially connected users b) Twitter lowers affective filters.

How to Use Twitter as a Tool for Learning English

According to the author of the book "Twitter　英語学習法", Masato Homma, there are four reasons why Twitter is a good platform to study English. First, the system of Twitter is close to that of the brain. It is time consuming and difficult to read individual messages of all network members on other social networking systems whereas on Twitter one can easily track what others are saying. Twitter not only connects people, but it also connects tweets. Some people may tweet about another tweet they have seen, or reply to someone, and the users are all able to see that in one page. Twitter did not originally have systems such as hash tags or retweets. The users invented these signs themselves, and since it worked well, it

officially became one of the original systems on Twitter. Twitter is not only a website that people use to communicate with what is given, but a place where the users are free to make new styles of communication when they come up with one. Users are always welcome to change this system to customize whatever might be better for them to use. Second, the fact that the users are connected with lots of people makes users motivated. Having a connection with native speakers of English allows people to look forward to study English. Japanese people used to study English just to get in a good university or get a good job. For them, studying English was not fun or a choice, but a duty or a responsibility. On Twitter users are able to use English as a tool to talk with friends and talk about something they like. Using Twitter, users will be able to communicate using daily terms, about things they like or have experienced. Third, 140 letters makes it easier for users to read other user's tweets or post a tweet themselves. Twitter can also be used whenever people do not have much time. Last, Twitter is a visual medium. After using Twitter for a while, people can always look back to what they have written. There, the user notices how much he/she has improved. Seeing actual change is likely to motivate users who will want to use Twitter more for more change.

For people who have never used Twitter before, or want to start using English on Twitter to improve, there are books to get them started. In "Twitter で英語をつぶやいてみる"，the author Mayumi Ishihara suggests learners to use the hash tag

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"twinglish", meaning tweeting in English. Using this hash tag, users with the same intention or goals are able to meet and have a chat in English. She says that many people in Japan wish to be able to speak English fluently and they are motivated, but it is very hard to find a place to actually use English in daily life. Therefore she asserts that tweeting is a very effective way to "use" English. Unlike blogs or diaries, it does not need to be long, and that lessens the obstacles such as the fear of making grammar errors or not having enough time to spend writing a blog or a diary every day. This book introduces simple and easy ways to start using Twitter to practice English by giving an idea of what to tweet and some useful examples of phrases students can use. In this book, there are mainly six different categories to tweet, which are, 1) Greetings, 2) Thanks and Sorry, 3) Feelings and Intention, 4) My day, 5) Questions and Suggestions, 6) Things around me. Here are some examples from the book.

First, the greetings such as "Hi everyone." , "Have a great weekend!" , and an original greeting for Twitter such as "Long time no tweet." , and "Tweet you later." .These phrases allows users to freely greet other users through a tweet, and can start tweeting by just saying "Good morning." or "Good night." Second, the thank you and sorry such as, "How sweet of you!" , "I didn't mean to offend you." , and "Thank you for tweeting me back." . These phrases will become one of the most useful phrases when replying. Third comes the feeling and intention such as, "How

impressive!" , "I couldn't agree more." , and "I wish I could be there to help." . This is also useful to show how much interest you have in one thing. It might be something that has been experienced, or could be about someone's experience. Forth, "about my day" such as, "I had a productive day." , "I'm coming to understand what a hash tag is." , and "Uh-oh, now u know I'm still up…" . These are mainly what people write in their diaries. Fifth, questions and suggestions such as, "Is this the right expression?" , "Let's wait and see." , and "Take your time." . These phrases will help learners deepen their understanding toward one thing by talking to each other. Last, "things around me" such as, "Hello March! I'm glad it's getting warmer." "I ended up drinking two thirds of the wine." , and "Today is my day off!". These phrases will probably be a report on what is happening around them. Unlike the phrases for "about the day", "things around me" do not necessarily have to be something the learner actually did. It could be about something they have heard or saw, felt or thought.

