

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ
ИНГЛИЗ ТИЛИ ЛЕКСИКОЛОГИЯСИ КАФЕДРАСИ**

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QUALIFICATION PAPER

PECULARITIES OF SPANISH BORROWINGS IN ENGLISH

**5220100-Philology and teaching languages(The English Language)
for granting the bachelor's degree**

**THE QUALIFICATION PAPER
IS ADMITTED TO DEFENSE**

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CONTENT

INTRODUCTION	5
Chapter one. Etymological survey of the English vocabulary and the appearance of borrowings in the language	8
1.1. Etymology of English words and their semantic structure.....	9
1.2. The mechanism of borrowing and their adaptation by phonologic point of view.....	22
1.3. Relexification and Hybrid borrowings.	28
Chapter two. Spanish borrowings and their penetration into English.	33
3.1 The impact of Spanish on English today and in the past.....	34
3.2 Analyses of Spanish loan words semantically and according to their origin.....	38
3.3. Assimilation of Spanish borrowings into the English.....	49
Chapter three. The ways of teaching borrowings in English classes.	57
3.1. Methods of teaching language.....	57
3.2. The effective ways of teaching borrowings.....	59
Conclusion	62
The list of used literatures	65

President of the Republic Uzbekistan, on the 10th December 2012 **Islam A. Karimov** signed the decision about “The measures of the development systems for teaching and studying the foreign languages”.

Decree of the president is said that the study of the foreign languages, like English starts to study from 1st grade at schools in the form of game and talk, and in the beginning of the 2nd grade leads to learn the Alphabet, reading and grammar. Certainly, our president adds that in the universities and colleges teachers must teach special subjects in English, especially in the technical and medical degrees.

In accordance with the document, Coordinating council of the development of the study foreign languages will be formed, and then, new educational standards will be approved till 1st March 2013, in which it will provide for the exact criteria of the level of the knowledge of English or foreign language in each step of education.

National Mass Media is charged that with a glance of interests of children and youth, it prepare for the broadcast on TV programs about regular shows of science, history and culture of the other nations, and about the modern technology and mostly Internet, in addition, feature films and cartoons with the Uzbek subtitles in order to understand and learn foreign language or English.¹

¹И.А. Каримова – Постановление Президента Респ. Узбекистан, № ПК-1875 “О мерах по дальнейшему совершенствованию системы изучения иностранных языков”, <http://www.uzedu.uz/rus/info/officially/ukazyprez/>, 10 декабря 2012 года.

INTRODUCTION

This qualification paper is dedicated to the study of the problem of borrowed words in the English languages.

The most characteristic feature of the English is usually to be mixed. Many linguists consider foreign influence, to be the most important factor in the history of the English language. This widespread view – point is supported only by the evidence of the English word – stock as its grammar and phonetic system are very stable and not easily influenced by other languages as a whole, the composite nature of the English vocabulary cannot be denied.

To comprehend the nature of the English vocabulary and its historical development it is necessary to examine the etymology of its different layers the historical causes of their appearance, their volume and role and the comparative importance of native and borrowed elements in replenishing the English vocabulary.

The actuality of the investigation is explained by the profound interest in learning of borrowed words from Spanish language and by what steps loan words come to have the meaning in which they are found, sources to which they can be traced, and the result of this process as the means of formation and enrichment of English vocabulary. Besides that the results of this paper will present a great interest for other aspects of linguistic structure - particularly Phonetics / Phonology, Lexical Semantics, Grammar and so on.

The aim of the work is to study the above-mentioned problems, especially grouping them into certain subgroups and the definition of the specific character of Spanish loan words, their ability of phonological, morphological, grammatical adaptation, the role they play in the development of language, their ability to reflect the social and historical context in which the language contact takes place. According to this general aim there put forward the following particular **tasks** of the investigation:

- To present etymological survey of the English word – stock.
- To outline native and borrowed words.

- To describe Spanish borrowings in the English language word-stock and characterize them.
- The thorough analysis of the Spanish borrowings according etymological and semantic criteria.

To search the teaching methods of borrowings.

The following **methods** have been used in the paper as analytical, diachronic, synchronic, componential and comparative ones.

The practical value of this qualification paper is that it can be used as an aid for the theoretical courses of English lexicology and Etymology, as well as in the process of teaching English. And it also can be used as a topic for discussion for the students of Language Universities and Institutions

The theoretical importance of this work is in the fact it will present some theoretical basis for working out concrete practical recommendation in studying English. The results of this qualification paper can be used by people who are involved in learning English Lexicology.

The scientific **hypothesis** of this qualification paper is that this investigation may be used in theoretical and practical lessons on Grammar, Lexicology, Stylistics and soon in future.

The works of well-known scientists such as Ginzburg R. S. "A course in modern English lexicology", Antrushina T. B. Afanasyeva O. Y., Morozova N. N. "English lexicology", Crystal, David. "The Cambridge Encyclopedia of the English Language" and The Merriam Webster's Collegiate Dictionary and some EtymologicalDictionaries,<http://www.translationdirectory.com/glossaries/glossary>, Macmillan English dictionaries are taken as a base **material** of this research paper.

The subject matter of this qualification paper is to study Spanish borrowing words in the English language.

The **object of this research** are the borrowed words into English language from Spanish language.

The Qualification Paper **consists** of an introduction, three chapters and a conclusion, which followed by the list of literature used in the course of research. **Introduction** determines the actuality, scientific novelty, the aim and tasks of the work, methods of research, its practical value, shows the material that served the basis for executed work.

The novelty of this paper is that we studied borrowed words, especially borrowed words from Spanish language and we studied their origin and semantic classifications , usage and role in enlarging the word stock of the English language.

Chapter I deals with the bases of etymology of English Vocabulary Stock and the influence of borrowing in language and etymological semantic structures of English vocabulary with the close analyses of borrowings involves many aspects of linguistics – particularly phonetics, phonology, morphology and lexical semantics.

Chapter II deals with the characteristic features of Spanish borrowed words in language. The problems of origin, semantics on the base of Spanish borrowings have also been discussed in this chapter.

Chapter III deals with the teaching ways of borrowed words in English classes

The conclusion generalizes all the results of the work and describes the theoretical and practical results of the research paper.

The list of used literatures deals with the source used to carry out the qualification paper.

Chapter one. Etymological survey of the English vocabulary and the appearance of borrowings in the language.

The gift of speech and a well – ordered language are characteristic of every known group of human beings. No tribe has ever been found, which is without language and all statements to the contrary may be dismissed as mere folklore. There seems to be no warrant whatever for the statement, which is sometimes made that there are certain peoples, whose vocabulary is so limited that they can not get on without the supplementary use of gesture, so that intelligible communication between members of such a group becomes impossible in the dark. The truth of the matter is that language is an essentially perfect means of expression and communication among every known people. Of all aspects of culture it is a fair guess that language was the first to receive a highly developed form and that its essential perfection is a prerequisite to the development of culture as whole...

Many attempts have been made to unravel the origin of language but most of these are hardly more than exercises of the speculative imagination. Linguists as a whole have lost interest in the problem and this for two reasons. In the first place, it has come to be realized that there exist no truly primitive language in a psychological sense, the modern researches in archeology have indefinitely extended the time of man's cultural past and that it is therefore vain to go much beyond the perspective opened up by the study of actual languages. In the second place, our knowledge of psychology, particularly of the symbolic processes in general, is not felt to be sound enough or far reaching enough to help materially with the problem of emergence of speech. It is probable that the origin of language is not a problem that can be solved out of the resources of linguistics alone but it is essentially a particular case of a much wider problem of the genesis of symbolic behavior and of the specialization of such behavior in the laryngeal region, which may be presumed to have had only expressive functions to begin with. Perhaps a

close study of the behavior of very young children under controlled conditions may provide some valuable hints, but it seems dangerous to reason from such experiment to the behavior of pre-cultural man. It is more likely that the kinds of studies, which are now in progress of the behavior of the higher apes, will help supply some idea of the genesis of speech.

As a matter of fact, all English words are really English – if regard them in the light of present-day English. If, however, their origins are looked into, the picture may seem somewhat bewildering. Who does not know English but knows French (Italian, Latin, and Spanish), is certain to recognize a great number of familiar-looking words when skipping through an English book.

It is true that English vocabulary, which is one of the most extensive amongst the world's languages, contains an immense number of words of foreign origin. Explanations for this should be sought in the history of the language, which is closely connected, with the history of the nation speaking the language. In order to have better understanding of the problem, it will be necessary to go through a brief survey of certain historical facts, relating to different epochs.

1.1. Etymology of English words and their semantic structure

The first century B. C. most of the territory now known to us as Europe is occupied by the Romance Empire. Among the inhabitants of the continent Germanic tribes," barbarians" as the arrogant Romans call them. There is really a rather primitive stage of development, especially if compared with the high civilization and refinement of Rome. They are primitive cattle-breeders and know almost nothing about land cultivation. Their tribal language contained only Indo-European and Germanic elements. The latter fact is of some importance for the purpose of our survey.

The fifth century A.D. Several of the Germanic tribes (the most numerous amongst them being the Angles, the Saxon and the Jute's) migrated across the sea now known as the English Channel to the British Isles. There they were confronted by the Celts, the original inhabitants of Isles. The Celts desperately defended their lands against the invader, but they were no match for the military-minded Tautens and gradually yielded most of their territory. They retreated to the North and Southwest (modern Scotland, Wales, and Cornwall). Through their numerous contacts with the defeated Celts, the conqueror got to know and assimilated a number of Celtic words (M.E. Bald, down glen druid, bard, and cradle). Especially numerous among the Celtic borrowings were place names, names of rivers, hills, etc. The Germanic tribes occupied the land but the names of many parts and features of their territory remained Celtic. For instance, the names of the rivers Avon, Exe, Esk, Usk, Ux originate from Celtic words meaning "river" and "water".

The seventh century A.D. This century was significant for the Christianization of England. Latin was the official language of the Christian church, and consequently the spread of Christianity was accompanied by a new period Latin borrowing.

These no longer came from spoken Latin as they did eight centuries earlier but from church Latin. Also these new Latin borrowings were very different in meaning from the earlier ones. They mostly indicated persons, objects, ideas associated with church and religious rituals. E.C. Priest (Lat. Presbyter), bishop (Lat. Episcopos), monk (Lat. Monachus).²

Now comes an event, which brings an important change. After a number of wars between the Germanic tribes and Romans these two opposing peoples came into peaceful contact. Trade is carried on, and the Germanic people gained knowledge of new and useful things. The first among them are new things to eat. It has been mentioned that Germanic cattle breeding was on primitive scale. Its only

² Crystal, David. "The Cambridge Encyclopedia of the English Language". Cambridge: Cambridge University Press, 1995. p.183

products known to the Germanic tribes were meat and milk. It is from the Romans that they learn how to make butter and cheese and, as there are naturally no words for these foodstuffs in their tribal language, they were to use the Latin words to name them (Lat. *Butyrum*, *caseus*). It is also to the Romans that the Germanic tribes owe the knowledge of some new fruits and vegetables of which they had no idea before, and Latin names of these fruits and vegetables enter their vocabularies reflecting this new knowledge; *cherry* (Lat. *Cerasum*), *pear* (Lat. *Pirum*), *plum* (Lat. *Prunus*), *pea* (Lat. *Pisum*) *beet* (Lat. *Beta*), *pepper*(Lat. *Piper*).

Here are some more examples of Latin borrowings of this period:

Cup (Lat. *Cuppa*)

Kitchen (Lat. *Coquina*)

Mill (Lat. *Molina*)

Port (Lat. *Portus*)

Wine (Lat. *Vinum*).

