THE INFLUENCE OF ENGLISH ON UKRAINIAN,
WITH A FOCUS ON THE LANGUAGE OF YOUTH

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ABSTRACT

THE INFLUENCE OF ENGLISH ON UKRAINIAN, WITH A FOCUS ON THE LANGUAGE OF YOUTH

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The purpose of this thesis is to examine the role of Anglicisms in the language of Ukrainian young adults, the motives of English borrowings' usage, and the attitude of young people towards the presence of Anglicisms in the Ukrainian language. The study examined the language of young adults, newspapers and magazines, and popular TV programmes. Note fields, audio-recordings, and questionnaire were chosen for investigation of borrowings integrated in the Ukrainian language.

The study revealed a constant usage of Anglicisms by young adults in Ukraine, despite their place of residence and occupation, focusing on the main areas where borrowings are used. It was suggested that English borrowings have become a significant part of the language used by young people in Ukraine.

Keywords: globalization, loan word, Lingua Franca, sociolect, purism.

ÖZ

GENÇ DİLİNE ODAKLANARAK İNGİLİZCE'NİN UKRAYNA DİLİ'NE ETKİSİ

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Bu tezin amacı İngilizce deyimlerin Ukrayna'lı genç yetişkinlerin dilindeki rolünü, İngilizce alıntı kullanımının sebeplerini ve gençlerin İngilizce deyimlerinin Ukrayna dilindeki varlığı üzerine tavırlarını incelemektir. Çalışma genç yetişkin dilini, gazete, dergi ve popüler televizyon programlarını incelemiştir. Ukrayna diline yerleşmiş alıntıların araştırılması için alan notları, ses kayıtları ve anketler kullanılmıştır.

Yaşadıkları yer ve mesleklerine rağmen, alıntıların kullanıldığı temel alanlara odaklanarak, bu çalışma Ukrayna'daki genç yetişkinlerde sürekli İngilizce deyimlerin kullanıldığını açığa çıkarmıştır. İngilizce alıntıların Ukrayna'da gençler arasında kullanılan dilin önemli bir parçası olduğu ileri sürülmektedir.

Anahtar Kelimeler Küreselleşme alıntı sözcük, Lingua Franca, sosyolect, dilde sadelik.

To My Family

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

1.0. Presentation

This chapter intends to make the reader familiar with the present study in general outline. Firstly, the main problem of concern will be introduced followed by the key purposes set by the study and research questions. Next, the significance of the study will be explained. Finally, the chapter ends with the definition of key terms that are important for the study.

1.1. Purpose of the Study

With a growing role of globalization in the world, it is impossible to eliminate the spread of English and its influence on other languages. English as a lingua franca has been a great interest to the researchers, but few studies have been conducted paying precise attention to the local impact. There are many reasons for borrowing English loan words, as well as for their constant penetration into vernacular languages. This thesis investigates the main motives for the borrowing of English words, the attitudes towards their presence in the borrowing languages and the peculiarities of their functioning, focusing on the English borrowings in the language of the Ukrainian youth.

We can observe many ideas on globalization and its influence on local cultures. One of the prevailing perceptions is that globalization is actually westernization or even Americanization, because the United States is "now the sole superpower,

with a dominant economic, cultural and military position in the global order and many of the most visible cultural expressions of globalization are American –

Coca-Cola, McDonald's and CNN " (Giddens, as cited in Acar, 2004, p.1). Other scholars prefer viewing globalization as a multi-directional process. As Featherstone puts forth (1995):

> "We are in each other's backyard. Hence one paradoxical consequence of the finitude and boundlessness of the planet and humanity is not to produce homogeneity to familiarize us with greater diversity, the extensive range of local cultures" (p. 86).

Appadurai (2000) also agrees that globalization should not be considered as a process that damages national cultures and does not take into consideration historical experience and culture (p. 85), which means that globalization is considered to be a neutral phenomenon, not damaging the vernacular culture. Taking into consideration the connection between globalization and the particular language, one should mention the idea of Wardhaugh (1987) who considers the spread of English as one of the most successful cases of language spread in history. What is actually language spread? As defined by Cooper (cited in Fishman et al., 1977, p. 98): "…a language spread is an increase in the numbers of users and functions of a language variety beyond the boundaries of its original habitat". Usually the spread of language takes place due to military imposition and colonization, serving a means of communication. Cooper suggests that the spread is promoted by planning and implementation, as well as by the fact that it serves as an image of prestige and provides financial advantage, which encourages the population of the territories where the language is spread, to learn it.

As far as the international impact of English is concerned, the term *Anglicism* is often used as a generic name to describe the occurrence of English language

elements in other languages. Words are borrowed into a language at a certain point of time. The evidence of when a borrowing first occurred in the receptor language is dependent on the records that document its usage. However, this fact is difficult to prove since borrowings can remain part of spoken language before they are used in the written form and vice versa. Until the end of the 19th century, the gap between written and spoken integration was too wide because of the limited access to publications (Onysko, 2007, p.61).

Historically, the spread of English started with the colonization of Asian and African territories by the British Empire. Even after having obtained independence, many colonies have stayed faithful to English, mostly because of the advantages it gave, especially to the ruling elite. As Wardhaugh mentions (1987), in some countries English has been used as a means of suppressing ethnic rivalry, which could be the result of giving a preference to one indigenous language among others.

But following the history of the spread of English, one may come to the conclusion that the factors which initially promoted its spread do not coincide with the ones which maintain this very spread. As Bailey claims, after the formation of the British Commonwealth, it was the turn of the United States to promote the language (1991, p.57). After World War II, due to definite economic and sociopolitical events, English began to spread in the non-colonised areas as well. As Bailey mentions, step by step it replaced French in the role of the language of international diplomacy and is considered as a Lingua Franca for trade, banking, tourism, science and technology (ibid., p.63). Consequently, English has become a significant part of the education systems in many countries. Even in countries of the Middle and Far East which are considered monolingual, English enjoys a privileged position.

According to Crystal (as cited in Doğançay-Aktuna, 1998, p. 25), no kind of language planning will be able to stop the global spread of English. As she claims, there are many examples of strong opposition to English. For example, when France tried to ban English borrowings, French Quebec changed most shop

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names, traffic signs and advertisements from English to French. Many language academies have established committees for coining substitutes for English borrowings in order to preserve the status and authenticity of the native language. As for post-colonial nations, there have been attempts to promote cooperation between native languages and English, in order to raise the status of the first ones. As Crystal claims (1987), most countries which reject English, at the same time do their best to develop successful programs for teaching English in schools (p. 358).

