CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. 0   Introduction

Many languages of the world have gone through a common process of lexical borrowing. "The practice of taking a word from one language into another is somewhat curiously known as BORROWING" (Trask, 1994, p.13). The process of borrowing "is one of the most frequent ways of acquiring new words, and speakers of all languages do it" (Trask, 1994, p.13). English, for instance, borrows from other languages quite freely, and due to this phenomenon, many words commonly used as English words actually have foreign origins (Chang, 2003, p.5). Words borrowed into a language are rarely borrowed perfectly, but

instead undergo some kind of modification, mostly in terms of phonology, morphology, syntax and semantics.

In this chapter, the definitions of borrowing by certain authors are reviewed and a description of the process of borrowing is presented. A necessary part of the study of assimilation of English borrowed lexical items into Burmese is the method of transcription and therefore different methods of transcription are examined in this chapter. This chapter also discusses other related studies.

2.1   Description of Borrowing

Borrowing is a natural process of language development whereby one language adopts new words into its lexicon by borrowing those words from another language. The borrowed words are called 'borrowings' or 'loans', although "it is more like a kind of stealing" (Haugen, 1972a, p.81) or "a kind of copying" (Trask, 1994, p.12), since borrowed words are never returned to the donor language. In this process of borrowing words, the "borrowing takes place without the lender's consent or even awareness, and the borrower is under no obligation to repay the loan" (Haugen, 1972b, p.163). Moreover "the owner is deprived of nothing and feels no urge to recover his goods" (Haugen, 1969, p. 363).

Initially, when a person uses a word from a different language it usually happens in speech and the word is quite obviously a foreign word, but after some time the person no longer realizes that the word being spoken is a borrowed word. On the other hand, the donor language does not know that its word has been used by the receiver language. In this way the borrowing of words take place.

2.1.1   Definition of Borrowing

Lexical borrowing is a common process across languages and linguists define borrowing based on how they view it. One common view on borrowing, which is accepted by most linguists, from Sapir (1921b) to Haugen (1972a) is: "Borrowing is an example of cultural diffusion, the spread of an item of culture from people to people" (Sapir, 1921b, p. 27).

Sapir emphasizes that "whatever the degree or nature of the contact between cultural groups, it is generally sufficient to lead to some kind of linguistic inter-influencing" (Sapir, 1921b, p.192), and that "the simplest kind of influence that one language may exert on another is the borrowing of words" (Sapir, 1921b, p.193). In cultural borrowing, there is always the possibility of associated words being adopted by the recipient language. For example, when the Indians migrated to Burma during the pre-war period, they brought along with them yoghurt which was subsequently sold on the streets and so it was only natural for

the Burmese people to adopt the Indian word for yoghurt - dahi as /δε□ν/ . A word /τ♣□|/ , meaning 'sour' was added to the original word, to make it more reflective of the food itself and called it /δε□ν/τ♣□|/. When Christianity was introduced into Burma, certain words associated with the religion, such as 'Christ' /κ|∴/φ□√/, 'Christian' /κ|∴/φ□√/ψ℘ν/, 'bishop' /β□/♣□/ made their way into the Burmese language. The process of each cultural wave bringing new deposits of borrowed words has continued till the present day. Therefore, it can be assumed that most languages do borrow words from other languages of whatever cultures they may have come in contact with. According to Sapir (1921b), "It is generally assumed that the nature and extent of borrowing depend entirely on the historical facts of culture relation" (p. 195).

Definitions on borrowings by renowned linguists are drawn from studies focused on borrowed words used in a bilingual community with speakers of varying bilingual ability. Weinreich and Haugen are recognized as leading researchers in the field of borrowings. However, there are differences in their perceptions of what makes up borrowings. Weinreich (1963) defined borrowing as interference phenomena whereas Haugen (1972a) defined borrowing as an attempt to reproduce.

Borrowings usually occur when people are bilinguals as two languages are then in contact. Weinreich (1963) defines bilingualism as "The practice of alternately using two languages will be called bilingualism, and the person involved, bilingual" (p.1). He went on to state that as bilinguals are familiar with more than

one language, instances of deviation from the norms of either language which occur in the speech of bilinguals are known as interference phenomena. The term interference implies the rearrangement of patterns that result from the introduction of foreign elements into the more highly structured domains of language, such as the bulk of the phonemic system, a large part of the morphology and syntax, and some areas of vocabulary.