The fact that all these borrowings occurred is in itself significant. It was certainly important that the Germanic tribal language gained a considerable number of new words and thus enriched. What was even more significant that all these Latin words were destined to become the earliest group of borrowings in future of the English language which was much later built on bases of the Germanic tribal language, which brings us to another epoch, much closer to the English language as we know it, both in geographical and chronological terms.

Additionally, in a class of their own were educational terms. It was quite natural that these were also Latin borrowings as the first schools in England were church schools and the first teachers were priests and monks. So the very word *school* is a Latin borrowing (Lat. *Shola*, of Greek origin) and so the words as *scholar* (Lat. *Schlar(-is)*).

From the end of the 8th century to the middle of the 11th century England underwent several Scandinavian invasions which inevitable left their trace on English vocabulary. Here are some examples of early Scandinavian borrowing:

1. *Call – verb*
2. *Take - verb*
3. *Cast – verb*
4. *Die – verb*
5. *Law – noun*
6. *Husband – noun*

(< Sc. *Hus-bondi*, i.e. “inhabitant of the house”), *window* n. (Sc. *Vindauga*, i.e. “the eye of the wind”),

1. *Ill – adjective*
2. *Loose – adjective*
3. *Low – adjective*
4. *Weak – adjective*

Some of the words of this group easily recognizable as Scandinavian borrowings by the initial **sk-** combination. Eg.

1. *Sky*
2. *Skill*
3. *Skin*
4. *Skirt*

Certain English words changed their meaning under the influence of Scandinavian words of the same root. So the OE *Bread* which meant “peace” acquire its modern meaning by association with the Scandinavian *braud(th)*, the OE *Dream* which meant “joy” assimilated the meaning of Scandinavian *draumr* (cf. with the Germanic *Traum* “dream”).

With the famous Battle of Hastings when England was defeated by the Normans under William the Conqueror, we come to the eventful epoch of the Norman conquest the epoch can well be called eventful not only national, social political and human terms but also in linguistic terms. England became a bilingual country, and the impact of the English vocabulary made over this two hundred years period

is immense: French words came from the Norman dialect penetrated every aspect of social life.³

Here is a very brief list of examples of **Norman-French** borrowings:

Administrative words: *stage, government, parliament, council, power, state, administer, empire.*

Legal terms: *Courte, judge, advocate, petition, barrister, justice, crime, prison, inquest.*

Military terms: *army, war, soldier, officer, battle enemy.*

Educational terms: *pupil, lesson, belle-letters, conservatoire, library, science, pen pencil.*

Words relating jewelry: *topaz emerald ruby, pearl.*

Words relating to building and furniture: *entresol, chateau, bureau.*

Occurred a considerable number of Latin and Greek borrowings. In contrast to the earliest Latin borrowings (1st c\ A.D.), the Renaissance ones were rarely concrete names. They were mostly abstract words (e.g. major, minor, filial, moderate, intelligent, permanent, to elect, to create). There were naturally numerous scientific and artistic terms: (datum, status, phenomenon, philosophy, method, music). The same is true of Greek Renaissance borrowings: (e.g. atom, cycle, ethics, esthete).

The most significant ones more were French borrowings. This time they came from Parisian borrowings:

Regime routine police

Machine ballot scene

Spanish also contributed a considerable number of words to English:

amigo anchovy Apache banana bonito

cafeteria chocolate mosquito sombrero, etc.

³ Asher R. E., editor-in-chief, Simpson J.M.Y., coordinating editor. "The Encyclopedia of Language and Linguistics". Vol.1, vol.3. Oxford - N. Y. - Seoul - Tokyo: Pergamon Press, 1994.pp.678-832

Etymological structure of English Vocabulary.

The native element	The borrowed element
1. Indo-European element	I. Celtic (5 th -6 th c.A.D.)
2. Germanic element	II. Latin 1 st group: 1 st c.B.C. 2 nd group: 7 th c.B.C. 3 rd group: the Renaissance period
2. English Proper element (no earlier than 5 th c.A.D.)	III. Scandinavian (8 th – 11 th c.A.D.)
	IV. French 1. Norman borrowings: 11 th – 13 th c.A.D. 2. Parisian borrowings (Renaissance)
	V. Greek (Renaissance)
	VI. Italian (Renaissance and later)
	VII. Spanish (Renaissance and later)
	VIII. German
	IX Indian
	X. Russian and some other groups

The table requires some explanation⁴. Firstly it should be pointed out that not only does the second column contains more groups, but it also implies a great quantity

⁴ Антрушина.Г.Б. Лексикология английского языка. Дрофа.2004 p.24

of words. Modern scholars estimate the percentage of borrowed words in the vocabulary at 65-75%, which is an exceptionally high figure: one would certainly expect the native element to prevail. This anomaly is explained by the country's eventful history and by its many international contacts.

On a strict vocabulary count, considering the high percentage of borrowed word one would have to classify English as a language of international origin or, at least, a Romance one (as French and Latin words obviously prevail). But here another factor comes into play, the relative frequency of occurrence of words and it is under this heading that the native Anglo-Saxon heritage comes into its own. The native element in English comprises a large number of high frequency words like the articles prepositions, pronouns, conjunctions, auxiliaries, and also words denoting everyday objects and ideas (e.g. house, child, water, go, come, eat, good, bad)

Furthermore, the grammatical structure is essentially Germanic having remained unaffected by foreign influence.

It is probably of some interest to mention that at various times purists have tried to purge the English language of foreign words replacing them with Anglo-Saxon ones. One slogan created by these linguistic nationalists was: <<Avoid Latin derivatives; use brief Anglo-Saxon monosyllables.>> The irony is that the only Anglo-Saxon word in the entire slogan is "Anglo-Saxon".

Now let's turn to the first column of the table representing the native element, the original stock of the English vocabulary. The column consists of three groups, only the third being dated: the words of this group appeared in the English vocabulary in the 5th c. or later, that is after the Germanic tribes migrated to the British Isles. As to the Indo-European and Germanic groups, they are so old that they can't be dated. It was mentioned in the historical survey opening this chapter that the tribal language of the Angles, the Saxons, the Jutes by the time of their migration,

contained only words of Indo-European and Germanic roots plus a certain number of the earlier Latin borrowings.

Language presents yet another undefined frontier, when it is viewed in relation to time. The living vocabulary is no more permanent in its constitution than definite in its extend. It is not today what it was a century ago, still less what will be a century hence. It's constituent elements are in a state of slow but incessant dissolution and renovation. Old words are ever becoming obsolete and dying out: new words are continually pressing in. and the death of a word is not an event process, extending over a lengthened period, of which contemporaries never see the end. Our own words never become obsolete: it is always the words our grandfather that have died with them. Even after we cease to use a word, the memory of it survives, and the word itself survives as a possibility, it is only when no one is left to whom its use is still possible, that the word is wholly dead. Hence there are many words of which it is doubtful whether they are still to be considered as part of the living language; they are alive to some speakers, and dead to others. And, on the other hand, there are many claimants to admission into the recognized vocabulary, that are already current and obsolete as a subordinate one, and extend our idea of the language so as to include all that has been English from the beginning, or from any particular epoch, we enter upon a department of the subject, of which, from the nature of the case, our exhibition must be imperfect. For the vocabulary of the past times is known to us solely from its preservation in written records; the extend of our knowledge of its depends entirely upon the completeness of the records, and the completeness of our acquaintance with them. And the farther back we go, the more imperfectare the records, the smaller is the fragment of the actual vocabulary that we can recover.

Below are listed the original meaning of some simple words. As you see these meaning are different from those the words have now.

Bend, v – OE bendan –bind, fetter; strain;

Bird, n – OE brid – nestling, fledgling;

Book, n – OE *boc* – *beech*;

Camp, n – OE *camp* – *battle, struggle, contest*;

Cheap, a – OE *cean*, *n* – *cattle; price; bargain*;

Deal, n – OE *dælan* – *share; distribute; take part*;

Deer, n – OE *dear* – *animal' beast*;

Dwell, v – OE *dwellen* – *lead astray; deceive; make a mistake*;

Fair, a – OE *fæzer* – *beautiful; pretty; sweet*;

Fear, n – OE *fær* – *sudden attack, danger*;

Fowl, n – OE *fu3ol* – *bird*;

Lord, n – OE *hlaforð* – *master*;

Silly, a – OE *sæliz* – *happy, blessed, holy*.⁵

The word *junk* originally a sailors 'old rope', now it means “*rubbish useless stuff*”, - this is an example of extension of meaning. The word *meat* originally meant “*food*”, now it means one special type of food – this an example of narrowing of meaning.

Most changes take place because society changes – either in its attitude to life or in its formal institutions. “Parliament” does not mean for us what it meant in the Middle ages, because the institution, which the referent of the word has changed radically. Hamlet, talking about actors refers to the “humorous man” – not the comedian, but the emotional actor: the old theory of humorous has long gone, but left this word behind to take on a different meaning. It is not long since atom meant what it meant to the Greeks – what could not further be divided,. The word can no longer mean that, but we retain it. Inertia, conservatism will ensure that a word remains in the vocabulary, but change meaning will be enforced by the non – conservative elements in man himself. Much more numerous were borrowings from Latin. The mixed character of the English vocabulary, particularly the great number of French loan words, facilitated an easy adoption of words from Latin. Many of these belong to certain derivational types. The Latin word *factum* “that

⁵ Ginzburg R. S. <<A course in modern English lexicology>> Moskva, 1979.p.162

which has happened” yield in Old French the meaning “*feat*”, while in scientific Latin it gets the meaning “*fact*”, etc.

In one case, a word was borrowed in the Renaissance period, which had already once been borrowed from Latin into Old English. The Latin *monastreium* (from Greek *monasterium*) yield in Old English. The word *mynster* (ME and MnE); in the 15th century it yielded *monastery*.

Latin	Old French	English from French popular words	English from Latin or French learned words
factum	Fait	Feat	Fact
Fragilen	Fraile	Frail	Fragile
Securum	Seure	Sure	Secure
Traditionem	Traison	Treason	Tradition
Pauperem	Povre	Poor	Pauper
Defectum	Defait	Defeat	Defect
Maior	Maire	Mayor	Major
Radius	Rai	Ray	Radius
Abbreviare	Areger	Abridge	Abbreviate
Redemptionem	Ranson	Ransom	redemption
Absolvere	Assoldre	Assoil	Absolve
Aggravare	Aggrever	Aggrieve	Aggravate
Allcare	Allouer	Allow	Allocate
Appretiare	Aprerer	Appraise	Appreciate
Balsamum	Basme	Balm	Balsam
Blasphemare	Blasmer	Blame	Blaspheme
Castigare	Chastier	Chasten	Castigate
Colligere	Coilir	Cull	Collect

Collocare	Coucher	Couch	Collocate
Dignitatem	Deintce	Dainty	Dignity
extraneus	Strange	Strange	Extraneous
Potionem	Poison	Poison	Potion
Prosequi	Porsuir	Pursue	Prosecute

Study of Latin had peculiar consequences for some English words of French origin.⁶

Latinization of French words may well have been fostered by the influence of French 15th – 16th century spelling, which was characterized by a tendency to show the Latin origin of words.

Occasionally latinization would be prompted by false etymology. Thus, the ME words *avancen* and *advantage* were changed into *advance*, *advantage*, as if their Latin source had included the prefix *ad-*, while actually they are derived from the French words *avant*, *avantage*, which come from the Latin phrase *abante*.

The purists were struggling against use of Latin and other borrowed words, but they were themselves strongly influenced by Latin in other elements of language and style.

There are certain structural features, which enable to identify some words as borrowings even to determine the source of the language. We have already established that the initial *sk-* usually indicates Scandinavian origin. We can also recognize words of Latin and French origin by certain suffixes, prefixes or endings. The two tables below will help us in this.