Since the second half of the twentieth century English has become a global Lingua Franca. As Kowner mentions (2008), English has emerged as the world's first choice as a second language (p. 4). English has come to serve many languages as a source for intensive lexical borrowing, reflecting the importance of its status. One may observe two opposing phenomena, taking into consideration the fact that some societies are resistant to the spread of English while others made English loan words an important part of their vocabulary.

In 1780 John Adams, the second America president, claimed that English is destined "to be more generally the language of the world than Latin was in the past or French in the present time" (cited in McCrum et al., 1986, p.239).

The English language expanded during the seventeenth century, raised from the vernacular status to a vehicle for literature, science and government (Graddol, 2006, p.183). During the nineteenth century English replaced French as the Lingua Franca of Western Europe. British imperial dominance and colonial possessions facilitated its spread. After World War II, American economic hegemony and growing importance in different spheres confirmed the right of English to be perceived as the Lingua Franca.

The English language has become dominant in many spheres, where other languages used to be considered essential. For example, English has replaced German in academic publishing. Until the 1920s German was a leading language in science, and Nobel prizes where mostly won by German scientists before

World War II. After it, the leading role of the USA in science is quite apparent. It is difficult to determine whether the two World Wars have a direct influence on the decline of German, since other languages have lost their positions as well. According to Skudlik (1990), several scientific journals have changed their names: *Archiv für Kreslaufforschubg* is now called *Basic Research in Cardiology*, *De L'Energie Atomique* has become *Nuclear Fusion*, etc.

Umberto Eco, an Italian novelist and cultural theorist, has summarized the explanations for English language dominance:

> The predominant position currently enjoyed by English a historical contingency arising from the mercantile and colonial expansion of the British Empire, which was followed by American economic and technological hegemony. (Eco, 1995, p. 331).

Today English speakers can be found in almost any corner of the globe. More than 70% of scientific publications and the vast majority of the leading scientific publishers are in English (Ammon, 1996). Similarly, about 80% of Internet sites are in English, and most programming languages are used in English as well (Dalby, 2002). Thus, as McArthur suggested (1992), English can be viewed as a sole representative of "a universalizing complex" – a new category of a continuity where the world's languages are arranged.

At the end of the twentieth century, all the territories in the world belong to the following categories (McArthur, 1992, p.12):
1) The territories, where people use English as their first and generally only language (English as a native language): Australia, the Irish Republic, the USA, England, Bahamas, Scotland, Grenada, etc.
2) The territories, where people use English for specific purposes (professional or social, English as a second language): Brunei, Sierra Leone, Zimbabwe, Samoa, Namibia, Israel, India, Hong Kong, etc.

3) The territories, whose inhabitants learn English occasionally, in the family, in the street, for occupational reasons: Turkey, Albania, Morocco, Ukraine, the Slovak Republic, China, etc.

Of course, there are less positive ways of viewing the spread of English as a single language across the globe. It might mean the destruction of linguistic and cultural diversity as well. According to such views, English is a language of economic opportunities only for a limited number of people, thus for the majority it might mean the division of the world into "the west" and "the rest". The image of English merely depends on the background of the particular region, the history of its interaction with this language and the aspirations of the local population. Today one can observe the picture of bringing down the linguistic walls between the nations, uniting the world into a single community. This is one of the main reasons why English will always enjoy a special position.

The purpose of the study is to learn the influence of the English language on Ukrainian, its special position in the language of young adults, and the attitudes which are displayed in the society towards the presence of English. It goes without saying that English has deeply penetrated into all life spheres in Ukraine, thus it is essential to find out why it has a privileged position, in which areas it is used mostly and what the main motives for the usage of English borrowings in Ukrainian are.

1.2. Significance of the Study

The growing role of English and its influence on other languages cannot be ignored. The changes of languages and their interaction are inevitable in the

globalised community, where the borders have become too vague and indefinite. Today's generation is speaking the language very different from the one which had been previously used due to the information openness, cultural interaction and social changes. The attitudes to this phenomenon might be different,

displaying both the approval of the admission to the global community and the rejection of the loan words as a result of a conservative attitude.

English has been considered as a lingua franca for a long time, but in Ukraine, a comparatively young independent state, it has obtained a special status only after the collapse of the Soviet Union, when freedom of access to information was proclaimed. Since that time the stream of the English loan words has been constantly flowing into the Ukrainian language (Azhnyuk, 2001).

During the past decade, the Ukrainian language life has witnessed some changes. They are connected with the declaration of independence on the one hand and the increasing participation of the country in the globalization processes on the other. The growing interest of Ukrainian citizens in the latest information technologies, first and foremost the Internet, made the country open to the external influence in the socio-political, intellectual and cultural spheres of life, moral aspects and daily life. The language has not remained immune to this process. The abolishment of all restrictions on information exchange and the increasing access to the Internet caused an extreme boost in the borrowings, code-switching and parallel functioning of several languages in one communicative space (Akulenko, 1998, p. 91).

 According to Radchuk (2002), globalization is mostly information openness, thus the presence of foreign participants in the communicative process is expected. Its nature is transnational, even cosmopolitan. Its inevitable partner in many countries is bi- or multilingualism (Featherstone, 1995). The information intervention in Ukraine is realized with the help of such means as radio and television, newspapers and Internet. The effects of globalization have become noticeable in the educational sphere, due English language classes and Internet addiction. Recently one can witness a great number of distance education programs, which are impossible to be applied without sufficient knowledge of English. At the same time a number of testing programs such as GRE, TOEFL, IELTS have become an essential part of the educational process, impossible to deal with without mastering the language at the proper level. An increasing

number of high schools and Universities where the language of instruction is English is a proof that this language now occupies a permanent niche. All these factors promote the position of English in the Ukrainian society, encouraging the desire for mastering it. As Fedorets mentions (2002), the present stage of English-Ukrainian interaction is treated as a "cultural dialogue" between Ukraine and the West.