Weinreich (1963) was the first to draw the important theoretical distinction between borrowing and interference. He referred to interference in written language as '*borrowing*' while interference in speech was defined as '*interference*'. He explained that "interference in speech occurs in the utterances of the bilingual speaker as a result of his personal knowledge of the other tongue. … In language we find interference phenomena which, having frequently occurred in the speech of bilinguals, have become habitualized and established. Their use is no longer dependent on bilingualism" (1963, p.11).

Haugen however perceived borrowing differently. According to Haugen, it can be assumed that

> every speaker attempts to reproduce previously learned linguistic patterns in an effort to cope with new linguistic situations. Among the new patterns which he may learn are those of a language different from his own, and these too he may attempt to reproduce. If he produces the new linguistic patterns, not in the context of the language in which he learned them, but in the context of another, he may be said to have 'borrowed' them from one language into another. The heart of our definition of borrowing is then THE ATTEMPTED REPRODUCTION IN ONE LANGUAGE OF PATTERNS PREVIOUSLY FOUND IN ANOTHER. (1972a, p.81).

Haugen went on to say that "borrowing is linguistic diffusion and can be unambiguously defined as *the attempt by a speaker to reproduce in one language patterns which he has learned in another*" (Haugen, 1969. p. 363).

He further stated that "a bilingual group that serves as the vehicle of interlingual influence, is indispensable to any large scale borrowing" (Haugen, 1972a, p.66). Therefore, like Weinreich, Haugen agrees that any analysis of borrowing must begin with an analysis of the behavior of bilingual speakers.

Weinreich's distinction between borrowing and interference was also emphasized by Mackey as:

> Interference is the use of elements from one language while speaking or writing another…. It is a characteristic of the message not of the code. The effects of interference may or may not be institutionalized in the language, resulting in different degrees of language borrowing which affects the code and becomes the property of those who use the language – monolingual and bilingual alike. (1965a, p.239)

Heah explains how Bloomfield divides the sphere of borrowing into cultural, intimate and dialect borrowing:

> Borrowing is 'cultural' when the boundaries of each linguistic community correspond to distinct geographical and political boundaries. It is 'intimate' when the two languages involved are used within the same political domain. Dialect borrowing refers to the adoption of linguistic features from within the same speech-area. The latter category is a valuable one for it allows a distinction to be made between innovations introduced through foreign influences – whether they be through cultural or intimate borrowing – and those which may be simply of domestic origin. (1989, p.13)

According to Kemmer (2004), the actual process of borrowing is complex. People who first use the new word might use it at first only with speakers of the source

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language who know the word, but later on at some point they may use the word with people who have not known the word previously. This particular word may sound foreign to these speakers. However, in time, more speakers become familiar with the new foreign word. The group of users can grow to the point where even people who know little or nothing of the source language understand and use the new word themselves. The new word has become conventionalized and is accepted as a borrowing or a loan. With conventionalization a newly borrowed word gradually adopts the sound and other characteristics of the borrowing language. In time, people in the borrowing community do not perceive the word as a borrowed word at all.

2.1.2   Factors Determining Borrowing

For borrowing to take place, firstly, there is a need for the existence of a bilingual group of people of the borrowing language (Haugen, 1972b), who know the source language or at least enough knowledge of it to utilize the relevant words. They adopt them when speaking the borrowing language and might pronounce the words in the same or similar way they are pronounced in the source language.

Haugen (1969) quotes what E. Polivanov mentioned about borrowing:

> In hearing an unfamiliar foreign word.., we try to catch in it a complex of *our* phonological conceptions, to decompose it into phonemes belonging to *our* mother tongue, and in conformity with our laws for the grouping of phonemes (p. 381).

Secondly, "when a borrowed word becomes more familiar to more people, with conventionalization a newly borrowed word gradually adopts some characteristics of the borrowing language and in time, people in the borrowing speech community do not perceive the word as a loanword anymore" (Kemmer, 2004, p.1). The more frequently it is used, the more it is accepted as part of their language.

The third factor is the acquisition of a second language by means of learning and as Weinreich (1968) puts it, the informal learning of another language results in the native language of the learner being influenced by the language he is learning.

The fourth condition that contributes to borrowing is when bilinguals feel that there is a need to fill the insufficiency in their own language. To fill this gap in the borrowing language bilinguals try to borrow words from the source language. Linguists such as Sapir (1921a), and Weinreich (1963) have pointed out that "the need to designate new things, inventions, techniques, discoveries, concepts is, obviously, a universal cause of lexical innovation" (p.56).