The historical survey above is far from complete. Its aim is just to give a very general of the ways in which English vocabulary developed and of the major events through which is acquired its vast modern resources.

Table I

⁶ Антрушина.Г.Б. Лексикология английского языка. Дрофа.2004. pp.23-24

1. Latin affixes

The suffix –ute	Attribute, contribute, constitute, distribute, etc
The remnant suffix –ct	Act, conduct, collect, connect, etc.
The prefix dis-	Disable, distract, disown, disagree, etc.
The suffix –ant	Arrogant, constant, important, etc.
The suffix -ent	Absent, convenient, decent, evident, etc.
The suffix –or	Major, minor, junior, senior, etc.
The suffix -al	Cordial, filial, fraternal, maternal, etc.
The suffix –ar	Lunar, solar, familiar, etc.

Table II

French affixes

The suffix –ance	Arrogance, endurance, hindrance, etc.
The suffix -ence	Consequence, intelligence, patience, etc.
The suffix –ment	Appointment, development, experiment, etc.
The suffix –age	Courage, marriage, passage, village, etc.
The suffix –ess	Tigress, lioness, actress, adventures, etc.
The suffix –ous	Curious, dangerous, joyous, serious, etc.
The prefix en-	Enable, endear, enact, enfold, enslave, etc.

Note:

1. The tables represent only the most typical frequent structural elements of Latin and French borrowings.⁷
2. through all the affixes represented in the tables are Latin or French borrowings, some of the examples given in the second column are later formations derived from native roots and borrowed affixes (e.g. eatable, lovable).
3. by remnant suffixes are meant the ones that are only partially preserved in the structure of the word (e.g. lat. –ct < Lat. -ctus).

It seems advisable to sum up what has been said in tables.

Semantic Structures of Etymology

⁷ Антрушина. Г. Б. Лексикология английского языка. Дрофа. 2004. pp24-26

By the Indo-European element are meant words of the roots common to all or most languages of the Indo-European group. English words of this group denote elementary notions without which no human communication would be possible.

The following groups can be identified:⁸

1. Family relations: father, mother, brother son, daughter.
2. Parts of human body: foot, nose, lips, heart.
3. Animals: cow, swine, goose.
4. Plants: tree, birch, corn.
5. Times of day: day, night.
6. Heavenly bodies: sun moon, star.
7. Numerous objectives: red, new, glad.
8. The numerals from one to a hundred.
9. Pronouns –personal (except they which is Scandinavian borrowing); demonstrative.
10. Numerous verbs: be, stand, sit, eat.

The Germanic element represents words of roots common to all or most Germanic languages. Some of the main groups of Germanic words are the same as in the Indo-European element:⁹

1. Parts of human body: head, hand, arm finger, bone.
2. Animals: bear, fox, calf
3. Plants: oak, fir, grass
4. Natural phenomena: rain, frost.
5. Seasons of the year: winter, spring, summer.
6. Landscape features: sea, land.
7. Human dwelling: house, room, bench.
8. Sea-going vessels: boat, ship.
9. Adjectives: green blue, white, small, thick, high, old, good.

⁸The classification and examples are taken from Аракин.В.Д.Очерки по истории английского языка, ст.251

⁹ Антрушина.Г.Б. Лексикология английского языка. Дрофа.2004. p26

10. Verbs: see, hear, speak tell, say, answer, make, give.

It has been mentioned that the English proper element is in certain respects to the first groups. Not only it can be approximately dated, but these words have another distinctive feature: they are specifically English having no cognates on other languages as for Indo-European and Germanic words such cognates can always be found, as for instance, for the following words of the Indo-European group. Autumn is a French borrowing.

Star: Germ. Stern, Lat. Stella, Gr. Aster.

Sad: Germ. Satt, Lat. Satis, Snsr, Sa-

Stand: Germ. Stehen, Lat. Stare, Rus. Стоять

Here are some examples of English proper. These words stand quite alone in the vocabulary systems of Indo-European language: bird, boy, girl, lord, lady, boy, woman, daisy, always.¹⁰

Of course, one might remark that Russian vocabulary also has the words лорд леди бой. The explanation is simple: these words have been borrowed to Russian from English and therefore are not cognates of their English counterparts.

1.2. The Mechanism of Borrowings and their adaptation by phonologic point of view

In study of the borrowed element in English the main emphasis is as a rule placed on the Middle English period. Borrowings of later periods became the object of investigation only in recent years. These investigation have shown that the flow of borrowings has been and uninterrupted the greatest number of them has

¹⁰ Амосова.Н.Н <<Этимологические основы словарного состава современного английского языка>> Москва 1956. pp.160-176

come from French. They refer to various fields of social – political, scientific and cultural life. A large portion of them (41%) is scientific and technical terms.¹¹

The number and character of the borrowed words tell us of the relations between the peoples, the level of their culture, etc. it is for reason that borrowings have often been called the milestones of history. Thus, if we go through the list of borrowings in English and arrange them in groups according to their meaning we shall be able to obtain much valuable information with regard to England's contacts with many nations. Some borrowings, however cannot be explained by the direct influence of certain historical conditions; they do not come along with any new objects or ideas. Such were the words *air*, *place*, *brave* borrowed from French. It must be pointed out that while the general historical reasons for borrowing from different languages have been studied with a considerable degree of thoroughness the purely linguistic reasons for borrowings are still open to investigation.

The number and character of borrowings do not only depend on the historical conditions, on the nature and length of the contacts, but also on the degree of the genetic and structural proximity of languages concerned. The closer the languages the deeper and more versatile is the influence. This largely accounts for the well – marked contest between the French and the Scandinavian influence on the English language. Thus, under the influence of the Scandinavian languages, which were closely related to Old English, some classes of words were borrowed that couldn't have been adopted from non – related or distantly related languages; a number of Scandinavian borrowings were felt as derived from native words, e.g. *drop* (AS) – *drip* (Scan.), *true* (AS) – *tryst* (Scan.); the Scandinavian influence even accelerated to a certain degree the development of English grammar.

Borrowings enter the language in two ways: through **oral speech** (by immediate contact between the peoples) and through **written speech** (by indirect contact through books, etc.)

¹¹ Арнольд И. В. Лексикология современного английского языка Москва 1973. pp.252-260

A borrowing is a form that has spread from one linguistic variety (“the source”) into another variety (“the target” or “replica”). In this sense it is nearly synonymous with “loanword”, but a borrowing is often really a stem (smaller than a word), and may be a phrase (larger than a word). Borrowing is also a term for the act of incorporation itself, so there’s a certain semantic ambiguity between process and result in the usage of the term. Also the focus here is on language-to-language transfer, the concept may also be used when discussing the spread of a form among mutually intelligible dialects of a single language, or even among registers of idiolects.

The close analyses of borrowings involve many aspects of linguistic structure – particularly phonetics, phonology, morphology and lexical semantics. The study of borrowings is of interest to general linguistics because the borrowing language may have several possible ways of incorporating the foreign from into its own phonological, morphological and semantic systems, and the options implemented may reveal something about deep seated developmental tendencies of the language that are not otherwise clearly evident. But the study of borrowings can’t rely entirely on considerations of pure linguistic structure, however deep. Rather borrowing patterns also reflect the social and historical context in which the language contact takes place. For this reason, borrowings play an important role in historical linguistics.¹²

The term “**borrowing**” is semantically misleading from the start, since it implies that the source language relinquishes a form in leading temporarily to the target language, which is expected to return the form later. It is historical quirk that the term borrowing is used instead of spreading, imitation, proliferation, cloning or mitosis. However, there is a more substantive terminological difficulty due to the sometimes fussy boundaries and code-switching.

In extreme cases, the difference between borrowing and code switching is clear. The word “money” is a thirteenth century borrowing from French, but few modern speakers of English would be aware of its foreign origin. At the other extreme, a

¹² Ginzburg R. S. <<A course in modern English lexicology>> Moskva, 1979.pp.161-163

pair of bilingual speakers might converse for a while in pure English, then shift abruptly into French seems more appropriate to a new topic, because they don't want eavesdropping English monolingual to overhear them, or for some other reason. In other words, a borrowing is (ideally) a historically transferred form, usually a word (or lexical stem), that has settled comfortably into the target language, while code-switching is a spontaneous, clearly bounded switch from sentences of one language to sentences of another, affecting all levels of linguistic structure simultaneously.

However, if actual speech patterns in bilingual environment are observed, one finds that borrowing and code-switching are not always so clearly distinct. For one thing many borrowings are only partially nativized into the target language, and even monolingual speakers may be conscious of their foreign status. In other words, borrowings may resemble code-switching in retaining foreign status and discernible internal structure, while code-switching often resembles borrowings in brevity (words, short phrases) and in being fitted into another language's syntax.

Semantic borrowing¹³ is the acquirement of a new meaning by a word due to the influence of a related word in another language, e.g. the words *propaganda*, *reaction* acquired their political meaning under the influence of French *déviations* and *bureau* entered political vocabulary, as in right and left deviation.

It is of importance to note that the term "**borrowing**" belongs to diachronic description of the word-stock. Sometimes, however, it is indiscriminately applied to the synchronic description of words the origin of which can be traced to some other language outside English irrespective of the period of adoption and their role in the modern language. Thus, the words *wine*, *cheap*, *pound* introduced by the Romans into all Germanic dialects long before the Angles the Saxons settled on British Isles, or *table*, *place*, *large* which are early French borrowings alongside with such late Latin and French loans as *alibi*, *memorandum*, *stratum*, (L.) *chateau*, *fete*, *décolleté* (Fr.) which constitute a distinctly different groups of words.

¹³ Ginzburg R. S. <<A course in modern English lexicology>> Moskva, 1979.p.161

There is also a certain confusion between the term **source of borrowing** and **origin of borrowed words**. The confusion may be seen in contradictory making of one of the same word as, say, a French borrowing in one dictionary and Latin borrowing in another.

It is suggested that the term **source of borrowing** should be applied to the language from which this or that particular word was taken into English. So when describing words as Latin, French or Scandinavian borrowings we point out their source but not origin.

The term **origin of the word** should be applied to the language the word may be traced to. Thus, the French borrowing table is Latin by origin (L. Tabula), the Latin borrowing school came into Latin from Greek language (Gr. Schole).¹⁴

In some cases borrowing a stem presents no special phonetic, phonological, or morphological difficulties. If the stem in the source language happens to consist of segments, syllabic combinations, and a prosodic (e.g. stress) pattern that are already quite normal within the target language, no phonetic adjustment is necessary. This presumable facilitates borrowing between closely related language, not to mention dialects of the same language has a high-frequency form (e.g. the nominative singular of nouns) that lacks affixes, the stem can readily be borrowed in this morphologically bare form, and can then be fed into the regular derivational and inflectional system of the target language in order to create whatever morphologically marked forms (plural, dative, etc.) are needed.

However, in almost all cases of borrowing across the boundaries, at least some of the borrowings require phonological adjustment. Moreover, the target and the source languages may have inflectional systems that make it impossible to transfer stems in unaffixed form. Insofar as the pronunciation and morphology of the source form are clearly nonnative to the target language, choices among several alternatives have to be made.