As the researcher has been living in Turkey for two years, it is possible to draw a parallel between Ukraine and Turkey, as both of them belong to the expanding circle countries. As Doğannçay-Aktuna claims, in the expanding circle countries English is taught as one of the foreign languages in the school system and is recognized as the main functional foreign language to promote the technological development (1998). In this context the language is not generally nativised and functions as a performance variety. Furthermore Doğannçay-Aktuna mentions that Turkey is a good example of an EFL context, as Turkish is the sole official language in the country and acts as the Lingua Franca for minority groups (ibid., p. 31). The main spheres where English performs a significant role are the education and the private sector (international tourism and the tourist industry). As Acar mentions (2004), the rapid spread of English in Turkey, which took place in the 1980s, has made this language an important factor in Turkish educational institutions and the job market. Besides private and public high schools, there are a lot of private English language courses for adults. English is seen as an aspect of modernization and Westernisation and English language teaching is the means for achieving this aim. English enjoys a special attitude not only among the Turkish elite, but also among many ordinary Turks, especially among the Turkish youth (ibid., p. 2). Economic integration of Turkey into the global economy, the spread of private channels and cable TV, and the flow of American films into Turkish theatres contribute to the increasing popularity of English.

Unlike the Turkish context, the phenomenon of the English borrowings and the language niche in the society has not been studied properly in Ukraine. A little attention has been paid to the presence of English loan words in advertising language, without taking into consideration all other areas. Teenagers and young

adults are the mirror of the society, reflecting all its changes and needs. This study intends to investigate what role English loan words play in the language of modern Ukrainian youth, proving that the role of the English borrowings is constantly increasing and they have already become a norm of the language.

1.3. Research Questions

To achieve the main aims, this thesis attempts to find an answer to the following research questions:

1. How have globalization and English borrowings influenced the Ukrainian language?

2. What are the reasons for borrowing the English loan words?

3. What are the attitudes to the language changes of the young people in Ukraine?

4. How is the youth spoken language influenced by the English borrowings?

1.4. Definition of Key Terms

Globalization: According to Sassen (2006, p.12), globalization is an ongoing process by which regional economies, societies and cultures have become integrated through a globe-spanning network of communication and execution. The term is sometimes used to refer specifically to economic globalization: the integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration and the spread of technology. However, globalization is usually recognized as being driven by a combination of economic, technological, sociocultural, political and biological factors. The term can also refer to the transnational circulation of ideas, languages or popular culture through acculturation**.**

Decolonization: Decolonization refers to the undoing of colonialism, the establishment of governance or authority through the creation of settlements by another country or jurisdiction (Hunt, 2008).

Loan word: A loan word is a word borrowed from one language and incorporated into another (Betz, 1949).

Purism: Purism is the definition of one language variety as purer than other varieties, often in reference to a perceived decline from an ideal past or an unwanted similarity with other languages, but sometimes simply to an abstract ideal (Thomas, 1991, p.54).

Lingua Franca: The Italian phrase lingua franca referred originally to the hybrid language created and used in the Mediterranean area. Now it denotes a leading language, not a hybrid but a proper language, which serves as a medium of communication between speakers of different languages in a given region or setting (Schuchardt, 1980).

Sociolect: Sociolect is a social dialect (speech variety) spoken by a particular group, including slang, technical jargon, and argot (Scott, 1992). E.g.: *dot com* – unsuccessful internet company.

1.5. Overview of the Study

The present study consists of five chapters. The first chapter describes the main features of the study in general outline. The second chapter provides background information and reviews the studies which provided the basis for the current research. The third chapter introduces the study's methodology. The fourth chapter presents the results and explained the findings. The fifth chapter summarizes the study and its results.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Presentation

This chapter aims to present background information about the research which provided the basis for the current study. The chapter starts with a review of literature devoted to the spread of English in the world, followed by the emphasizing the function of English as a donor to other languages. Next, the influence of English on the Ukrainian language and its consequences are discussed. The peculiarities of the Ukrainian young adults' language and the description of the role Anglicisms have in it form the last part.

2.1. The Global Spread of the English Language

2.1.1. Research on the Global Spread of English

In the last decades much research has been conducted on English status as Lingua Franca. Some linguists have chosen as their main focus the large number of varieties of Englishes used (Crystal, 2003; Kachru, 1986, 1992; Watts and Trudgill, 2002). The academic importance of this topic is evident in the activity of two academic journals, both established in the early 1980s: *English World-Wide: A Journal of Varieties of English* and *World Englishes*. The former focuses on the dialectology and sociolinguistics of the English-speaking communities (native

and second-language speakers), while the latter is committed to the study of varieties of English in their cultural, sociolinguistic and educational contexts.

A related field is the study of English as a foreign second language, often simply called English Language Teaching (ELT) or Teaching English as a Foreign Language (TEFL). The main issue in this field is teaching English to non-native speakers. At the same time the spread of English as a global Lingua Franca is promoted. There are many publications, dedicated to this topic, including the academic journal *Teaching English as a Second or Foreign Language*.

Some researchers have viewed the process of English spread as a threat, as the hegemony of Anglo-American imperialism (Pennycook, 1998; Phillipson, 1992). Others regard globalizing English as undemocratic since it creates the cultural dominance of English-speaking countries (Tsuda, 2000). The spread of English is also associated with language death, as in some cases contacts with English-speaking people have led to the marginalization of local languages, as happened among speakers of Austronesian languages in the Pacific Ocean or even to complete language deletion, as happened in North America and Australia.

Another focus of research includes codeswitching and codemixing. In multilingual environments the phenomenon of borrowing often comes across codeswitching. According to Onysko (2007, p. 36), codeswitching occurs when a bilingual introduces a completely unassimilated word from another language into his speech. While codeswitching is used for both single-word and multi-word elements, borrowing is limited to the former. Besides, borrowings constitute part of the lexicon of the matrix language whereas codeswitches belong to the embedded language lexicon (ibid.). Codeswitching frequently occurs in multilingual communities, while borrowing is typical for the speech communities where the Source Language is socially distant and access is limited. Codeswitching is the use of various linguistic units, usually but not only from two participating grammatical systems within a speech event; its usage is motivated by social and psychological factors (Ritchie, 2004). Codemixing is similar in form and motives, but might be subject to discourse principles (ibid., p. 32). While

codeswitching emphasizes linguistic competence, codemixing concentrates on linguistic performance. Both codeswitching and codemixing provide the theoretical linguistic basis for the use of borrowed words. The study of codeswitching and codemixing has appeared as a consequence of the research on the occurrence of these phenomena in English mixed with another language (Gumperz, 1982). The spread of English is closely related to attitudes of other languages speakers and institutions, dealing with language planning. Such academic journals as *Language Problems and Language Planning* focus on language policy in international contexts. Some research has been done on the rejection of English lexicon, known as purism (Jernudd 1989; Thomas, 1991). Some scholars view this phenomenon as a necessary evil, which will help stop the spread of English (Pergnier, 1994).

A great attention is paid to the language planning and policy regarding the incorporation of English vocabulary. Some research has been done on the rejection of English lexicon, known as purism (Thomas, 1991).