The next book, "英語で Twitter!" points out that the greatest benefit of using Twitter is that it's free and that learners are able to connect with native speakers and even maybe an EFL teacher. In addition, the author Mitsuyo Arimoto cites a study which showed that 65% of the students who used Twitter felt that their English ability has improved. This book suggests learners to start using Twitter by replying to someone's tweet or retweeting another user's tweet. There are several ways to give a comment on

someone's tweet. It suggests ways to interact, such as 1) to fave, 2) laugh, 3)to be happy, 4)be surprised, 5) admire, 6) praise, 7) agree, 8) envy, 9) thank, 10)negative comment, 11) retweet with comments, and 12) comment after seeing a picture or watching a clip. There are mainly four big topics, followed up by smaller topic with examples. First is to talk to someone, for example, 1) follow me! 2) hello, 3) how are you? 4)tell them what you are up to, 5)be disappointed, 6)cheer up or console someone, 7)ask people to cheer you up, 8)thank, 9)apologize, 10)apologize mixing jokes, 11)disagree to an opinion, 12)to people who you haven't talked to lately, 13)ask for their reply or ask them to contact you, and 14)ask them private questions. Next is to tell people what you are up to, for example, 1)when you wake up, 2)before you go to work, 3)on the way to school or work, 4)at work, 5)during the meals, 6)going home from work, 7)on the way back home, 8)when you have reached home, 9)before you go to bed, 10)confirm plans, 11)weekends, 12)house works, 13)invite, make plans to see each other, 14)weather, 15)health, 16)beauty, 17)study, 18)job hunting, finding schools, and 19)family. Then comes the tweets concerning something you are interested in, such as, 1)television, movies, 2)music, 3)games, 4)books, novels, 5)sport, 6)watching sport, 7)shopping, 8)trend, 9)travel, 10)feng shui, 11)horoscope, 12)blood type, 13)love, 14)twitter, 15)other social networking systems, 16)computer technology, 17)politics, 18)economy, 19)money, investing, and 20)jokes. Last, is to introduce an article or a website, such as a funny tweet, your own website or blog, and pictures or video clips. In addition, this book introduces many phrases for the seasonal greetings and other greetings for birthday, marriage, work, and condolence.

III. METHODOLOGY

Data Collection

In this study I analyzed the tweets of a total of 70 twitter users who use the hash tag "#twinglish", and mainly use their account to tweet in English. They were all Japanese learners of English who wanted to improve their English skills. I have selected users who are Japanese, who do not use Twitter as a tool of business and who have tweeted at least 20 tweets in English. In addition, all the users selected as participants in this study tweeted more in English than in Japanese.

The latest 20 tweets of the 70 twitter users that were posted in English were chosen as the object of categorizing. Tweets that were posted in Japanese were excluded and finally a total of 1400 tweets were obtained for the analysis. First the format of each message was categorized into four categories (1.tweet, 2.reply, 3.retweet, 4.attachment) and then the content of each message was classified into the following eleven categories: 1. greetings, 2.thanks, 3.sorry, 4.feelings and opinions, 5.intentions, 6.my day, 7.questions,8.suggestions, 9.things around me, 10.incomplete sentences, 11.others.

Categorization

The categories in this study were adopted from Ishihara (2010) who is the author of the

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book the book "Twitter で英語をつぶやいてみる" and also created the the hash tag "#twinglish" for the Japanese learners of English. In her book, she categorized the tweets into 6 categories, 1.Greetings, 2.Thanks and sorry, 3.Feelings and intention, 4.My day, 5.Questions and suggestions, and 6.Things around me. However, in this study, number 2,3, and 5 are spilt into a separate category. In addition, incomplete sentence and others are added, and opinion is added to the category of feelings. Each tweet was categorized into one of the above categories. If the tweet had more than one sentence or had several contents mixed in it, the first sentence or phrase was categorized. For example, the tweet, "G'morning!! It's a sunny day:) Today is my younger son's birthday!! And now I'll go to buy a birthday cake and a present!! #twinglish" has many categories in one tweet, but were categorized as 1.Greetings, because the first sentence is "G'morning!!". However, if the first sentence did not make sense, or if it was an incomplete sentence, the categorization was done based on the second sentence, or with a sentence that can be categorized. Incomplete sentences, and others were only used when all the other categories were not suitable, or if they did not not have a sentence that could be categorized.

TABLE 1

TWEET CATEGORIES.