Phonological Adaptation of borrowings

¹⁴ Ginzburg R. S. <<A course in modern English lexicology>> Moskva, 1979.pp.161-163

The first is whether the aberrant source form is adjusted to fit the new phonological stem, or retains much of its original pronunciation even as it becomes common in the target language. The French borrowing *deja'vu* occurs in a variety of pronunciations in English, ranging from [deza vy] through [deza vuw] to [deza vjew]. Here the second variant changes the aberrant front rounded vowel [y] to a more English vowel (long or tense u, realized as uw); the third form proceeded to insert j between a consonant and this vowel, as in many other English words, so that vu is pronounced like view. Clearly the extent of the speaker's (and the community's) bilingualism, and various situational factors, play a role in such variation.¹⁵

In addition to the degree of nativization, choices must be made among two or more possible ways to nativize the source forms. A foreign phoneme (i.e. cluster of phonological features) that has no exact equivalent in the target language is likely to be equidistant from two or more target phonemes each differing from it in one feature. For example, French *high front rounded y in vu* is nativized into English as high back rounded uw, but there is no obvious reason why it could not be borrowed with a high front unrounded vowel as vij, both changes involving adjustment of one phonological feature.

It is also necessary to consider suprasegmental aspects of nativization into a target language. Not only does each language have characteristic prosodic patterns (stress alternations, pitch accent, tone contours, or whatever), but these prosodies often interact closely with segmental phonology. The most significant recent revisions of phonological theory have involved the recognition of previously unsuspected syllabic and rhythmical bases for many phonological phenomena. Thus English stems borrowed into Japanese must be supplied with a pitch-accent pattern, while multi-syllabic Japanese stems entering English must be adopted to the target

¹⁵ Арбекова Т. И. Лексикология английского языка Москва Высшая школа 1997.с152

language's system of alternating stress and unstressed syllables, as in *sukiyaki* pronounced [*'suki,yaki*] or [*'suwki,yaki*].

Somewhat similar problems arise when the target (but not source) language is characterized by vowel-harmony patterns (as in Turkish, borrowed from English, Arabic, or Persian), or by rigid canonical-shape restrictions on stems. Interesting problems are also arose when a source or target language is rich in consonantal but weak in vocalic distinctions, while the opposite prevails in other languages.

1.3.Relexification and Hybrid Borrowings

“**Relexification**” occurs when vocabulary from one source language is largely replaced by vocabulary from a successor source language. This happens in pidgins and Creoles, but can also apply to borrowed lexicon in less traumatic circumstances. Examples are Third World countries that have been under the successive political and cultural influence of different European powers. In Morocco, Spanish was the first dominant European influence, to be followed by a more thorough domination by French, while English has increased in popularity. In the Philippines, Spanish was the long-term colonial language, but English has completely replaced it under American influence. Former Italian, German, Portuguese and Dutch colonies or zones of influence are in various stages of transition, usually toward English as a sort neocolonial language.

Because the successor source language has many cognates with the previous source language, “hybrid borrowings” result¹⁶.

In many other cases, there is no such residue of the earlier borrowing, which has simply been replaced by a new borrowing from the successor source language. However, when the earlier and later borrowings are similar in form (as when they come from cognates in the two European languages), one may suspect that the

¹⁶ Секирин В. П. Заимствование в английском языке. Издание Киевского университета. 1964.с34-78

historical process was not so much a second borrowing as a kind of undating of the borrowing, like the partial undating seen in the hybrids.

Interralation between Native and Borrowed Elements in the English language.

The number of borrowing in Old English was meager. In the Middle English there was an influx of loans. It is often contended that since the Norman Conquest borrowing has been chief factor in enrichment of the English vocabulary and as a result there was a sharp decline in the productivity and role of word formation. Historical evidence, however, testifies to the fact that throughout its entire history, even in periods of the mightiest influxes of borrowings, other process, no less intense and semantic development, which involved both native and borrowed elements.

In the estimation of the role of the borrowings is based on the study of words recorded in the dictionary, it is easy to overestimate the effect of the foreign words, as the number of native words is extremely small compared with the number of borrowing recorder. The only true way to estimate the relation of the native to the borrowed element is to consider the two as actually used in speech. In one counts, every word used, including repetitions, in some reading matter, the proportion of the native to the borrowed words will be quite different. On such a count, every writer used considerably more native words than borrowings. Shakespeare for example has 90%, Milton 81%. "it has been estimated that less than half our need". This show how important is the comparatively small nucleus of native words. Different borrowings are marked by different frequency value. Those well established in the vocabulary may be as frequent in speech as native words, where as other occurs very rarely.¹⁷

The greater number of borrowings in English left some imprint upon the language. The first effect of foreign influence is observed in the volume of the vocabulary. Due to its history the English language, more than any other language, has observed foreign elements in its vocabulary. But the adoption of foreign words

¹⁷ Ginzburg R. S. <<A course in modern English lexicology>> Moskva, 1979.pp.171-172

must not be understood as mere quantitative change. Any importation into the lexical system brings about semantic and stylistic changes in the words of this language and changes in its synonymic group.

It has been mentioned that when borrowed words were identical in meaning with those already in English, the adopted word very often displaced the native words. In most cases however the borrowed words and synonymous native words (or words borrowed earlier) remained in the language, becoming more or less differentiated in meaning and use.

As a result, number of synonymic groups in English greatly increased.

The synonymic groups become voluminous and acquire many words rarely used. This brought about a rise in the percentage of stylistic synonyms.

As a result of differentiation in meaning between synonymous words, many native words or words borrowed earlier narrowed their meaning or sphere of application. Thus the word *stool* of Anglo-Saxon origin, which in old English denoted any article of furniture designed for sitting, under the influence of French borrowing *chair* came to be used as the name for only one kind of furniture.

Due to borrowing some words passed out of the literary national language and have become dialectal as

ea- suv oqimi (OE, *ea- suv oqimi*)

heal, hele- yashirish (OE, *helan*), etc.

Another instance of foreign influence upon the semantic structure of some English words is **semantic borrowing**, i.e. the borrowing of meaning from a word in a foreign language. This often takes place in English words in another language, e.g. the words *pioneer* and *cadres* which are International words have acquired new meaning under the influence of related words having quite different roots, e.g. The political meaning of *shock* and *deviation* have come from Russian ударный and уклон. Abundant borrowing intensified the difference between word-stock of the literary national language and dialects as well between British English and American English. On the one hand, a number of words were borrowed into the

literary national language, which is not found in the dialects. In a number of cases the dialect has preserved some Anglo-Saxon words, which were replaced by borrowings in the literary language. Thus the Scotch dialect has preserved such words as *ken-to know* (<OE. Cennan).

On the other hand, a number of words were borrowed into dialect and are not used throughout the country. Thus the Scottish and Irish dialects have suffered much greater Celtic influence than the literary national language or the Southern dialect, as the Celtic language was long spoken in Scotland and Ireland, some section of the population use them even now.

The greater number of borrowings could not be left a definite imprint on the morphological structure of borrowings became transparent in the source of time and served as a pattern for new formations.

Among the affixes which can be considered borrowed by English some are highly productive and can combine with native and borrowed items (e.g. re-, inter-, -able, -ee, ism), other are not so productive and combine with only Romantic items (co-, de-, trans-, -al, -cy, -ic, -ical), still other are often met within borrowed words, but not form any new words in English (-ous, -ive, -ent).

Some borrowed affixes have even ousted those of native origin, e.g. in modern English the prefix pre-expressing the priority of action has replaced the prefix fore-, which has highly productive in Middle English and Early New English, especially in the 16-17th centuries.

Another imprint of borrowings on the structure types of words in English is the appearance of a great number words with bound morphemes, such as tolerate, tolerable, tolerance, -tion¹⁸.

Cluster of words in English also underwent some changes both qualitative due to the influx of borrowings. On the one hand, many clusters of words were changed. Not only were new derivatives formed with the help of borrowed affixes, but some borrowings entered the cluster of words already existing in English.

¹⁸ Bloomfield <<lexicology of English language>> 1956.pp.67-134

Mention has already been made of Scandinavian borrowing that came into English as derivatives of native words. Some Latin and French borrowings entered the cluster of words borrowed from Romantic languages before e.g. when the French borrowings

Exploitation

Mobilization

Militarism

Personnel

were taken over into English in the 19th century they occupied the position of derivatives of the word exploit, mobilize, etc. borrowed much earlier. On the other hand, the influx of the borrowings in English has changed the very nature of word-clusters which now unite not only words of the same root-morpheme, as in spring-vernal, two-second, dual, sea-maritime, etc.

As a result of intense borrowings there appeared in English language a number of words of new phonetic structure of with strange sounds and sound combinations or familiar sounds in strange positions. Such are the words with the initial [ps], [pn],[pt] which are used in English alongside with the forms without the initial sound[p].

If there were many borrowed words containing a certain phonetic peculiarity, they influence to some extent the sound system of the language.

Abundant borrowings brought about some changes in distribution of English sounds, e.g. the Old English variant phonemes [f] and [v] developed into different phonemes, that is [v] came to be used initially as in vain, valley, vulgar and [f] in the intervocal position as in affect, affect, affair which was impossible in Old English.

Chapter two. Spanish borrowings and their penetration into English.

XV century is known in Europe as a cultural movement under the name Renaissance. This movement is indissoluble connected with bourgeois culture in the time of primary accumulation.

In English as in all European countries, this period was marked by significant developments in science, art and culture and also by revival of interest in the ancient civilization of Rome and Greece and their language.

The Renaissance was period of extensive cultural contacts between the major European states. Therefore it was only natural that new words also entered in English vocabulary. All new aspects of Renaissance were deeply reflected in English dictionaries. Revival of relation with the leading countries of that time, with Spain, acquaintance with the Spanish literature and culture brought many words into English.

Romantic languages, group of languages belonging to the Italic subfamily of the Indo-European family of languages. They are spoken by about 670 million people in many parts of the world. Among the more important Romantic languages are Catalan, French, Italian, Portuguese, Romanian, and Spanish. My research is particularly about Spanish borrowings to the English language.¹⁹

When two cultures connect, speakers of each language may adopt some words into their native tongue. English has numerous "loanwords" that derive from various languages, including Spanish.

Spanish borrowings appeared in English in 16 century. Historic circumstances which influenced on these borrowings are associated with some geographic discoveries at that time. There was a colonization of the South and North America by the Spanish. So the close cooperation with Spain contributed to the developing of borrowings from Spanish into English language. In 16 century

¹⁹ Mallory J. P. "In search of Indo-Europeans". London: Thames & Hudson, 1989.

close political and economic ties of England with Spain and of Spain with France led to borrowings both directly from Spanish and through the French language. In the beginning of the 16th century there were many Spaniards in England due to dynastic relations between England and Spain. So England inherited many Spanish words which related to Spanish manners.

2.1. The impact of Spanish on English today and in the past.

Spanish Historical Influence, Early Loan Words & Historical and Regional Stereotyping

1. Pre-colonial Spanish exploration of current U.S. Southwest, California, and Mexico

-Juan Ponce de Leon discovers Florida in 1513; Spanish colony built in St. Augustine in 1565; Florida becomes part of U.S. in 1821

-Hernán de Cortés explores Mexico in 1519; Francisco Vázquez de Coronado and his Conquistadores explore Arizona, Texas, Colorado and New Mexico in 1540-41; San Juan Pueblo (Chamita, NM; near Espanola & Santa Fe) established as oldest continuous Spanish settlement in the Southwest

-Father Junípero Serra founds 21 missions between 1769-1823 along present *El Camino Real* from San Diego to San Francisco, California. Mexico cedes territory to U.S. via the Treaty of Guadalupe Hidalgo in 1848. Spanish speakers the majority population until the 1849 California Gold Rush

-The Spanish language predated English in Florida, Louisiana (together with French), Texas, California, New Mexico and Arizona

-Puerto Rico, conversely, has been a U.S. territory since 1898 as a result of the Spanish-American War; Puerto Ricans are U.S. citizens by virtue of the Jones Act in 1917. Many Puerto Ricans have immigrated to New York City .

-Especially on the West Coast, immigration from the Philippines also has increased the use of Spanish.