Several studies have been dedicated to English loan words, resulting in dictionaries or other compilations (Kamiya, 1994; Lorenzo, 1996; Picone, 1996). In 1977 Fishman, Cooper and Conrad conducted the first worldwide survey on the spread of English and published their findings (Fishman et al., 1977). This book consisted of case studies, some descriptive, others more quantitative, in which the growing position of English was illuminated. Viereck and Bald (1986) edited a book on the contact of English with other languages. The book dealt with 29 societies, but did not draw any conclusions from the collected data. Phillipson (1992) studied the spread of English in a comparative study, but focused merely on colonialism and excluded other factors that might determine the attitude to English. The most systematic study from a comparative perspective has been the single research project led in the 1990s by Görlach, accompanied by twenty scholars. They examined the lexical impact of English on sixteen major European languages and produced a dictionary (Görlach, 2001) as well as an annotated bibliography of European anglicisms (Görlach, 2002). Each chapter consists of a history of contact of the particular language with English, pronunciation and

spelling of Anglicisms common in that language and the way borrowings influence the meaning of loan words. But there have been almost no systematic studies which could reflect the motives for borrowing English loan words. The exceptions being Kowner (2008) and Rosenhouse (2006), who compared attitudes to English loan words in Japan and Israel, thus giving an insight into a number of determinants of policies and attitudes to lexical borrowing across cultures.

One of the most comprehensive studies on the spread of English was conducted by Rubal-Lopez (1992) for her doctoral dissertation. In this study quantifiable indicators and regression analysis of variables in 121 non-English-mother-tongue countries were used; it confirmed the hypothesis that linguistic heterogeneity, colonialism and economic development are the most important factors in the spread of English. Rubal-Lopez also paid attention to the degree of English-language institutionalization, the lack of developmental orientation and the percentage of students sent to acquire their education in Anglo-American countries. In 1996 Fishman and Conrad together with Rubal-Lopez edited another survey on the status of English in the 1990s. It was based on 20 case studies of different former British and American colonies, confirming the assumption that English has not stopped spreading in the non-English-mother-tongue-world, due to Anglo-American engagement in the global economy.

Unfortunately, taking into consideration the Ukrainian context, no significant studies devoted to the interaction of English and Ukrainian have been conducted. Several linguists have addressed the problem, but the data and its analysis were not sufficient for drawing the definite conclusion. The studies of Fedorets (1997, 2000, 2002) dealt with the English borrowings in the language of the advertising and business sphere, while Misechko (2000) examined the historical aspect of the English borrowings' penetration into the Ukrainian language.

2.1.2. English in Europe

Despite the fact that English originates from Europe, it is one of the regions where it meets most resistance (Goodman, 1996). The main reason is that within Europe there are several countries besides Britain with colonial histories and desire to project their language and culture worldwide – such countries such as Spain, Germany and France.

The creation of the European Union as a regional economic entity has provided a bureaucratic framework designed to ensure that none of the main languages of Europe enjoys special privileges and that minority languages are also given a certain degree of support (Giddens, 2000, p. 42). According to Dollerup (1996), the status of English within the framework of the European Union is connected with European history and with the development of the various national societies as well (p. 24).

Until the middle of the twentieth century, the first foreign language taught was the language spoken by the nearest major nation: in Britain students learnt French, in Germany French, etc. With the development of the opportunities of the middle class, such as foreign contacts and international mobility, the situation changed. There are many factors, which are intertwined in an assessment of the English language use in Europe. As Kachru stresses (1992), there are three categories of users of the English language: (a) "inner circle" of native speakers for whom the language is the mother tongue; (b) the "outer circle" which comprises the second-language speakers, using English in everyday communication; (c) the "expanding circle" of people who use English as a foreign language (p. 356-357).

According to Graddol (2006), the project of "single Europe" is to establish an economic area which is able to compete with other trading areas, such as Asia-Pacific and the Americas. This places English in an obscure position within the EU, as it is the language of Britain, which is seen as facing two ways – towards Europe and the USA. Officially the nine national languages of the member states

have equal status, but in practice a language hierarchy is observed. Schlossmacher reports that "…French and English dominate as working languages in the political bodies of the EU. French is more important than English within the EU, while English is dominant in world-wide communication of the employees of the EU" (Schlossmacher, 1995, p. 1). The study by Ammon (1995) on European business language has shown that English is the most used language of business, though French and German also have key position in the hierarchy system. Still, most observers consider the adoption of English as the European lingua franca as an inevitable process. As Berns mentions (1995):

> … it is likely that English will become the primary language of the citizens of the EC. Whether or not it is ever officially declared such, it will be even more widely used as a vehicle for intra-European communication across all social groups (p. 9).

The English language in Europe owes its dominant position to the entertainment industry, war, technological development, science and politics. The radical changes may have been caused by the presence of American and British troops in Germany. After World War II, English became the unchallenged second language in schools all over Europe.

As Graddol emphasizes (2006), by now more than 80% of the television serials and films in Europe are imported from Anglophone countries, mostly from the U.S. (p. 26). Thus, subtitling gives an opportunity for the language penetration into everyday life.

With regard to politics, English became influential with the establishment of the League of Nations in 1919, where it was one of the frequently used working languages. The establishment of the UN (1945) and NATO (1949), where English is used as an official language, has promoted the leading position of the language.

Nevertheless, according to Viereck (1996), English is distributed quite uneven in Europe. It is widely used as lingua franca in Scandinavia and the Netherlands, while in Southern and Eastern Europe it is more frequently accepted as a foreign language. The perception depends on many factors: age, education, sex, family background.

In the territories constitutionally linked with the UK, such as Gibraltar and the Channel Islands, the social importance is evident, and the inhabitants have little choice as for the language choice. In Belgium, not an Anglophone country, a dominant factor is the role of English as one of the two working languages of the European Union, which affects Brussels, as it is its official capital. The situation in the north-western countries is explained by their conscious choice of English, stemming from a long-term teaching of this language to the people of these countries. As a consequence, English is perceived not as a foreign language, but as a second one. The recent popularity of English-language satellite television among the young generation only serves to accelerate the process of the popularity of English.

In south-western Europe the situation is different. The English language has not penetrated into the society very deeply, though its role is increasing, in part due to the importance of the wine industry in Portugal, which is partially owned by the resident British families. According to Graddol (2006, p. 29) in Spain, a considerable part of real-estate belongs to the British citizens, who, however, do not assimilate with the local population.