The fifth condition is political – social conditions such as trade, war, migration, colonization - where the dominance of one language over another occurs and this leads to "intimate borrowings" (Heah, 1989, p.18). Intimate borrowing is one-

sided. This means that "the borrowing goes predominantly from the upper or dominant language to the lower language" (Bloomfield, 1933, p. 461).

The sixth condition is the status or prestige. "Prestige is only one reason for borrowing, yet it is a general pattern that less-prestigious languages tend to borrow the terms of more prestigious languages" (Bloomfield, 1933, p.476). Most linguists view that if one language is endowed with prestige, the bilingual is likely to use identifiable loan words from it as a means of displaying the social status which its knowledge symbolizes. Most writers hold the view that the direction of borrowing is from the prestigious language to the less prestigious language. Bloomfield states that "in all cases, it is the lower language which borrows predominantly from the upper" (1933, p.464). For Hall-Lew (2002) borrowing words because of prestige is logical as a "prestige language is presumably spoken by people of wealth and power and thus facility in that language is advantageous to the borrower for personal advancement" (p.14). The view that English is a superior language plays an important part in the transfer of English lexis into other languages.

2.1.3 Identification of Borrowings

In identifying the borrowed words, the researcher used two major approaches: 'the synchronic approach' and 'the diachronic approach'. The synchronic approach looks at the system of rules at a particular moment in time, that is a

study of the co-existence of all the linguistic features for that moment. Stene (1945) emphasized the synchronic approach as "taking only the present state of the language into account" (p. 5). The diachronic approach looks at language as a continually changing medium of communication, meaning, that a comparison is made between earlier and later states of a given language so as to identify possible changes. After which, a comparison of the changes discovered could be compared to possible models in other languages. (Haugen, 1972a).

Haugen (1950) states that, "borrowing is a historical process and therefore to be identified only by historical methods" (p.227). The distinction is helpful for historical linguistics. The development of a specific change, or the changes as a whole, can be analyzed and described diachronically, and on the other hand, analyzing the language at a given time within the development leads to the synchronic description of rules.

The synchronic approach is done by determining the points in which the 'foreign' elements fail to conform to native patterns by analyzing the phonemic constitution and distribution of the 'foreign' element and their morphological and syntactic patterning. "The problem can be approached formally, by taking only the present state of the language into account" (Stene, 1945, p.5).

These two approaches are important to the analysis of lexical borrowing from English to Burmese in this study as the lexical borrowings in this study are words

which were borrowed from English, particularly during the early to mid twentieth century. The approaches will help describe and compare the changes English borrowings have undergone as part of the process of assimilation into the Burmese language.

2.1.4 Classification of Borrowings

Heah (1989) described in detail the classification of borrowings, based on views and concepts of Haugen and Weinreich. She states that there are really "only two basic methods in classifying borrowed words, one using formal criteria and the other, semantic criteria" (Heah, 1989, p.22). She went on to say that, of the two methods, utilizing formal criteria has proved to be more satisfactory. "The classification of borrowings according to semantic criteria is unavoidably subjective and arbitrary as well as fraught with difficulties" (Heah, 1989, p.22). However, classification of borrowings into semantic categories or domains has been found useful to sub-classify the loans into semantic categories for comparative purposes (Heah, 1989).

According to Haugen, "loans, of whatever kind, may be analyzed and described in terms of the extent to which they are imported in *extenso* and the extent to which they are modified by substitutions of native habits" (Haugen, 1972a, p. 74). "In this respect, differences can be seen between phonology, where it is most common to substitute, and the lexicon, where it is most common to import. Thus

all types of loanwords fall between complete *importation* and complete *substitution*" (Haugen, 1972a, p.75).

Basically, three main classes of loans may be distinguished on the word level by a formal comparison of the model in the source language and its replica in the recipient language. Haugen's classification of borrowings as cited in Heah (1989) are:

(a) *Loanwords*, in which there is complete morphemic importation. Loanwords are further classified according to degree of phonemic substitution which occurs: none, partial or complete.

(b) *Loanblends*, in which there is only partial morphemic importation; a native morpheme has been substituted for part of foreign word.

(c) *Loanshifts*, in which there is complete morphemic substitution. loanshifts are further classified into "loanshift creations" and "loanshift extensions". In the former, only the arrangement of morphemes in the model is imported, in the latter, only the meaning is imported (p.24).