-Many loan words from the early Spanish exploration, and also the proximity to Mexico, have been adapted into English (some directly, others in 'anglicized' forms) for plants and animals, geographical features, place names, constructions, foods, 'Western' lore, etc.

- armadillo, bronco, burro, coyote, chihuahua (dog), iguana, etc.
- arroyo, canyon, mesa, sierra, butte, etc.
- Albuquerque, Santa Fe, Rio Grande, San Diego, San Jose, San Francisco, Los Angeles, etc.
- New Mexico, California, Colorado, Florida
- adobe, pueblo, plaza, patio, hacienda, etc.
- vaquero, ranch, corral, lariat/lasso, rodeo, chaps, sombrero
- amigo, bandido, siesta, señor/senorita, 'vamoose', loco
- chile con carne, enchiladas, tamales, tacos, refritos, oregano, cilantro, fiesta

These original Spanish loan words are mostly region-specific to the American Southwest, though there are also terms specific to Florida (including the state's name), such as the place names Key Largo, Key West, and San Augustine, as well as wildlife like the alligator.

With the exception of some of the food terms, these loan words are mostly marked as rural, outdoors, and 'historical' (as the Southwest itself has been), but as such are not marked as 'positive' or 'negative'²⁰

Current Status of 'Hispanic'/'Latino' Population and Spanish Influence

1. The U.S. is the 2nd-largest Latin or Spanish-speaking country in the world, after Mexico. The number and influence of Latinos in the U.S. is rapidly increasing.

2. As the number and influence of U.S. Latinos increases, so does the public 'status' perception of Latinos and the language forms they use (cf. Walt Wolfram in 'American Tongues' on how the status of a dialect is related to the current status of those who are identified with that dialect).

3. According to the Pew Hispanic Center, by 2020 the second-generation Latino labor force will have a growth rate of 209% (by 5.4 million workers), compared with a growth rate of 9% (11.5 million workers) for the entire non-Hispanic work force. Nearly one-fourth of the U.S. labor force *growth* between now and 2020 is expected to be from the children of Latino immigrants.²¹

4. Likewise, the Pew Center reports that ca. 1 in 7 new students enrolling in U.S. schools between now and 2020 will be second-generation (G-2) Latino. The number of G-2 Latinos aged 5 to 19 is expected to double, growing from ca 4.4 to 9.0 million by 2020

5. Los Angeles may be thought of as the 3rd-largest 'Mexican' city, and California the 2nd-largest 'Mexican' state

6. Spanish has "official status" in California and in the State of New Mexico,

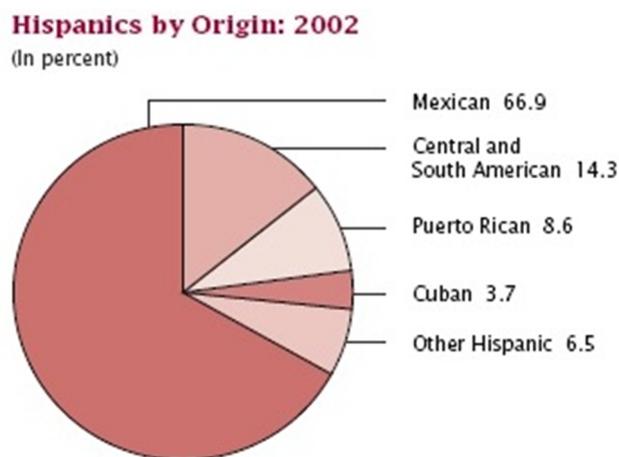
²⁰ <http://pewhispanic.org>

²¹ <http://pewhispanic.org>.

(although it is not an 'official language' in either state).²²

7.10% (28.1 million people) of U.S. population is Spanish-speaking (2000 Census, via MLA Language Maps — compared with 82% English speakers (215.4 million) and 18% (46.9 million) for all languages *other than English combined*.

8.Strong regional identity, esp. in Southwest, resembling early historical settlement, see maps²³. Otherwise marked as hard-working .



Source: U.S. Census Bureau, Annual Demographic Supplement to the March 2002 Current Population Survey.

9.Economic, social and language distinctions between former Cubans in Florida, Mexicans in Southwest, Puerto Ricans & Dominicans in New York. U.S. 'Spanish' also has many variants, including Cuban (mainly Florida), Puerto Rican (mainly New York City), Mexican (Texas, California), Dominican, and other Central and South American.

Some of the variants, such as the Mexican Chicano English²⁴, themselves have local 'dialects,' such as Tex-Mex, Tejano, etc., and even separate dictionaries .

10.U.S. 'Hispanics' are now the largest minority group, although 'Hispanic' is not a coherent identity. The number of U.S. Hispanics is expected to surge rapidly during the 21st century.

²² http://en.wikipedia.org/wiki/New_Mexico

²³ <http://www15.uta.fi/FAST/US1/SPAN/hispamap.html>.

²⁴ http://en.wikipedia.org/wiki/Chicano_English.

11. The growing Hispanic influence is already challenging certain popular language references, as is the Hispanic expansion into other U.S. regions from their traditional places of residence .

12. With the recent rapid growth of Hispanic influence, there has been occasional social and political tension, as when a local Spanish-speaking population wished to change the official language of their city to Spanish, or when a Spanish version of the *Star-Spangled Banner* circulated in Spring 2006, or simply as the new Latino immigration is felt by the indigenous population as being 'overwhelming' (see for example *Nuevo South* in the American Radioworks series on How Latino Immigration is Changing America).

13. In response, voters in many states have approved 'English Only' initiatives for the conduct of official business within their state (see the U.S. English website as well as the Wikipedia background article)²⁵. While these may not be favored by linguists (see for example 'Only English . . . The Yiddish Version'), they represent a gut reaction by the 'man on the street' who feels threatened.

2.2. Analyses of Spanish loan words semantically and according their origin.

The term 'Spanglish' originated in the late 1960s: it refers mainly to Spanish which employs loan words from English, especially as substitutes for Spanish words, though in a broader sense it is a form of code-switching. Essentially, 'Spanglish' represents a form of "acculturation" of the new Spanish-speaking community within the larger English-speaking American population, rather than "assimilation" into the host culture.

²⁵ http://en.wikipedia.org/wiki/English-only_movement

Within the Latino community in the early 21st century, Spanglish is generally positively regarded as a 'bicultural' means of communication that reflects the bicultural identity of Latino-Americans.

However, there is ambivalence about the 'identity' of Spanglish (cf. cartoon and *Viva Spanglish!* vs. *A Spanish-English Hybrid is Spoken With No Apologies*).

Spanglish is distinct from notions of Black English being intentionally incomprehensible by other [white] Americans, even if non-Latinos may need help in deciphering it (cf. 'Official Spanglish Dictionary'). Conversely, it may be similar to Jewish Americans who employ Yiddish terms and phrases as markers of their ethnic history and identity.

The ambivalent identity of 'Spanglish' results in its often being the focus of articles in the popular press (cf. *Is This Our Creole?* and *Spanglish Helps Bridge Cultural and Generational Gaps* and *Spanglish and Code Switching . . .*)

Spanglish is also studied by scholars (cf. *In Simple Pronouns, Clues to Shifting Latino Identity*) and taught in universities, in the U.S. (cf. *Spanglish: An Example of Bilingualism*) [PPT])²⁶

There have also been translations into 'Spanglish', such as this one of Don Quixote de La Mancha by Amherst College (Massachusetts) professor Ilan Stavans.

Rodeo, pronto, taco, enchilada — English or Spanish?

The answer, of course, is both. For English, like most languages, has expanded over the years through assimilation of words from other tongues. As people of different languages intermingle, inevitably some of the words of one language become words of the other.

²⁶ <http://www.translationdirectory.com/glossaries/glossary203.htm>

It doesn't take someone who studies etymology to look at a Spanish-language Web site (or the Web sites in nearly any other language) to see how English vocabulary, particularly as it relates to technical subjects, is spreading. And while English now may be giving more words to other than languages than it is absorbing, that wasn't always true. For the English vocabulary today is as rich as it is largely because it accepted words from Latin (mostly by way of French). But there's also a small share of the English language that is derived from Spanish. There are an estimated 10,000 words in the English language derived from Spanish. Some entered the language as a result of trade in the Caribbean. Others were borrowed after cowboys moved into the southwestern United States. Still other Spanish words are used to describe food and drink originating in Spanish-speaking countries. Many Spanish words have made it into the English language. The English language is a collection of many different languages. Some of the words we know and use everyday are actually from other cultures. With large Hispanic populations in many English speaking countries it is no doubt that, in time, more and more Spanish words will make their way into the common lexicon.

Many Spanish loanwords entered the English language during the Modern English period, from 1650 to the present day. When English speakers originally adopted Spanish words, they sounded foreign. However, as these "borrowed" words were incorporated more into everyday conversation, they made the transition from foreign words to loanwords. In fact, with increased use, English speakers do not consider the Spanish words as foreign at all.

Many Spanish words have come to us from three primary sources: As you can hypothesize from the list below, many of them entered American English in the days of Mexican and/or Spanish cowboys working in what is now the U.S. Southwest. Words of Caribbean origin entered English by way of trade. The third major source is the names of foods whose names have no English equivalent, as the intermingling of cultures has expanded our diets as well as our vocabulary. As

you can see, many of the words changed meaning upon entering English, often by adopting a narrower meaning than in the original language.

There are the following semantic groups:

a) trade terms: *cargo*- юк, *embargo*- тақиқ, *contraband*-контрабанда;

b) names of dances and musical instruments: *tango*, *rumba*, *habanera*, *guitar*; *cumbia*²⁷ -from Spanish *cumbia*, a popular dance (for couples) originating in Colombia, Panama and Argentina.

c) names of vegetables and fruit: *banana*, *cocoa*, *chocolate*, *cigar*, *cork* - *пробка*(ёзоч тиқинч), *potato*, *tobacco*, *tomato*, *avocado*, *cassava*- a tropical plant with roots that can be cooked, *cilantro* – a plant whose leaves and seeds are used to give flavor to food²⁸(from Spanish *cilantro*, "*coriander*")²⁹, *oregano* – a herb whose leaves are used in cooking³⁰

d) names of animals: *alligator*, *armadillo*- small wild animal(from *armadillo*, "little armored one"), , *coyote*, *alpaca* (*animal similar to a lama*, from *Aymara alpaca*) , *burro* from *burro*, ="donkey", *caballero* -from Spanish *caballero*, from *caballo*, ="horse" , *jaguar* - a large wild cat(from Spanish *jaguar* from Guaraní *yaguar*), *mustang* - a small wild horse (from *mestengo* or *mesteño*, ="without known master or owner" (archaic)), *puma* – a large brown-grey wild cat that lives in mountain area of America³¹(from Spanish, from Quechua), *torero* - from *torero*, from *toro* ="bull" , *tuna* -from Spanish *atún*, from Arabic *tun*, from Latin *thunnus*, from Greek θύννος, *thynnos* (=tuna fish)³²

e) names of places: *ranch*, *canyon*, *cafeteria* (from *cafetería*, "coffee store"), *California* place name first seen in print in 1510 Spanish novel "Las Sergas de Esplandían" by García Ordóñez de Montalvo , *camarilla* from *camarilla* ="small