In other European countries English is still a foreign language, but considered as a fashionable international lingua franca.

Nowadays knowledge of English is absolutely a must in the European job market. According to the survey of 10,000 classified advertisements, conducted by Viereck (1991), the demand for English was the highest in most European countries:

Table 1. The Demand for English in the European Job Market
Source: Viereck, 1991

	English	German	French	Spanish
France	71.1%	10.7%	_____	5.4%
Italy	68.8%	6.17%	9.4%	_____
Spain	60.1%	7.48%	20.99%	_____
Hungary	36.7%	39.97%	3.35%	_____
Poland	46.4%	25.55%	6.59%	_____

With the exception of Hungary, where German has enjoyed a special status, all other countries have displayed a great interest in English.

But the real turning point or the permanent English influence has been the establishment of a specific youth culture, which includes popular music. The Anglophone productions dominated the international music market in the 1960s, represented by Elvis Presley, Bob Dylan, the Doors, etc. The use of English in their songs was a motivation for learning this language.

The most recent developments in Europe show that an increasing number of people use this language as a vehicle of communication with native speakers as well as a lingua franca in contacts with others who have a non-English native language. The need for English has become so widespread, adds Hoffmann (1991) that it is more appropriate to talk about bilingualism with English rather than just the use of it by people who normally speak another. The number of habitual users of English is growing steadily, and representatives of different social backgrounds have the access to this language, thus it can no longer be referred to as an elite bilingualism.

2.2. English as a Donor to Other Languages

2.2.1. The Historical and Social Aspect of English Penetration into Vernacular Languages

Contact seems to be one of the most complicated issues in the study of the language since it is based on a complex set of socio-cultural and psychological factors that strongly influence the linguistic output of speakers at the boundary of two or more languages and cultures. Language contact is simultaneously socially and geopolitically determined (Onysko, 2007, p. 2).

According to Filipovic (1991), English used to be one of the most hospitable languages of the world in accepting foreign loans. Later the situation changed and it became one of the most generous donors of words. Though as Sapir states (1921), before the beginning of the twentieth century there was little evidence about the influence of English on other languages:

> …it is a little disappointing to learn that the general influence of English has so far been all but negligible. The language itself is spreading because the English have colonized immense territories. But there is nothing to show that it is anywhere entering into the lexical heart of other languages.

By the end of the 17th century the situation changed. Different nations started borrowing words from English, not only related to trade and shipping. The reason of this phenomenon is in the process called "Anglomania" (Graf, cited in Hartmann et al., 1996, p.38). The interest in England, its fashion and language emerged first in France, then spread to the rest of Europe. The penetration if English words into French, which was considered as a lingua franca at that time, promoted the adoption of English words by other languages. In the nineteenth century English borrowings were found in all main European languages:

a) Romance: French, Italian, Spanish and Portugese; b) Germanic: German, Dutch, Danish, Swedish and Norwegian; c) Slavonic: Russian, Polish and Croatian.

In the 20th century, the contact of English with other languages became much closer due to new means of communication. This contact resulted in linguistic borrowing of English words. As Filipovic claims (1990), the process of enriching other languages by English words might be either direct or indirect (p.131). Direct transfer is observed when two languages, English as a giving language and another language as a receiving one have close cultural, geographic, political ties and the borrowed notions require their names to be transferred into the borrowing language. Indirect transfer takes place with the help of a third language which is called an intermediary language. This intermediary language facilitates the process of borrowing as there are no direct contacts between other two participant languages. After either a direct or indirect contact, the vocabulary of the receiving language is enriched in different fields to which Anglicisms belong. The kinds of Anglicisms and their number differ in various languages. The human activities of different nations and their contact with the English (American) culture determine the number of loans. The process of borrowing goes through the following path: borrowing English loans, adapting them as Anglicisms and then integrating them into vocabulary.

2.2.2. The Peculiarities of the Borrowing Process

As Filipovic (1991) outlines, the main fields were the number of Anglicisms is the highest are the following: food and drink, animals, sports, clothing, economy, banking and finance, trade and measures, language and literature, medicine and science:

Table 2. Anglicisms in Vernacular Languages (I)

Source: Filipovic, 1991

Food	Drink	Animals	Sport	Clothing	Economy
Bacon	Brandy	Alligator	Boxer	Bikini	Broker
Jam	Whiskey	Bulldog	Hockey	Cardigan	Boycott
Sand-	Juice	Kangaroo	Football	Raglan	Dumping
wich		Mustang		Pullover	Strike
Pudding				Trench	Import

Table 3. Anglicisms in Vernacular Languages (II)

Source: Filipovic, 1991

Law	Music, Dance	Sea Terms	Technical Terms	Medicine	Social Life
Petition	Blues	Ballast	Blister	Aids	Bar
Kidnap	Break	Barge	Cracking	Antibio-	Bridge
Land-	dance	Steamer	Cable	tics	Hobby
lease	Twist		Lazer	Vitamin	Poker
	Beat				Message
					Damage

As Filipovic emphasizes (ibid., p. 17), in order to be integrated into the borrowing language, Anglicisms should be first adapted. The borrowed word should be analyzed from the following points: a) the orthographic level, to understand how the spelling of an English source word is adapted into the orthography of the receiving language; b) the phonological level, to explain the exact pronunciation of the Anglicism especially when it is different from the initial pronunciation; c) the morphological level (parts of speech and gender); d) the semantic level, to define which meaning of the English source word is transferred.

The pronunciation is outlined by the similarity and dissimilarity of the phonological systems of English and the receiving language:

1) if some elements of the receiving language differ from those ones of the Anglicism, its pronunciation is only partially equal to the source word: spot – Croatian: spot /spöt/;

2) if the pronunciation of a source word comprises the elements absent in the sound system of the receiving language, the substitution is free: flirt – Russian: флирт /fl'irt/;

3) if both systems have the equally described elements, the Anglicism is pronounced according to the norms of the receiving language: zoom /zu:m/ - French: zoom /zum/.

The morphology of Anglicisms might have several variants:

1) the Anglicism preserves the suffix of the source word: farmer – Croatian: farmer;

2) the suffix of the receiving language replaces the original one: coalition – Italian: coalizione;

3) no suffix of the receiving language is added: bluff – German: bluff;

4) adaptation of verbs and adjectives usually follow the rules of the receiving language:

to test – French: test-er; boycott – German: boycott-ier-en; folklore – Croatian: folklor-an; sport – Italian: sport-ivo.