In this study, Haugen's classification of loans will be used as the conceptual framework for analysis of lexical borrowings.

2.2 Transcription of Burmese Words

If languages of the world have only one writing system, it will make it easier for every one to understand what is said as there would be a common system for reading. This would be similar to the Chinese language where one spoken dialect may not be understood by a speaker of another dialect, but would be understood if the message was written and read. But since all languages have their own writing systems, it is indeed difficult for the speaker of one language to read the written language of another. That is why a physical medium or channel to produce perceptible behaviour in written letters is used instead. "Language is manifested through pronunciation and spelling, that is to say, through spoken and written utterance" (Widdowson, 1996, p.41).

Widdowson went on to explain what makes the behaviour perceptible.

> When we listen or read, we do not process every physical feature
> of the utterance, but focus on what is significant. And in speech,
> significance attaches to those phonetic features which are
> phonologically distinctive, that is to say, which belong to classes
> of contrastive elements in the sound systems of particular languages.
> In other words, we filter out all kinds of phonetic differences and so
> perceive not the sounds as such but the **phonemes** they represent (1996, p.
> 41).

In order for everybody to be able to read what is spoken in whatever language, phoneticians produced a system called the 'International Phonetic Alphabet' (IPA) to transcribe the words. This form has been used in dictionaries to enable a particular word to be pronounced correctly. However, other methods of transcribing Burmese words into English have been used.   Okell   (1971) surveyed three methods of Romanization: *transliteration, transcription* and *combined systems.* He stated that *transliteration* system was first suggested by

H.L.St Barbe in1878, and his equivalents are the same as the transliteration adopted by the Pali Text Society for Pali, recommended by Duroiselle in 1913, and supported by Blagden in 1914. It was set out in full by Duroiselle in 1916 and used in his *Epigraphia Birmanica* in 1919.

The *Transcription* system had no clear guidelines for its use, and there are a variety of such systems. Four types are considered based on the characteristics of each and Okell named them, '*early, conventional, IPA* and *typewritten'* transcription methods (1971, p.8).

Early transcription is used for names only. *Conventional transcription* was introduced as no recognized system was in force in the government sector and English equivalents for even the commonest vernacular names were rarely alike in two publications. The transcription was conventional as it used a system of sound recognition with a set of officially prescribed basic symbols.

Okell stated how *IPA transcription* came into existence in the Burmese language: "In time the scientific principles and precise symbols of the International Phonetic Association were applied to the study and transcription of Burmese. It was first applied in detail in 1925 by Armstrong and Pe Maung Tin" (Okell, 1971, p.11). The IPA system they used was a very detailed one and later on it was simplified by Firth (1933, 1936) and Steward (1936). Further simplifications of IPA system

in Burmese were developed in America by researchers on Burmese language e.g. Cornyn (1944), McDavid (1945), Haas (1951), Jones and Khin (1953) .

Typewritten transcription used no special symbols or diacritics and could be typed entirely on an ordinary typewriter without backspacing. *Combined transcription* was produced by some linguists to use it in their research. Min Latt (1966) published such a system, which he called the "Prague Method of Romanization of Burmese".

All the methods are shown in Figure 2.1. In the figure, the word 'myanmar' is used as a model word.
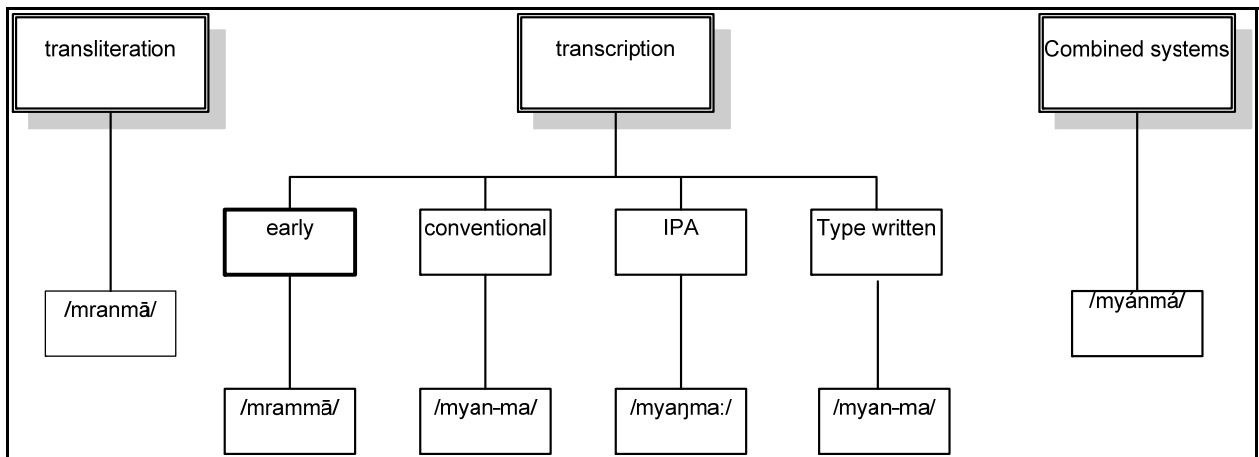
Figure 2.1 : **Methods of Romanization and Transcription in Burmese**