²⁷ <http://www.translationdirectory.com/glossaries/glossary203.htm>

²⁸ Macmillan English Dictionary. London., Macmillan.2007.p.222

²⁹ <http://www.translationdirectory.com/glossaries/glossary203.htm> pp. 1-16

³⁰ Macmillan English Dictionary. London., Macmillan.2007.p.1055

³¹ Macmillan English Dictionary. London., Macmillan.2007.p.1201

³² <http://www.translationdirectory.com/glossaries/glossary203.htm> pp.1-16

room" camino from *camino* a path or road, from *caminar* to walk , Caribbean from Spanish *Caribe*, from name of Carib Indians of the region, arroyo - narrow valley in a North American desert(from *arroyo*, "stream) , El Dorado -an imaginary place where people can find a lot of money(from *El Dorado*, literally, "the golden one"), patio - from *patio*, inner courtyard, ="an open paved area adjacent to a home", placer mining -from *placer*, ="sand bank" , plaza -from *plaza*, ' ="public square, spot or place" , ranch –a very large farm that produces a particular crop or animal(from *rancho*, a hut), savanna – a large flat area of land covered with grass(from *sabana*, from Taino *zabana*), shack – a small plain building usually made of wood³³.

f) names of foods: There are many Spanish food words that we use every day, as *taco*, *tortilla*, *enchilada* . "Salsa," for one, can either refer to the Mexican sauce or to the dance by the same name. "*Tacos*," "*burritos*" and "*enchiladas*" all come from Mexico and have kept their original names and meanings. "*Guacamole*" is a Spanish word that refers to a mix of tomatoes, avocados and cilantro, which is also a Spanish herb, *chile relleno* (Mexican food), *chili con carne* (*con carne* means "with meat"), *chocolate* (originally *xocolatl*, from Nahuatl, an indigenous Mexican *flan* (a type of custard), *flauta* (a fried, rolled tortilla), *garbanzo* (type of bean), *habanero* (a type of pepper; in Spanish, the word refers to something from Havana), *maize* (from *maíz*, originally from Arawak *mahíz*), *menudo* (Mexican food), *mole* (The name for this delightful chocolate-chili dish is sometimes misspelled as "molé" in English in an attempt to prevent mispronunciation.), *paella* (a savory Spanish rice dish), *papaya* (originally Arawak), *tobacco* (from *tabaco*, a word possibly of Caribbean origin), *taco* (In Spanish, a *taco* can refer to a stopper, plug or wad. In other words, a *taco* originally meant a wad of food. Indeed, in Mexico, the variety of *tacos* is almost endless, far more varied than the beef, lettuce and cheese combination of U.S.-style fast food.), *tortilla* (in Spanish, an omelet often is a *tortilla*), *vanilla* (from *vainilla*), *barbecue*,

³³ Macmillan English Dictionary. London., Macmillan.2007.p.1363

burrito -from *burrito*, = a dish originally from Northern Mexico, literally "little donkey" , jerky -from Spanish *charqui*, from Quechua *ch'arki*, ="dried flesh" , paella – a Spanish meal made from rice cooked with vegetables, chicken, shellfish, quesadilla -from *quesadilla*, diminutive of "queso" = cheese, sherry – a strong wine from Southern Spain³⁴(from Old Spanish *Xerés* [je'res], modern Spanish Jerez [xe'reθ]), tamale -from Spanish *tamales*, pl. of *tamal*, from Nahuatl *tamalli*, dumpling made from corn flour³⁵.

j) object terms: *adobe*, caldera((used in geology) from Spanish *caldera*, ="cauldron",lasso - to catch an animal using a lasso(from Spanish *lazo*) , platinum -from *platina*, ="little silver" (now "Platino") , quirt -from Spanish *cuarta* = a short horseman's whip, from "one fourth" (of a vara) , silo-a tall round tower on a farm used for storing grain and crops for animals³⁶, stockade- a wall made of large wooden posts (from a French derivation of the Spanish *Estacada*)³⁷

h)words denoting persons or their origin: *amigo* -from Spanish and/or Portuguese *amigo*, "friend", *amontillado* -from the village of Montilla, Province of Córdoba, Spain, *Angeleno* -someone from Los Angeles(from American Spanish), *Apache*- from Mexican Spanish , *bobby* -a male police officer(from Spanish *bobo* ="silly"), *buckaroo* -from *vaquero*, ="cowboy", *cannibal* , *hombre* - from Spanish "hombre" same as man and he-man: macho or very strong, tough, and masculine man, *junta*- or *junto* from Spanish *junta*, a group of leaders, usually military officers in a coup d'état. As an adjective it means "together"; *Lolita* - from the diminutive for Lola, short for Dolores, *mestizo* – a South American man who has some ancestors who are Spanish, *mulatto* – an offensive word for someone who has one black parent and one white parent³⁸, *nacho* -from *Nacho*, a nickname for the given name *Ignacio*, inventor of the snack , *negro* -from Spanish or Portuguese *negro*, ="black", *peon* -from Spanish *peón* ("laborer") , *renegade*- someone who

³⁴ Macmillan English Dictionary. London., Macmillan.2007.p.1371

³⁵ <http://www.translationdirectory.com/glossaries/glossary203.htm> pp. 1-16

³⁶ Macmillan English Dictionary. London., Macmillan.2007.p.1390

³⁷ <http://www.translationdirectory.com/glossaries/glossary203.htm> pp. 1-16

³⁸ Macmillan English Dictionary. London., Macmillan.2007.p.982

leaves one group and joins another that has different aims³⁹, toreador – someone whose job is to entertain people by fighting a bull, vigilante – someone who tries to catch and punish criminals by themselves⁴⁰ (from Spanish *vigilante*, meaning *watchman*)⁴¹

i) Foreign clothing: sombrero, huarache (type of sandal); bandolier -from Spanish *bandolera*, ="band (for a weapon or other) that crosses from one shoulder to the opposite hip" and *bandolero*, ="he who wears a bandolier" , poncho -from *poncho*, from Araucanian, ten-gallon hat- a tall hat with wide brim⁴²(from Spanish *tan galán* = how gallant (looking); alternate theory is the gallon of Texas English here is a misunderstanding of *galón* = braid)

Analyses of Spanish loanwords according to their origin.

Following is a list, by no means complete, of Spanish loanwords that have assimilated themselves into the English vocabulary. As noted, some of them were adopted into the Spanish language from elsewhere before they were passed on to English. Although most of them retain the spelling and even (more or less) the pronunciation of Spanish, they are all recognized as English words by at least one reference source. This is a list of English language⁴³ words whose origin can be traced to the Spanish language as "Spanish loan words". Many of them are identical in other Romance languages (mainly Portuguese), but their ultimate origin is from Spanish.

³⁹ Macmillan English Dictionary. London., Macmillan.2007.p.1257

⁴⁰ Macmillan English Dictionary. London., Macmillan.2007.p.1662

⁴¹ <http://www.translationdirectory.com/glossaries/glossary203.htm> pp 1-16

⁴² Macmillan English Dictionary. London., Macmillan.2007.p.1541

⁴³ http://en.wikipedia.org/wiki/English-only_movement

A

abalone from Spanish *abulón*, from Ohlone

alidade via French and Spanish from Arabic *al-idada*, "the revolving radius"

alpaca from Spanish, from Aymara *allpaka*

aludel from Old French *alutel*, via Spanish from Arabic *al-utal*, "the sublimation vessel"

amigo from Spanish and/or Portuguese *amigo*, "friend"

amole Mexican Spanish

amontillado from the village of Montilla, Province of Córdoba, Spain

ancho from Mexican Spanish (*chile*) *ancho*, "wide (chili)"

anchovy from Spanish *anchoa* or more probably Portuguese *anchova*

Angeleno from American Spanish

Apache from Mexican Spanish

avocado alteration of Spanish *aguacate*, from Nahuatl *ahuacatl*

B

banana from Spanish or Portuguese *banana*, probably from a Wolof word - Arabic "ba' nana" fingers

barbecue from the Chibcha word *barbacoa*

barriada from Spanish *barrio*, "neighborhood", from Arabic *barri*

barrio from Spanish *barrio*, "neighborhood", from Arabic *barri*

bodega from Spanish and/or Portuguese *bodega*, ="cellar"

breeze from *brisa* or from Frisian *briesen* - to blow (wind)

burrito from *burrito*, = a dish originally from Northern Mexico, literally "little donkey"

C

cabana from Spanish *cabaña* or Portuguese *cabana*

cacique from Spanish, from Taino, a chief

calaboose from Louisiana French *calabouse*, from Spanish *calabozo*

California place name first seen in print in 1510 Spanish novel "Las Sergas de Esplandían" by García Ordóñez de Montalvo

cannibal from Spanish *canibal*, alteration of *caríbal*, from Caribe

canoe from Spanish *canoas*, from Haitian *canaoua*

carabao from Spanish from Visayan language, from Malay language.

Caribbean from Spanish *Caribe*, from name of Carib Indians of the region.

chaparral from Spanish, *chaparro* = small evergreen oak, from Basque "txapar"

chaps from Mexican Spanish *chaparreras*, leg protectors for riding through chaparral

chayote from Spanish, from Nahuatl *chayotl*

chicha from Spanish *chicha*, from Panama native American language *chichab*, ="maize"

chicle from *chicle*, from Nahuatl *tzictli*

chocolate from Spanish *chocolate*, from Nahuatl *xocolatl*

from Spanish *cigarro*, from Mayan *sicar*, *sic* ("tobacco")

cigarette from French *cigarette*, diminutive of French *cigare*, from Spanish *cigarro*

coca from Spanish, *coca*, from Quechua *kúka*

comrade from French *camarade*, from Spanish *camarada*

coquina from *coquina*, dim. form of "concha" = seashell; a sedimentary rock of NE Florida

creole from French *créole*, from Spanish *criollo*, from Portuguese *crioulo*, raised in the house

crimson from Old Spanish *cremesín*, from Arabic *qirmizi*, from *qirmiz* kermes

crusade blend of Middle French *croisade* & Spanish *cruzada*; both ultimately from Latin *cruc-*, *crux* cross

cumbia from Spanish *cumbia*, a popular dance (for couples) originating in Colombia, Panama and Argentina

D

daiquiri from *Daiquiri*, a port city in eastern Cuba

E

El Dorado from *El Dorado*, literally, "the golden one"

El Niño from *El Niño de la Navidad*, literally, "the Christmas child" due to the warming of Pacific waters seemed to warm around Christmas

F

Florida from *La Florida*, the flowery or plant-filled place

H

hacienda from Old Spanish *facienda*

I

Inca from Spanish *inca*, from Quechua

iguana from Spanish *iguana* from Arawak

J

jaguar from Spanish *jaguar* from Guaraní *yaguar*

jalapeño from Spanish, a type of spicy chilli named after Jalapa de Enríquez, a town in Mexico, and the capital of the state of Veracruz

jerky from Spanish *charqui*, from Quechua *ch'arki*, ="dried flesh"

junta or junto from Spanish *junta*, a group of leaders, usually military officers in a coup d'état. As an adjective it means "together".