	Categories	Examples from the actual tweets
1.	Greetings	Good night and sleep tight
2.	Thanks	Thanks for your advice!!
3.	Sorry	I'm sorry! I jumped to conclusion(>_<)
4.	Feelings and opinions	I wish I could read more easily!
5.	Intention	I'm gonna tell my son about it!
6.	My day	I'm reading 'My Humorous Japan' by Brian W. Powle now.
7.	Questions	Is it boring??
8.	Suggestions	Take your time and relax now.
9.	Things around me	Through the cloud a ray of moonlight is oozing.
10.	Incomplete sentence	No, not really.

Findings

In this study, three main questions can be asked and answered using the result of the research.

Q1. What do Japanese learners of English tweet to make their English improve?

Q2. How do they use twitter to improve?

Q3. What makes and keeps them motivated?

Let's talk about the questions one by one. The first question is, "What do Japanese learners of English tweet to make their English improve?" Look at Figure 1. In this figure, it is evident that most content tweeted is *greetings*, with 30 % (29.71% to be accurate). This is followed by *my day*, with 20 % (19.57% to be accurate). The third is *things around me*, with 14 % (13.6% to be accurate).
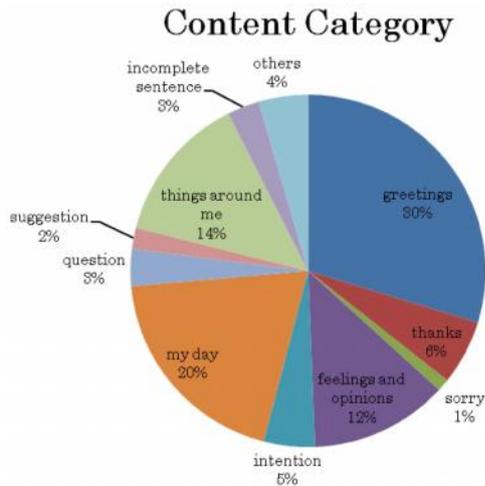
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Fig. 1 Categorized Content of the Tweets

This result tells how the users use twitter daily. Messages like "good morning" and "good night" were frequently found in the sample tweets. It was also observed that users often tweeted about what they have done during their day. It could be said that the top three categories listed here are the simplest content to tweet. Greetings can be tweeted everyday with the same words at the same timing. It is the easiest way to get started and to keep tweeting everyday. This data also gives a hint that users think that tweeting everyday is an important factor in using twitter. In addition *my day* and *things around me* could be seen as a short version of a diary. Things about Japanese EFL learners' day and what is happening around them could be told very easily by using the correct tense. These kinds of tweets allow users to learn new vocabularies by questioning what the possible word could be for a specific Japanese word or phrase, and looking them up in the dictionary. Continuously using the new learned vocabulary, or looking back to what they

tweeted will enrich their vocabulary knowledge.

Let's move on to the next question. The second question was, "How do the users use twitter to improve?" To answer this question, there is a need to look back at what was discussed in question 1. Users tweet very simple things to get them started and to keep tweeting every day. They tweet things they may write in diaries and that enables them to enrich their vocabulary knowledge. In addition to what users tweet, let's take a look at Figure 2. This figure gives the result of how the users communicate with other users or get attached to them. In this figure, it could be said that users tweet and reply to other user's tweets evenly, with 1.tweet 54 % (to be accurate, 54.14%), and 2.reply 43 % (to be accurate, 42.85%).
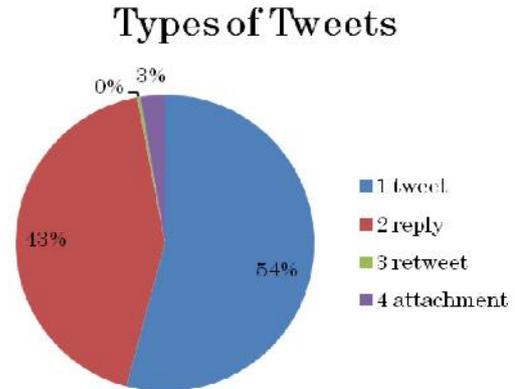

Fig. 2 Categorized Types of Tweets

From the two figures, it could be said that users tweet daily and simple things and reply and communicate with other users about the tweets. By replying to other user's tweets, the content of the tweet may allow more variety of contents to tweet. Also, communicating with others will help users to keep up with the update of the tweets

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everyday. Reading other user's tweet and responding is an effective way to learn a language. Users are able to encounter with new vocabularies or expressions by reading the tweets updated on their main page. Also, users get the opportunities to ask questions or suggest something.