As for the adaptation of gender, the following criteria are applied:

1) in substantives which denote human creatures gender is determined by their sex: barman (m.)– French: barman (m);

2) the masculine tendency (the majority of anglicisms are of masculine gender): magazine – French: magazine;

3) contamination: body art (n) – Italian : una body art (f), analogy with *l'arte*.

As for the semantical meaning, Anglicisms form the following groups:

1) adapted words with only one meaning: beefsteak – French: bifsteck;

2) an Anglicism might expand the number of its meanings after being integrated into the receiving language: termite – French: termite (hidden, destructive work), nylon – Croatian: najlon (plastic).

According to Kowner, in order to borrow the lexical items from English, at least some contact (lingustic, ethnic) should have been observed between one or more Anglophone countries and another group (2008, p. 280). As Thomason puts forth, the borrowing from English does not differ from the lexical transfer from any other language to a language-borrower (1988). As he claims, in most cases the process of borrowing involves phonetic and morphological changes of the borrowed word as a part of its adaptation to the receiving system. Sometimes the writing system of the recipient language may be totally unlike the structure of the borrowed word; in this case the alphabet of the recipient may be adapted to the words which have been borrowed. This phenomenon is common in Japanese, Arabic and Modern Hebrew, as their alphabets are different from the English Latin-based alphabet (Kowner, 2008, p. 281). Sometimes the borrowed words are absorbed with their English spelling and pronunciation, despite the fact that the English spelling rules are different from those of the recipient language (Balazs, 2002).

As Kowner mentions (p. 282), not all English borrowings reflect new objects, but may refer to familiar elements. In such cases the borrowed loan words are used as synonyms and form the basis for the creation of semantic doublets. Doublets can also be formed in the cases, when new lexemes are formed. Usually one of the doublets is used more frequently, which diminishes the role of the other one and might lead to its complete fadeaway.

With regard the borrowing of different parts of speech, it is usually nouns which are transferred (Farkas, 2002). Adverbials, particles and vocatives are borrowed less frequently, sometimes replacing those of the absorbing language because of discourse preferences, for example, "OK".

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As Kowner claims (2008, p. 283), the borrowing process tends to be discriminatory because of the number of concepts in the English language. Most of the borrowed words can be divided into two categories: the sphere of economics, technology and science and the sphere of personal needs (culture, entertainment and material products). According to Kowner, the number of English borrowings in a definite language depends on the cultural and economic development of the group it is spoken in. The more technologically and economically developed a society is, the more English borrowings can be found in its language. At the same time Dollerup (1996) shares the idea that the process of borrowing merely depends on modernization and Westernisation rather than on pure economics. One important exception is Iran, where Farsi was enriched with mainly technological and scientific terms during the Shah's rule and the diminishing number of Anglicisms nowadays with the rise of the Islamic Republic (Kowner, p. 283). The change of the borrowing pattern is explained by the ideological spirit and the English language, which is associated with its native speakers and their position in the modern world.

The overall borrowing process is dependent on extralinguistic factors, such as the exposure to English words of borrowing speakers, duration of English learning at school, the contacts with the Internet, English movies, books and journals (Rosenhouse, 2004, p. 871). Hence, the countries which have been in contact with English for a short time have fewer Anglicisms in their languages than those countries where English has been present for a long time, for example, the languages of Japan and Taiwan China, where speakers of American English used to be in close contacts with the local population for a long time (Kowner, 2008). These languages have witnessed the flow of the borrowings, though the tempo has varied in different periods due to governmental control. The vocabulary which is usually borrowed is formed according to the habits and needs of the recipient community. Rosenhouse adds that accommodation habits, climate and the pattern of behavior are extralinguistic factors which define which lexical items are to be borrowed, as unnecessary concepts are not likely to be borrowed (p. 873).

The quantity and tempo of the borrowing process are also dependent on psycholinguistic and linguistic features (Kowner, 2008), such as the importance of the new items for the speakers of the borrowing language and the connection between the phonological and morphological structures of English and the language-recipient. As Viereck (1986) claims, the lack of some phonemes and differences in articulation do not prevent speakers of the borrowing language from using important words. Still, most of the borrowed words undergo the process of morphophonological adaptation which is relevant to the rules of the borrowing language. For example, the pronunciation of English /w/ causes certain difficulties for Russian speakers, pushing them to the creation of easily pronounced versions of the English words (Proshina, 2005).

According to Kowner (2008), each language has its own unique history of contacts with other languages, influenced by psycholinguistic factors (the needs of individuals) and sociolinguistic ones (the needs of communities). Thus, each language follows its personal pattern in the borrowing process.

2.2.3. The Motives for Borrowing

Lexical borrowing has been practiced since ancient times, when people speaking different languages began their interaction. As Kowner (2008) mentions, the borrowing process occurs when speakers of a language begin to incorporate into their lexicon a loan word (p.12). This process demands the contact between the two languages and the essential understanding of the word meaning. This phenomenon may start with an occasional borrowing of a few words, but usually finishes with a massive acceptance of thousands of words. For example, English adopted thousands of words from French after the Norman Conquest.

According to Morimoto (1978), observing the process of lexical borrowing from English in modern Japanese, it is possible to generalize the usual patterns of the borrowing process. Only a few adverbs or prepositions are borrowed, most borrowed items are connected with the names of flowers, vegetables and animals.

A different process is observed in Hebrew (Rosenhouse, 2006), because it has adopted many adjectives and adverbs, which is not typical in the borrowing process, as most languages tend to borrow nouns and fewer verbs and adjectives. The primary fields for borrowing are: technology, leisure activities and fashion, while such areas as natural geographic phenomena and body parts seem to be out of the circle.

Some motives for borrowing loan words are common to almost all languages. Of course, as Kowner (2008) outlines, their effects vary from language to language, taking into consideration the cultural influence, social and political circumstances. One of the main motives, according to Rubal-Lopez (1996) is direct communication, as the exposure to English due to colonization is connected to lexical borrowing. The military presence of English-speaking troops might also cause direct communication. Due to tourism from an English-speaking country to a non-English-speaking and vice versa, the exposure to English is connected with the necessity to find a means of communication.

Due to the need for coining new concepts because of technological and cultural changes, the process of borrowing from other languages takes place as well. In certain periods of great technological change this need for new notions is extremely high and tendencies for borrowing new notions from advanced cultures are observed. According to Bryson (1990), English is the best choice for borrowing new notions from it, as it is the mother tongue of some of the most advanced and developed economically societies, and has a rich vocabulary at the same time.