K

key from Spanish *cayo*, from Taino (this is English 'key'/'cay'/'quay' as in an island, reef or a linked series of them, not the 'key' with which you lock/unlock)

L

Lolita from the diminutive for Lola, short for Dolores

M

mescal from Spanish *mezcal*, from Nahuatl *mexcalli*

mesquite from Mexican Spanish *mezquite*, from Nahuatl *mizquitl*

mole from Spanish, from Nahuatl *molli* ("sauce")

mulatto from Spanish or Portuguese *mulato*

N

nacho from *Nacho*, a nickname for the given name *Ignacio*, inventor of the snack

negro from Spanish or Portuguese *negro*, ="black"

O

olé an interjection, an expression of approval or triumph, similar to the Italian *bravo*, used by spectators of bull fights or football (soccer) matches

P

palmetto from *palmito*, diminutive form of the word for palm.

papaya from *japaya*, akin to Arawak *papáia*

Philippines from Latin ="islands of king Philip II of Spain", in Spanish *Filipinas*

potato from European Spanish *patata*, itself from *batata*, = "sweet potato", from Taino and *papa*, "potato" from Quechua

R

remuda from Mexican Spanish *remudar*, to exchange (horses)

S

sarabande from French *sarabande* in turn from Spanish *zarabanda*

savanna from *sabana*, from Taino *zabana*

savvy from Spanish or Portuguese *sabe*, "knows"

shack perhaps from Mexican Spanish *jacal*, from Nahuatl *xacalli*

sherry from Old Spanish *Xerés* [ʃe'res], modern Spanish *Jerez* [xe'reθ]

siesta from *siesta*, ="nap", maybe lusism, from Latin *Sexta* [hora]

stockade from a French derivation of the Spanish *estacada*

T

tango from Spanish *tango*, from Latin *tango* ="I touch"

ten-gallon hat from Spanish *tan galán* = how gallant (looking); alternate theory is the gallon of Texas English here is a misunderstanding of *galón* = braid

tortilla from *tortilla*, "little *torta*" = cake. Currently means "omelet" in Spain; in Spanish America = small cake of either corn meal or wheat flour

tuna from Spanish *atún*, from Arabic *tun*, from Latin *thunnus*, from Greek θύννος, *thynnos* (=tuna fish)

V

vamoose from *vamos*, meaning "let's go"

vanilla from Spanish *vainilla*, from *vaina*, ="pod"

vicuña from Spanish, from Quechua *wikunna*

vigilante from Spanish *vigilante*, meaning *watchman*

W

wrangler shortened from Spanish *caballerango*, a groom neigh

Z

Zorro from Portuguese/Spanish *zorro*, a fox, originally "smart"⁴⁴

⁴⁴ <http://en.wikipedia.org/wiki/spanish-english>

2.3. Assimilation of Spanish borrowings in English.

It is now our task to see what changes borrowings have undergone in the English language and how they have adopted themselves to its peculiarities.

The role of loanwords in the formation and development of the English vocabulary is dealt within the history of the language. It is there that the historical circumstances are discussed under which words borrowed from Latin, from Scandinavian dialects, from Norman and Parisian French, from Italian, from Spanish and Russian and many other languages were introduced into English. Lexicology, on the other hand, has in this connection tasks of its own, being chiefly concerned with the material and the result of assimilation.

The main problems of Etymology and borrowed words as they concern the English language are comprehensively and consistently treated in professor Smirnitkiy's book on Lexicology. He deals with these issues mainly in terms of words sameness reflecting his methodological approach to word theory.

In the present chapter attention must be concentrated on the assimilation of loan words as a way of their interaction with the system of the language as whole.

The term assimilation of loanwords is used to denote a partial or total conformation to the phonetical, graphical and morphological standards of the receiving language and its semantic system. So the assimilation of loanwords may be:

I.Phonetic assimilation.

II.Grammatik assimilation.

III.Lexical assimilation.

I.Phonetic assimilation comprising changes in sound-form and stress is perhaps the most conspicuous. Sounds that were alien to the English language were fitted into its scheme of sounds. For instance, the [ou] in recent Spanish borrowings quite strange to English speech, is rendered with the help of [ou] as in the words

1. **aficionado**
2. **albino**

3. **armadillo** (literally, "the little armed one")
4. **arroyo** (English regionalism for "stream")
5. **avocado**
6. **bravo** (from either Italian or Old Spanish)
7. **bronco** (means "wild" or "rough" in Spanish)
8. **bunco** (probably from *banco*, "bank")
9. **burrito** (literally "little donkey")
10. **burro**
11. **cargo** (from *cargar*, "to load")
12. **garbanzo** (type of bean)
13. **mosquito**
14. **potato** (from *batata*, a word of Caribbean origin)
15. **tobacco** (from *tabaco*, a word possibly of Caribbean origin)
16. **tornado** (from *tronada*, thunderstorm)

Familiar sounds or sound combinations the position of which was strange to the English language were replaced by other sounds or sound – combinations to make the words conform to the forms of the language. Substitutions of native sounds for foreign ones usually take place in the very act of borrowing. But some words retain their foreign pronunciation for a long time before the unfamiliar sounds are replaced by similar native sounds.

Since, the phonetic structure of the word undergoes some changes, since every language as well as every period in the history of a language is characterized by its own peculiarities in the articulation of sounds.

II. Grammatical assimilation. Usually as soon as words from other languages were introduced into English, they lost their former grammatical categories and inflexions, and acquired new grammatical categories and paradigms by analogy other English words, as in:

<u>Case</u>	<u>Singular</u>	<u>Plural</u>
Nominative case	Sputnik	Sputnik
Genitive case	Sputnika	sputnikov
Dative case	sputniki	sputnikam
Accusative case	sputnika	sputniki
Instrumental case	sputnikom	sputnikismi
Prepositional case	(o) sputnik	(o) sputnikah ⁴⁵

However, in Spanish the case does not exist. It is used only prepositions.

There some words in Modern English that have for centuries retained their foreign inflexions. Thus a considerable group of borrowed nouns, all of them term or literary words adopted in the 16th century or later, have preserved their original plural inflexion to this day, e.g. phenomenon (L.) – phenomena, addendum (L.) – addenda, parenthesis (Gr.) parentheses, graffito (It.) graffiti. Other borrowings of same period have two plural forms – the native and the foreign, e.g. vacuum (L.) – vacua, vacuums, virtuosu (It.) virtuosi, virtuosus.

III.Lexical assimilation. When a taken over into another language, its semantic structure, as a rule undergoes great changes. Polysemantic words are usually adopted only in one or two of their meanings. Thus, the word opera that had a number of meaning in Italian was borrowed into English as a musical term only. The words cargo, cask, highly polysemantic in Spanish, were adopted only in one of their meaning “the goods carried in ship”, “a barrel for holding liquids” respectively

The degree of assimilation depends on the length of period during which the word has been used in the receiving language, upon its importance for communication purpose and its frequency. Oral borrowings due to personal contacts are

⁴⁵Ginzburg R. S. <<A course in modern English lexicology>> Moskva, 1979.pp.167-168

assimilated more completely and more rapidly than literary borrowings, i.e. borrowings through written speech.

A classification of the loanwords **according to the degree of assimilation** can be only very general, as no rigorous procedure for measuring it has so far been developed. The following three groups may be suggested:⁴⁶

- 1. Completely assimilated loanwords.**
- 2. Partially assimilated loanwords.**
- 3. Unassimilated loanwords or barbarisms.**

Not changing at all cannot form part of the English vocabulary, because they occur in speech only, but don't enter the language.

1. Completely assimilated loanwords are found in all the layer of older borrowings they may along to the first layer or Latin borrowings. E.g. cheese, street, wall, wine. Among Scandinavian loanwords we find such frequent nouns as husband, fellow, gate, root, wing; such verbs as call, die.

When the word denotes some specific realie take, want; and adjectives like happy, ill, low, old. Completely assimilated French words are extremely numerous and frequent. Suffice it to mention such everyday words as table, chair, face, figure, finish and matter.

The number of completely assimilated of loanwords is many times greater than the number of party assimilated ones. They follow all morphological, phonetical and orthographic standards. Being very frequent and stylistically neutral, they may occur as dominant words in synonymic groups. They take an active part in word – formation. And even the borrowed variants are for the most part changed and specialized in the new system.

Specialization is primarily due to the fact that the receiving system has at its disposal words for the older notions, and it is only the new notion that needs a new name. even so, the borrowing of a new word leads as a rule to semantic changes in words already existing in the language. The interaction of the linguistic and extra –

⁴⁶ Ginzburg R. S. <<A course in modern English lexicology>> Moskva, 1979.p.170

linguistic, i.e. political, economical and cultural factors in this process has been investigated by several authors. For example;

amigo from Spanish and/or Portuguese *amigo*, "friend"

anchovy from Spanish *anchoa* or more probably Portuguese *anchova*

Apache from Mexican Spanish

banana from Spanish or Portuguese *banana*

bonito from Spanish *bonito*, ="beautiful"

cafeteria from *cafetería*, "coffee store"

chocolate from Spanish *chocolate*

mosquito from *mosquito*, literally "little fly"

sombrero from *sombrero* (literally, shade maker), ="hat", etc.

2. Partially assimilated loan words can be subdivided into subgroups. The oppositional are equipollent. There are three subgroups:

1. loan words not assimilated semantically

2. loan words not assimilated phonetically

3. loan words not assimilated graphically

A) **loanwords not assimilated semantically** because they denote objects and notion peculiar to the country from which they come. They may denote:

1. **Foreign clothing:** sombrero, huarache (type of sandal); bandolier -from Spanish *bandolera*, ="band (for a weapon or other) that crosses from one shoulder to the opposite hip" and *bandolero*, ="he who wears a bandolier" , poncho -from *poncho*, from Araucanian, ten-gallon hat- a tall hat with wide brim(from Spanish *tan galán* = how gallant (looking); alternate theory is the gallon of Texas English here is a misunderstanding of *galón* = braid)

2. **Foreign titles and professions:** matador (literally, "killer"), renegade- someone who leaves one group and joins another that has different aims⁴⁷, toreador – someone whose job is to entertain people by fighting a bull, vigilante – someone who tries to catch and punish criminals by themselves⁴⁸ (from Spanish *vigilante*, meaning *watchman*)⁴⁹

3. **Foreign vehicle:** cargo (from *cargar*, "to load");

4. **Food and drink:** as chile relleno (Mexican food), chili con carne (*con carne* means "with meat"), chocolate (originally *xocolatl*, from Nahuatl, an indigenous Mexican flan (a type of custard), flauta (a fried, rolled tortilla), garbanzo (type of bean), habanero (a type of pepper; in Spanish, the word refers to something from Havana), maize (from *maíz*, originally from Arawak *mahíz*), menudo (Mexican food), mole (The name for this delightful chocolate-chili dish is sometimes misspelled as "molé" in English in an attempt to prevent mispronunciation.), paella (a savory Spanish rice dish), papaya (originally Arawak), tobacco (from *tabaco*, a word possibly of Caribbean origin), taco (In Spanish, a *taco* can refer to a stopper, plug or wad. In other words, a taco originally meant a wad of food. Indeed, in Mexico, the variety of tacos is almost endless, far more varied than the beef, lettuce and cheese combination of U.S.-style fast food.), tomato (from *tomate*, derived from Nahuatl *tomatl*), tortilla (in Spanish, an omelet often is a *tortilla*), vanilla (from *vainilla*), banana⁵⁰.

But there is another consideration about these words considered that the English people use these words, when they speak about the customs and the life of other nations.

B) loan words not assimilated phonetically. The Spanish words borrowed after 1650 afford good examples. Some of them keep the accent on the final syllable:

⁴⁷ Macmillan English Dictionary. London., Macmillan.2007.p.1257

⁴⁸ Macmillan English Dictionary. London., Macmillan.2007.p.1662

⁴⁹ <http://www.translationdirectory.com/glossaries/glossary203.htm> pp1-16

⁵⁰ <http://www.translationdirectory.com/glossaries/glossary203.htm> pp 1-16

bonito, mosquito. Other alongside with the peculiarities in street, contain sound or combination of sounds that are not standard for the English language and don't occur in native words. The French examples are [z] bourgeois, camouflage, prestige, [w] as in memour or the nasalized [a], [o] in mélange. In many cases it is not the sounds but the whole pattern of word's phonetic make-up that it is some of the Italian and Spanish borrowings: confetti, incognito, macaroni, opera, sonata, soprano and tomato, potato, tobacco.