The last question was, "What makes and keeps them motivated?" Looking at Figure 1 and Figure 2, it could be said that the easy and simple tweets and the communication with other users are the greatest reason why EFL learners are able to continue using twitter as a tool to study English. Tweeting greetings or things about the day could be a simple tweet, or could be the trigger of a conversation. Communicating with other users or reading their tweets can make users feel like they have to do more and more to catch up with their friends through twitter. Some people may have their own goals to tweet at least once a day, even if it might be just a simple greeting like "Good morning."

IV. CONCLUSION

Past studies have results on how much each user tweet about themselves or how many users type in replies and have communication with each other. However, in this study we were able to see how many users tweet greetings. Greeting is the most simple and easy way to tweet, yet the most basic way of communication. Learners of English are keeping up their motivation and they keep tweeting almost every day by starting their day greeting their friends or followers on Twitter. In this study, we were able to identify what users tweet and whether

they just tweet just like using a diary, or whether they communicate with each other. We were able to predict what their motivation might be, but this part can be researched deeper. In future studies, researchers should conduct a survey with those users who use Twitter as a tool for studying English and ask them what their motivation is, and what they actually think is making them improve their English skills.

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EXAMPLE TWEET MESSAGES

	Categories	Examples from the actual tweets
1.	Greetings	・Good night and sleep tight ・G'morning.It's sunny and cold here.TGIF.Have a good day. ・Time for bed. Sweet dreams, friends! :) ・Hi, nice 2 tweet u. ThanQ 4 following me:) Have fun tweeting in English! ・G'morning, friends! It's the start of the week. Have a great Monday! ・Hi, Taa! Long time no tweet:) I've been studying English for next TOEIC test;) ・Good morning! I must have slept wrong. I have a stiff neck.(>_<) ・Good morning. It's Monday morning. But I still stay in bed. I want to walk around. Feel like working. ・I'm getting sleepy. Good night. Have a nice dream :D ・G'night :)
2	Thanks	・Thanks for your advice!! ・Thanx:) ・Thank you. (*˚ ‐˚ *) ・ThanQ everyone. I'm getting well. I'm going to work from tomorrow. ・ThanQ. I'm all right. But I can't do anything by myself. ;-(Therefore I'm reading English. ・Thanks a lot. ;-) ・Thank you! I should have chosen "by". ・Thank you for your concern. Since I've been having the bad dreams, I maybe a little tired. ・Thank you, Peke! I'll keep trying them. :)) ・Thanks for your message!
3	Sorry	・I'm sorry! I jumped to conclusion(>_<) ・Sorry for the reply late. Yes, I was:), I don't feel sleepy tonight either><. ・I'm really sorry for my late reply. Yes, I'm living by myself. And you, too? ・I'm sorry , I'm late. Today is snowy. Have a good

		Saturday.
		・Sorry for the late reply X(I started to tweet again! Let's enjoy tweeting in English together!♡
		・I'm sorry that I tweeted the results of games.
		・Ha ha ha, sorry;) See u later. Sweet dreams:)
		・sorry if I forget again... ^^;
		・I'm sorry I missed watching the first episode of "黄金の日日" on NHK.
		・Sorry, I'm a girl!
4	Feelings and opinions	・I wish I could read more easily!
		・Though a chapter has only 4 or 5 pages. I wish I could read more easily!
		・Yes, exactly! I was fascinated with those experiments, especially with relation among refractive index and density of sugar water.
		・Hope the day will come when freedom of speech is exercised in all the countries on earth. We have a right to tweet anything!
		・That's nice! :)
		・It's sweet of you! She must be happy because you care of her. Happy Anniversary! :)
		・I'm really glad to hear that.
		・I'm sooo tired:((. Finished and I'll go back to my home...
		・You made me very happy.:)
		・Sounds pretty I haven't been Italian restaurant nowadays...
5	Intention	・I'm gonna tell my son about it!
		・I'll do my best.
		・ I'm gonna take a bath before he gets home. Have a good night all!
		・I'm gonna tell my son about it.:D Thank you Miki san.:)
		・I'm going to do English lessons after 5 days. I'm a little nervous but I'm looking forward to doing it.
		・I haven't felt sleepy either, but I will try to go to bed within one hour for my tough work tomorrow.
		・I have to send some info.to them. Of course, by e-mail, but I want to explain it by phone too because of emergency.