The tendency to imitate a dominant group also plays a primary part in the borrowing process; human groups are inclined to imitate dominant groups, worthy of emulation. As Kowner (2008) emphasizes, animals are likely to imitate dominant individuals, but human beings concentrate on the "…cultural imitation of entire dominant groups" (p. 13). This imitation involves borrowing elements from the dominant group language.

Some groups in every culture try to find ways to be different from the rest of the population. As sociologist Georg Simmel stated (1957), language plays a major role in creating these differences. The borrowing process from a prestigious language contributes to the uniqueness of the group which borrows. Most often it is a closed elite group. This trend to borrow foreign notions is widespread among professional groups: physicians, engineers and lawyers, but typical of youth groups as well, who use a foreign language as a marker of difference from other social groups. The borrowing does not only provide a special status, the terms which are usually borrowed help to talk about the topics which are unfamiliar to those who are not members of this social group. English is considered both as a language used at almost every professional event and as a source of rich vocabulary for jargon creation as well.

Mass media is a leading impetus for borrowing. Since the beginning of the twentieth century, English-speaking countries have become the leaders in spreading information and popular culture. Their leading positions have been strengthened by radio broadcasting in English (BBC, Voice of America). Along with the language, the American lifestyle has been presented widely by the film industry. The last two decades have been marked by the emergence of computers and the spread of Internet. Recently the Internet and the World Wide Web have become the main means of influence of the English-speaking community and at the same time motives for learning its language. English TV channels are to be found in many countries because of their cultural attractiveness (Görlach, 2003).

Education also serves as a means for spreading current topics and learning possibilities, but this process is controversial, because on the one hand education encourages the acquisition of foreign words and serves as a means for learning English as a second language, but on the other hand if a definite culture expresses a purist tendency, the education system may serve to diminish the number of words borrowed from English (Krysin, 1996, p. 9).

Modernisation and economic development can be considered as crucial motives for the process of borrowing. According to Fishman (1977), societies entering the

new period of modernisaton are in need for lexical terminology, as the contacts between members of different societies become more frequent, as well as the direct exposure to English, thus English is increasing its role as the main source of borrowings.

According to Kowner (2008), ethnic and linguistic diversity can be the reasons for the extensive borrowing (p.15). In the places with ethnic and linguistic heterogeneity (Israel, former Yugoslavia, African countries), English can be a connecting language. The presence of English as a second or a third language facilitates the inclusion of the English vocabulary in the local language. But this position depends mostly on the political and social situation in a particular country, because it influences the use of English for communication between speakers of different language communities.

Nationalism and the perception of cultural threat might strengthen language purism and prevent the language from adopting loan words. In the 1930s, imperial Japan tried to remove English words from its national language. Being aware of cultural threat, a linguistic purism policy usually weakens the penetration of the English language. The weaker the nationalist beliefs and the weaker the perceived cultural threat to the absorbing language, the greater the number of English words borrowed. The less democratic the regime is and, consequently, the more obedient the population is, the easier it is for the government to implement its policy towards the borrowing process. As Gombos-Sziklaine mentions (cited in Kowner, 2008, p. 278), when a country is in conflict with a part of the Anglophone world or is more influenced by another culture, it avoids borrowing from English, no matter how prestigious it is; for example, during the Cold War Hungary remained indifferent to the English vocabulary.

Schools also should not be forgotten while mentioning the strengthening the language habits. Poplack and Sunkoff's (1984) study of Spanish speaking Puerto Rican students showed a great number of Anglicisms in their speech. This number was much more considerable than in their parents' speech. The integration of the

students in the English-speaking American society was faster and less painful than their parents' one.

As Kowner (2008) mentions (p.15), the existence of regulatory linguistic establishments, such as language academies, helps the national language by creating a language policy as a part of the nationalism tendency. Language academies weaken the process of the adoption of loan words by introducing original substitutes. But at the same time these institutions oppose the long established words in the language which have been taken from English and their spreading in publications. But the attitude of language academies to borrowing may be contradictory to the behaviour of the language speakers, who may readily accept them into their conversations.

Nevertheless, the political and ideological background in a particular country is much more effective than the population's intentions as for borrowing from English. A strongly negative attitude to the USA was the cause of not using English borrowings for a certain period in the Soviet Union (Rosenhouse, cited in Bhatia et al, 2004).

2.2.4. Attitudes to English Loan Words

Every language has its unique historical and cultural background. Thus, the attitudes to the borrowing process vary from community to community. But, as Kowner (2008) mentions, the main three aspects speakers are mostly concerned about are wariness, ideology and instrumental interest (p. 289). The speakers are interested how English will influence the purity of their own language and how important it is in their work, business and leisure. They are motivated by the desire to master English for communicating with native speakers and others, as the prevailing majority of people consider English to be a global tool for communication. Language contact can emerge as a socially and emotionally sensitive issue. Linguistic influence can lead to institutional efforts of language planning and policy in order to "protect" the integrity of the vernacular language.

Such reactions are based on the connection between identity and language, and on the perception that language is a limitable entity (Onysko, 2007, p.10).

According to Fishman (1996), the use of English words in another language is an example of neocolonialism, the exploitation of the colony when it is no longer used. It might be applicable to India and to Japan, where American forces stayed seven years after World War II.

The penetration of English elements into any language can be perceived as a conceptual invasion which affects the native speakers of that language. As Horvath and Wexler (1997) mention, English loan words spread very quickly in the borrowing languages, due to the global spreading of the Internet system and the mass communication media. As Kowner (2008) stresses, the spreading of English words is a natural process, determined by psycholinguistic, sociolinguistic and sociohistorical factors (p. 294).

The attitude to English loan words differs from language to language. For example, In Hungary, as Balazs (2002) emphasizes, English has acquired the status of a leading lingua franca (p.22). This special status can be explained by the use of genuine borrowings and terminology based on Anglo-American forms. Having become an EU member, the language policy of the country is determined by the European Commission Action Plan, which includes the mastering of two foreign languages besides the mother tongue. A shift in foreign language preference is also explained by its areas of application. A survey conducted in 2003 by the Hungarian National Marketing Research Institute on importance of English in Hungary showed that 80% of Hungarian parents welcome teaching English at schools, regarding it as the main foreign language. The Research Institute of Linguistics of the Hungarian Academy of Science is also concerned about the adoption of English loan words. As Balazs mentions (2002), the projects of the Institute deal with the language policy within the framework of European Integration. In 2006, a counseling service of the Ministry of National Heritage project was established, organizing lectures and conferences on the

current state of the language (www.e-nyelv.hu). It does not interfere with the process of borrowing English loan words but simply observes the process.