Among the four methods of transcription mentioned above, the simplified IPA transcription method is a rational system which aims at reproducing sound exactly as it should be. In accordance with these scientific principles and precise

symbols of the IPA, greater accuracy and consistency would be obtained in the transcription of English borrowed words for this study. The simplicity also facilitates ease of transcription and checking of transcription, thus enabling an analysis of the phonemic changes of English lexical borrowings in Burmese and the type and manner of borrowing these items.

2.3   Related Studies

Although this research looks specifically at the language contact of two languages ,that is, English and Burmese, the researcher also refers to studies examining English words borrowed into other languages to see how English makes its way into other languages and to observe the common things that happen in languages when borrowing takes place.

English continues to be the main donor language in linguistic borrowing not only in Burmese but also in many major languages of the world. English, first as the language of colonial power and more recently as the language of worldwide popular culture has been the source of specialized vocabulary either in the form of loanwords or neologism (Wheatley, 2003, p. 197). The English language itself is still widely used in the many previously colonized territories which now form the Commonwealth countries, and in these countries the use of English alongside the use of a native language are still encouraged. Aside from its historical role as the language of a colonial master, the English language has

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now gained a strong foothold globally as an international language for trade, economy, science and technology.

Most languages of the world borrow words from other languages. Historically, the English language also borrowed from other languages quite freely and as a result, many words commonly used in English actually have foreign origins. However, as English is considered the universal language of the modern world, many languages have borrowed words from it today. Trask (1996) notes that "English itself has become the most prestigious language on earth and today English is primarily a donor language" (p, 20).

This part of the review focuses on the borrowing of English words into other native languages of the world.

2.3.1 English Loans in the Chinese Language

As Chinese is used in many countries, it is viable to study the language contact of two of the world's most visible languages: English and Chinese. Hu (2004) wrote that, borrowing between Chinese and English is mutual. He said that a great number of loans have come to Chinese from English, and melted into the Chinese culture so deeply that their origin has been forgotten. On the other hand, Chinese words have also been given away to English, such as *china*, *tea*, *yen*, *chow mein*, *wonton*, *amah*, *kowtow*, *mahjong*, *ginseng*, *litchi*, *typhoon*. He went

on to say that "borrowing between Chinese and English is indeed mutual, although the direction may change from one to the other, and the ratio of borrowing versus lending may ebb and flow with changes in relative power in the nations and languages involved" (Hu, 2004, p.34-35).

In the 19th century, many English words came into Chinese, many of them semantically transliterated. The purpose of creating new characters in Chinese by means of semantic transliteration is done by adding a new ideographic component to an existing phonographic character. (Hu, 2004, p.36). Examples:

huashi meaning 'changed stone' for 'fossils' (Li, 1876)

bangbaoshi (pampers), which syllable-to-syllable translates to 'help-baby-support' (Hall-Lew, 2002, p.26).

Now that the Chinese people are embracing Western economic principles, thousands of borrowed words are making their way into the Chinese language to enrich the Chinese vocabulary (Hu, 2004). Examples are:

an *anqier* (angel) brings us *kele* (cola),

the use of *yi-meier* (e-mail) invites a *heike* (hacker),

the *wan-wei wang* (world-wide web) broadcasts a *tuokou xiu* (talk

 show),

zhuan jiyin (gene transfer) produces *kelong yang* (cloned sheep).

(Hu, 2004, p.36)

Hall-Lew (2002) wrote that in the past century, English has become the strongest international lingua franca and since standard Chinese is by far the world's largest speech community, it is natural "that current political pressures and modern technological advances compel interaction between those two giant linguistic communities" (p.4).