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		・I have to stay up in a few more hours till the morning comes in California. I want to go to bed though. ・I'm going to BIKRAM YOGA from now, I almost die coz I feel no good. ・I think one or two more hours I have to stay up＞＜ I don't think they are in the officr at 8 am. The U.S. is too far for me:(
6	My day	・I'm reading 'My Humorous Japan' by Brian W. Powle now. ・I'm late for my promise. I've forgotten completely. I must apologize to her. ・Yesterday, I ate German, French, Spanish, Italy uncured ham with red wine. I felt Italy is the best. ・I had a happy time with ex-colleague. She looks really happy. I'm relieved. ・A Christmas party at a kindergarten It was great! :) ・I had a busy day. So,I'm tired! ・I got home a while ago. Something seems to be wrong with my cell phone and it doesn't work, so I'm tweeting on my PC. ・I enjoyed at Year-end Party:) G'night!! ・Now I'm watching Mita on TV!! ・I'm listening to NHK FM. I like all of YanoAkiko, ReiHarakami and U-zhaan
7	Questions	・Is it boring?? ・Good! Where're you going? ・Do Filipinas drink? I mean ...Do women drink there, too? ・Oh! It's a Samurai movie, isn't it? ・Is this a real station? It looks miniature. Interesting! ・Which is correct? And,why? a)Sorry for my slow reply. b)Sorry for my late reply. ・What makes you motivated to keep tweeting? These days I don't feel like tweeting. ・Do you remember me? hisashiburi!! ・I always can't see #google 's hidden surprise...:{ Have you already tried #letitsnow ? ・Really? That's good..I've been using them since last month.xD Have a nice day! :)

8	Suggestions	・Take your time and relax now. ・You have to learn how to teach English from now on ;) ・Don't be so hard on yourself :) ・Yes..let's enjoy it. Let's find really nice stories for us!:) Thank you, Sora san..you, too. Take care! :) ・or you shouted a lot I suppose. Anyway keep warm & go to bed earlier(^_^)v ・Take care of yourself:) I think you need to unwind some time. ・I think you ought to go to bed so that you won't be bored anyway:p ・Go for it:) ・Don't forget to wear the blue scarf around your neck. ;P ・Everybody follow X nba guard and my short teammate.
9	Things around me	・Through the cloud a ray of moonlight is oozing. ・We rarely have snow here. btw When does your winter holidays begin? ・They looik like tsubaki, but it's not that season. ・The buses n trains here are very punctual. They don't wait. ・Christmas is coming soon! ・Wow. I have to work until Dec. 28 this year. :-(Have a nice Christmas holiday! ・My husband is repairing a shoji screen now… He always does things on a sudden impulse. :< ・Mr. Hashimoto won the election!! ・What a cold here!! ・Happy weekend has come! Don't worry if the man sitting next to me on the train was grinning like a Cheshire cat...
10	Incomplete sentence	・No, not really. ・Sure :) ・I wonder if I take off my nape pierced myself...? ・Like this sometimes ・Oh ok! Like 7 hours behind of Japan :) ・dinner(^^)/

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The Honest Truth About Learning the Language. Why Learning Japanese Can Be Easy. Some of these reasons why Japanese is super easy may surprise you. That might as well be one of your reasons for learning the language—Japanese is full of interesting surprises! You already know many Japanese words. For most of us, the Japanese language isn't entirely that foreign. Sometimes, the two language even merge together, like in the case of カラオケ (karaoke) — karaoke, which is actually derived from a shortened, borrowed English word merged with a shortened Japanese word. (It roughly means "without an orchestra"!) There are many instances of both Japanese words in English and vice versa. You're not a total newbie after all!