C) Loan words not assimilated graphically. This group is fairly large and variegated. Some have variant spellings as in the words borrowed from Spanish like;

1. **banana** (word, originally of African origin, entered English via Spanish)
2. **bonanza** (although the Spanish *bonanza* can be used synonymously with the English cognate, it more often means "calm seas" or "fair weather")
3. **cafeteria** (from *cafetería*)
4. **cannibal** (originally of Caribbean origin)
5. **canoe** (the word was originally Caribbean)
6. **hacienda** (in Spanish, the initial *h* is silent)
7. **mole** (The name for this delightful chocolate-chili dish is sometimes misspelled as "molé" in English in an attempt to prevent mispronunciation.)
8. **mesa** (In Spanish it means "table," but it also can mean "tableland," the English meaning.)
9. **mosquito**
10. **negro** (comes from either the Spanish or Portuguese word for the color black)
11. **oregano** (from *orégano*)
12. **peso** (Although in Spanish a *peso* is also a monetary unit, it more generally means a weight.)
13. **poncho** (Spanish adopted the word from Araucanian, an indigenous)
14. **rodeo**

15. **sombrero** (In Spanish, the word, which is derived from *sombra*, "shade," can mean almost any kind of hat, not just the traditional broad-rimmed Mexican hat.)

16. **taco** (In Spanish, a *taco* can refer to a stopper, plug or wad. In other words, a taco originally meant a wad of food. Indeed, in Mexico, the variety of tacos is almost endless, far more varied than the beef, lettuce and cheese combination of U.S.-style fast food.)

17. **tobacco** (from *tabaco*, a word possibly of Caribbean origin)

18. **tango**

19. **tornado** (thunderstorm)

20. **tortilla** (in Spanish, an omelet often is a *tortilla*)

21. **vanilla** (from *vainilla*)

It goes without saying that these sets are intersecting i.e. one and the same loan word often shows incomplete assimilation in several respects simultaneously.

3. Unassimilated loanwords or barbarisms. The 3rd group of borrowings comprises the so-called barbarisms, i.e. words from other language used by the English people in conversation or in writing, but not assimilated in any way, and for which there are corresponding English equivalents. The examples are the Spanish *addio*, *ciao* – "good-bye", *Bravo!*, "*Tacos*," "*Guacamole*," "*burritos*" and "*enchiladas*" all come from Mexico and have kept their original names and meanings.

The incompleteness of assimilation results in some specific feature, which permit us to judge of the words. They may serve as formal indicators of loan words.

All the borrowings that were composite in structure in their native language appeared in English as indivisible roots – words, unless there were already words with the same morphemes in it, e.g. in the word *saunter* the French infinitive inflexion –er is retained, but it has changed its quality, it is preserved in all the other grammatical forms of the word which means that it has become part of the stem in English.

Chapter three. The ways of teaching borrowings in English classes

3.1. Methodology of teaching language

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specially, theories of second language acquisition.(SLA).Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus, specifications, types of activities, roles of teachers, learners, materials and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place.

Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices whereas approaches represent language teaching -philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably most usefully seen as defining a continuum of entities ranging from highly prescribed methods to loosely described approaches.

The period from the 1950s and to the 1980s has often been referred to as “The Age of Methods “ during which a number of quite detailed prescriptions for language teaching were proposed.⁵¹ Situational Language Teaching evolved in the United Kingdom while a parallel method, Audio-Lingualism, emerged in the United States. In the middle-methods period,⁵ a variety of methods were proclaimed as successors to the then prevailing Situational Language Teaching and

⁵¹Howatt; Anthony' A history of English Language Teaching' 2004

Audio-Lingual methods. These alternatives were promoted under such titles as Silent Way, Suggestopedia, Community Language Learning and Total Physical Response. In the 1980s, these methods in turn came to be overshadowed by more interactive views of language teaching, which collectively came to be known as Communicative Language Teaching (CLT).

Communicative Language Teaching advocates subscribed to a broad set of principles such as these:

- Learners learn a language through using it to communicate
- Authentic and meaningful communication should be the goal of classroom activities.
- Communication involves the integration of different language skills
- Learning is a process of creative construction and involves trial and error

The scholar Wilhelm Viëtor (1850-1918) argued that training in phonetics would enable teachers to pronounce the language accurately⁵². Speech patterns, rather than grammar, were the fundamental elements of language accurately. In 1882 he published his views in an influential pamphlet, *Language Teaching Must Afresh*, in which he strongly criticized the inadequacies of language teaching method.

For teaching language in general he reforms that:

- the spoken language is primary and that this should be reflected in oral-based methodology
- learners should hear the language first, before seeing it in written form
- Words should be presented in sentences, and sentences should be

⁵²Wilhelm Viëtor (1850-1918) 'Methodology of teaching English'

practical in speech of students

Teaching students with the help of such methods help both teachers and students can learn language easily

3.2. Effective ways of teaching borrowing

Teaching is one of the difficult work. Especially in English language there are too many questions appear on students “ how it is like that “ why this word pronounce differently” and others. Here the task of the teacher is to explain exceptions in a right way. While teaching vocabulary of English both teachers and students come across a lot of new words with different writing style and different pronunciation. These kind of words considered as English words which are loaned from other languages. Some of them have their equivalent version in native English but some of them are used only themselves without equivalents. Teachers may have several difficulties in teaching students such borrowings because they have differ from other words. Teachers should pay attention how students learning these words, do they have problems in pronunciation and remembering of words? There are given some suggestions teaching loan words to students

.-.try to teach words with its equivalents and never forget to say if it loaned from which language it has taken

For- example: the word is given there for an example To begin-
(English native word)

To commence -(French borrowing which is used in English)

To work -(English word)

To labour- (French borrowing)

-let your student to hear new borrowings several times until he / she accustomed to new intonation of the word

- a teacher’s main task is to give experience of words

- Teacher should go on to a new word or language pattern before the one has been completely learnt

-The teacher needs to do very little testing to know how his/her students are progressing

During these times teachers tried to find how to teach successfully borrowing words and the most easiest and tricky one was comparing two languages and similarities of them in their vocabulary section.

For- example: students given the same dialogs or paragraphs but written in different languages.

The task is to find similar phrases and underline. Then students find a lot of such words, guess the meaning of phrase or word not in target but in second language. As a result they will find out such phrases which look like as English has and realize their similar features. Due to this activity students can easily learn new words and remember which of them are borrowings.

Also we will mention following activities which can help students to learn loan words easily.

Phonology activity: are considered useful strategy of teaching borrowed words. Here will be given some borrowed words of English. Students will practice a few of sounds at first and then repeat the word itself aloud after the teacher.

Activity 1

Chauffer, chevron, restaurant- these are native words of Spanish. Let student to pronounce these words before learning it by heart

Activity 2.

Here is an English limerick. In groups four create such limericks using Spanish and Italian words participated in and then read it aloud in the following ways:

- with a strong mother tongue accent
- with some irony and distance
- With real English accent C

Grammar activity

The purpose of task is to check students grammar knowledge and correct their mistakes in usage of loan words. Also this is activity based on our speaking skill. You should create role play the following situation in groups of three.

Activity 1

Today it is one of your groupmate's birthday. Organize a small party, make happy your groupmate. !!!! But the task is to use as much Spanish words as you can in your birthday party Which student uses more words will be winner and get high score.

For helping we will suggest you following words in the box give

Love, confetti, bonito, lunch, dinner,taco, cafeteria, luxury appetite restaurant carry beauty, cuisine, joy delight, enchilada, biscuit poet color, amigo, sombrero, chamber romance and others,

Purpose of teaching loan words in class is to mention the role of other words enriching vocabulary of English and to show their contribution for English becoming as a global language.

CONCLUSION

This qualification paper is devoted to study of problem of Spanish borrowings in the English Vocabulary Stock.

The most characteristic feature of English is usually said to be mixed character. Many linguistics consider foreign influence, especially which of Spanish, to be the most important factor in the history of English. The wide spread view-point is supported only by the evidence of the English word stock as its grammar and phonetic system are very stable and not easily influenced by other language as a whole, the composite nature of the English vocabulary can not be denied.

To comprehend the nature of the Spanish vocabulary and its historical development it is necessary to examine the etymology of its different layers the historical causes of their appearance, their volume and role and the comparative importance of native and borrowed elements in replenishing the English vocabulary.

The aim of the work is to study the above- mentioned problems, especially grouping them into certain subgroups and so Spanish borrowings in English language.

The hypothesis of the work is that the work provides the acknowledgments of Spanish borrowings influence in English vocabulary stock. Also it helps us to see the effectiveness of Spanish borrowings to enrich the word-stock with synonyms in speech.

In the first chapter such problems are observed as Etymological survey of the English word-stock and the classification of Borrowed words.

To comprehend the nature of the English vocabulary and its historical development its necessary to examine the etymological of its different layers, the historical causes of their appearance, their volume, role and the comparative importance of native and borrowed elements in replenishing the English vocabulary. At first we shall proceed from a different understanding of the term native as comprising not

only ancient Anglo-Saxon words but also words coined later on the basis by means of various processes operative in English. The native words are further subdivided by diachronic linguistics into those of the Indo-European stock and those of Germanic origin. Together with the words common in the European stock, common Germanic words form the bulk of the most frequent elements used in any style of speech. The great stability and semantic peculiarities of Anglo-Saxon words account to their greatly derivational potential; most words of native origin make up large clusters of derived and compound words in the present-day language. To fully estimate the importance of the native element in English, it is essential to study the role of English derivational means and semantic development in the life of borrowings, due to the specific historical development of English, it has adopted many words from other languages, especially from Latin, Italian and all Scandinavian. The number and character of borrowings in modern English from various languages depend on the historical conditions and also on the degree of genetic and structural proximity of the languages. Impression borrowings enter the language through oral speech and through written speech. The great number of borrowings broad with them new phonological – morphological types, new phonetic, morphological and semantic features. Borrowings also considerable in large the English vocabulary and broad about some changes in English synonymic groups in the distribution of the English vocabulary through spheres of application and in the lexical diverging between the variants of the literary languages and its dialects.

All borrowed words undergo the process of assimilation. They adjust themselves to the phonetic and lexical – grammatical norms of the language.

Phonetic assimilation comprises substitution of native sound and sound combinations for strange ones and for familiar sounds used in a position strange to the English language, as well as shift of stress. Grammatical assimilation finds expression in the change of grammatical categories and paradigms of borrowed words. Change of their morphological structure. Lexical assimilation includes change in semantic structure and the formation of derivatives.

All the analyzed tasks allowed us to sum up the following ideas:

The term borrowing is used in linguistics to denote the process of adopting words from other languages and also the result of this process, the language material itself. It has already been stated that not only words, but also word-building affixes were borrowed into English (as in the case with –able, -ment, -ity, etc). It must be mentioned that some word-groups, too, were borrowed in the foreign from (e.g. vis-a-vis).

In its second meaning the term borrowing is sometimes used in a wider sense. It is extended onto the so-called translation – loans and semantic borrowings. Translation – loans are word and expression formed the material available in the language after the patterns characteristic of the given language, but under the influence of some foreign words and expressions.

Semantic borrowings are the appearance of a new meaning due to the influence of a related word in another language.

For us the most important thing is the Spanish realie usage in texts if literary books of English and American writers. We often come across only those lexical units of Spanish origin that have been borrowed in more or less constant usage, but also occasionally fixing of Spanish words, word combination and phrases.

By observation it is known that the part of the Spanish vocabulary is accompanied by lexical support. It is just what we can explain the frequent availability in literary texts of two parallel terms-English and Spanish – because the translation of this or that word can be enough subjective and the presence of foreign word and its English interpretation gives a reader an opportunity to know complete semantic structure of meaning of Spanish units, in which some elements can be lost in apprehension.

In the estimation of the role of the borrowings is based on the study of words recorder in the dictionary, it is easy to overestimate the effect of the foreign words.

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