Hall-Lew (2002) went on to say that since "China is hugely diverse, both geographically and linguistically, it will take a single loan word much longer to standardize across the population" (p.13). Following the Opium War which ended in 1942, China was exposed to extensive contact with Western science, technology, military, economy and politics which resulted in a much grander period of borrowings. Chinese people use English loan words in their daily speech unconsciously and some of the most common words are: *baibai* (bye-bye), *kafie* (coffee), *shafa* (sofa), *basi* (bus), *puke* (poker), *lalisai* (rally) etc.

Being one of the fastest growing economies of the world and since many western companies have established their businesses in China, it can be expected that in the near future, thousands of English words will surely make way into the Chinese language and eventually enrich the Chinese vocabulary.

2.3.2 English Loans in the Malay Language

Quite a number of research has been done on the transfer of English words into Malay. Researchers like Asmah (1971), and Lutfi (1970) discussed general principles and procedures of terminology development in Malay language. Asmah stressed the importance of exploiting the potentialities of Malay and favoured the use of morphological processes inherent in the language. Lutfi is one of few researchers who favoured adopting English terms directly, pointing out the difficulties and disadvantages of translating them into the Malay language.

Since Malay and English both share the same writing system, there is a possibility of a high degree of language contact which facilitates linguistic borrowing through transliteration from written English to written Malay. Therefore, "in writing, the model in English and the replica in Bahasa Malaysia would be identical in form and meaning" (Heah, 1989, p.99) and in some cases "they may, however show some degree of phonemic substitution" (Heah, 1989, p.98). For example:

English Words	Malay Words
Idea	*idea*
script	*skrip*
abstract	*abstrak*
drama	*drama*
panel	*panel*
format	*format*

technique   *teknik*

The most authoritative and comprehensive study on the transfer of English loans into Malay was done by Heah (1989). She stressed the importance of English in the daily life of Malaysians and "viewed from the standpoint of national policy, it is clear that Malay-English bilingualism is not intended to be 'transitional' but to be 'institutionalized' bilingualism" (Heah, 1989, p.87).

English certainly has official status in Malaysia. Even though the 1957 Constitution declared Malay as the national language, English is allowed to be used in all official purposes. Also in the 1967 National Language Act, where "Malay was designated as the sole official language, the use of English was permitted in certain situations authorized by the Head of State" (Heah, 1989, p.82).

Furthermore, Heah (1989) stressed that the emphasis on science and technology in economic development has also been reflected in a corresponding increase in education and training in the sciences and technology. This has made it necessary for the government to promote the learning of English as a second language. The emphasis on science and technology has also made necessary the translation into Malay of a large amount of scientific and technical information that enters the country via the medium of the English language. This necessitates the acquisition of lexicon by Bahasa Malaysia through borrowing

and other means. The contact between English and Malay creates opportunities for English to influence Malay not only at the lexical level but also at the syntactical level.

2.3.3 English Loans in the Sri Lankan Language

Premawardhena (2003), wrote that over the centuries, many languages have acted as donor languages for Sinhala, that is, Pali, Sanskrit and Tamil from the South Asian region and Portuguese, Dutch and English from Europe. However, "the major donor language since the beginning of the 19th century until today has been English" (p.3). She went on to say that in today's education policy, much importance is given to improving the knowledge of English and IT skills in Sri Lankan schools. The electronic media has taken the hitherto 'foreign' language of English to the doorsteps of the rural communities. Especially in the field of advertising, the use of English loans along with Sinhala texts is very common today. English loan words do function as a major entity in a Sinhalese vocabulary. She stated that, "it would be hard to find a Sinhala native speaker who would not know what a 'radio' or a 'tv' or a 'bicycle' is" (Premawardhena, 2003, p.4). Even if the speaker is not bilingual, the English loan words do have a major function in the vocabulary.

The most recent trend is to include quite a number of English loan words from English but with a slight phonemic modification as in other Asian languages. For example:

(radio)   /ρε⇔δ⇔ιψ⇔ο/

(car)   /κα⇔/ /κα⇔ρ/

(pan)   /π—:ν/

The main reason for linguistic borrowing is to fill a void in the borrowing language to describe new concepts and elements. Many a term in the field of information technology, computer science, medicine and sports in the world today is borrowed from English by a large number of languages (Premawardhena, 2003, p. 3). As the nation is advancing towards development, it is inevitable that more and more English loans will enter into the Sinhalese language and will enhance it in the very near future.

2.3.4 English Loans in the Japanese Language

Daulton (1999), showed that English loan words in Japanese greatly enhance the acquisition of the English base words on which they originate. That is, native knowledge gives learners a 'built in lexicon' of many of the high frequency words in English. He further explained that when English words are adapted into Japanese, they undergo many transformations in terms of rephonalization, shortening, speech part modification, and semantic modification.

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Bolinger and Nakamoto (2002), noted the influence of English on Japanese as they observed young Japanese people and children. These people prefer to use English words in their daily life rather than using their own words. For instance, young Japanese people and children choose to say 'bai bai' instead of 'sayonara'.

There are many signs in public places in Japan today, which are written in English only. Also, products names are often in English only, like 'Apple Juice', 'Chocolate Cookies', 'Wellness Drinks' and 'Fruit Therapy Yogurt' in Japanese supermarkets. All the convenience stores in Japan are called 'C.S.' or just 'combini'.

As modern Japan has entered the cosmopolitan scene, its language has been enriched by a recent influx of Western loan words, transliterated into Katakana - one of the Japanese writing systems. These include words from Portuguese, French, German and so on. But the majority of recent loan words come from English, especially in the domains of technology and entertainment. English is seen as modern and cool, whereas, Japanese is considered traditional and old. (Vogler and Hallen, 1998)

Vogler and Hallen gave an example of variety of English words appearing in Japanese print today.

A Japanese person can go to *Makkudonarudo* to grab a *hambaagaa* to eat. He can watch a *bideo* on his *telebi*, or sit down at the *kompyuutaa* to type a letter on his *waapuro* (word processor) and save it on *disuku.* (1998, p.4).

Hallen in emphasizing her view on this recent trend said that, because of the volume and variety of English words appearing in Japanese print today, it seems that a Japanese person would not be able to understand a popular magazine in his own language unless he also has a good command of English vocabulary.

2.3.5 English Loans in the Russian Language

Krysin (1968) argues that the English incursion into Russian is mild compared with the cacophony of Turkish and Arabic words that overwhelmed Russia in the twelfth and thirteenth centuries. Krysin goes on to say that, even though there are not many English borrowings in everyday speech, English influences can be seen in new fields, especially in specialized fields new to Russia, such as banking and computers. Here, Russians monitor 'cash flow' on their 'computers', using 'interfaces' and 'files'. Signs on the subway stations are a jumble of English and Russian.

In the Russian lexicology, the study of vocabulary has been considered an important element of linguistics (Weinreich, 1980). Easton (1993) made a point

by saying that "the importance of vocabulary cannot be understated as you cannot communicate without it" (p.3).

Young Russians are far more open to English. Their slang consists of English terms which have taken on a form more consistent with Russian, such as *girla* for a girl, *printi* for parents, *shoesi* for shoes. In Russian, borrowing can be whole words such as *dispetcher* (dispatcher) and *kafeterii* (cafeteria), or individual morphemes such as *graf* (graph) (Easton, 1993, p.4).

Usually loan words adjust their external form to the rules of grammar and phonetics of the receiving language, otherwise they are generally considered foreign words. However, Krysin (1968) shows that, in Russian, there are commonly used words which have not assimilated for example, *kolledzh* (college) *and menyu* (menu).

2.4   Conclusion

The review has shown clearly that English has become an important donor of lexical items to many languages but particularly the languages of Asia where the economies are developing. Borrowing has taken place so quickly in some places that often the original form remains even after assimilation. From the review of research, it is recognized that another common practice in the borrowing process is that, in borrowing English words, nouns are mostly picked as loan words rather

than any other form. As Easton says, "when more than one word appears at the same time, it is easier to lift the simpler one – the noun" (Easton, 1993).

By studying the different definitions of borrowings based on research done by renowned researchers on various languages in contact, especially the impact of English on native languages, the researcher recognizes that despite seemingly different definitions on borrowings, they have one thing in common and that is, when a borrowed word is used more and more, it tends to become phonologically and morphologically integrated into the recipient language and eventually becomes part of the native language. This is also observed in the studies done on English lexical borrowings into the Burmese language where quite a number of English loan words have been so completely assimilated that the native speaker no longer realizes that the origins of the words were once English. Another common factor observed is that due to the rapid development of information technology in the world today, adaptation of English words that are associated with information technology, computer science has become more and more significant in most languages.