Iran's contacts with the English-speaking world resulted in the import of English loan words into Farsi (Shahvar, cited in Kowner, 2008, p. 206). The modernization of the country which started at the beginning of the nineteenth century was the reason for the problem of the lack of Persian words which could substitute for English terms. Almost all the words were borrowed during Qajar rule. Starting from the 1930s, there have been constant attempts to purge Farsi of foreign loan words. The ideology of the regime was crucial in taking the decision about which foreign loan words should be replaced by Farsi equivalents. The Pahlavis were obsessed with getting rid of Arabic loan words, the Islamic Republic has mainly concentrated on Western ones. Despite all these attempts, many loan words are to be found in Farsi, and their number increases due to the Internet, music, and satellite dishes. Iranian youth is eager to accept the English borrowings. Moreover, in the age of globalization, new words will continue entering Farsi if no Persian equivalents are found and no ideology will be able to stop this process (Atabaki, 2004, p. 241).

Most Russian linguists observe that throughout history the attitude of Russian society to borrowings from other languages has been negative; however, young people are more eager to accept new concepts than older generations. As Krysin (2004) argues, the situation may be explained by the polarity of the Russian society (p. 201). The population of cities have more contacts with American culture than those who live in villages, thus they are more tolerant of foreign borrowings. The pioneers of Anglicisms were journalists, whose language since perestroika has dramatically changed (Zemskaia, 1997). A new phenomenon in their language is codemixing, which is actually accepted by some citizens as a political defeat of the country and its surrender to western lifestyle. The spread of borrowings is so wide, that the Russian Parliament approved the bill "On the Russian Language as the State Language of the Russian Federation". This document limited the use of foreign words if appropriate Russian equivalents existed (www.vesti.ru/news.html?id-25367tid, 15 February 2003). The bill was shelved,

and what is interesting, is that its parliamentary and Internet discussions abounded in Anglicisms. The expansion of the English language is a frequent topic for newspaper and TV discussions. A substantial part of the audience and readers support the idea of Russian language purification.

Most Russian linguists are concerned about the spread of English borrowings, arguing that it violates the ecology of the language (Kolesov, 1998). One of the most authoritative Russian dictionaries defines the word varvarism (barbarism) as a "word from a foreign language that violates the purity of speech" (Ozhegov, 1983, p. 63). Such linguists as Kolesov (1998), Novikova (1995) and Savelieva (2000) have mentioned that many foreign borrowings are just equivalents of native Russian words and threaten the development of Russian.

As Cherniak claims (2000):

> ….most borrowings reflect the current language fashion to make speech too bookish and cause information emptiness. Unclear to a vast majority of the speakers, borrowings are often misused (p. 75).

Though, we can also observe opposite opinions. Skliarevskaia stresses (1996) that changes in the language are reasonable, because the process of borrowing proves the vitality of the Russian language (p. 463).

In France the general perception of the borrowing process may be divided into two periods: from the 1960s to the mid-1990s, and since the late 1990s. During the first phase Anglicisation was strongly criticized. Etiemble (1964) stated that the invasion of "franglais" and the formation of a "sabir atlantic"[1] threatened the existence of the French language. Most linguists considered franglais to be the outcome of indifference and snobbery and displayed the fear that the process of

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[1] Etiemble writes internationally sarcastically "atlantic", as in English, instead of "atlantique", but he retains the French structure of noun+djective "sabir +atlantic" as against the English structure of "Atlantic sabir". In this way he shows his opposition to the borrowing process from English.

borrowing might lead to linguistic impoverishment (Dopagne, 1979; Deniau, 1983); some prepared lists of current borrowings to propagate the implementation of their French doublets: *pigiste* for free-lance; *sauchi-pain* for hot-dog, etc. (Lenoble-Pinson, 1991).

Recently positive changes have been observed in the attitude to borrowings have been observed. As Da Costa states (1999), the borrowings are mostly just transfers from one language to another and franglais is a usual concept, reflecting the contemporary world. One of the main justifications for the penetration of English words was given by Walter (2001) in her book "Evil be to him who evil thinks". As she claims:

> French is no longer the international language it used to be…which does mean that French does not feel well. On the contrary, French is fully able to express itself with words it borrows from English. If French did not borrow English words, it would be worrying. It would be a sign of fossilisation (p. 245).

Some English scholars (Humbley, 2002; Ager, 2000) point out that the purist attitude is a continuation of a long French tradition in which France wants to illustrate Frenchness itself and that the policy of the replacement of English borrowings is unique in Europe.

The attitudes of the French Academy and average speakers are somehow different. The speakers show more openness to English, unlike official establishments which care about the preservation of a pure language. For example, a commission for terminology related to various ministries is in charge coining French substitutes for English borrowings (Pergnier, 1994), for example, *ecran controle* for monitor, *traitment da text* for text processing, *boutique franche* for duty free, etc.

Despite all the claims and attempts to protect French from English penetration, English borrowings are still numerous and have become a part of the French language. Anglicisation is more distinct today than ever (Ben Rafael, 2001).

English loan-words are so wide-spread in Japanese that it is estimated that one of ten words used today in Japan is an English loan word (Stanlaw, 1992). Historical and political conditions have caused the popularity of English loan words and their great number in the language. The use of *gairaigo* (loan words) in contemporary Japan imparts prestige and serves as a sign of internationalism and the Western lifestyle. The mass media uses this vocabulary to attract audience, to appeal to its interests and preferences.

Japan does not have any national institution in charge of the control of linguistic borrowings. During the early stages of modernization the flow of English borrowings was so uncontrolled that it was the cause of the creation of a Japanese-based pidgin (Tobioka, 1999).

Still, the opinions about borrowing are different. Some critics claim that the massive borrowing is a sign of cultural retardation (Burling, 1992), others stress it enriches the language and promotes the interest in foreign languages (Kawamoto, 1983, cited in Kowner, 2008).

The Japanese attitude to loan words should not be described as "passive" and subordinate to the superiority of the "West". Despite the attempts to limit the spread of English borrowings, such as the activities implemented by Prime Minister Koizumi, the attitude to loan words shows a prevailing cultural strategy aimed to protect the "Japaneseness" of the language (Daliot-Bul, cited in Kowner, 2008).The speakers are provided with cultural-linguistic possibilities that have already existed for centuries due to multiple influences.

Observing the situation in Turkey, Acar mentions (2004, p. 2) that research on Turkish media, press and educational system shows that English is the most commonly used foreign language in Turkey. This language has a special place not

only among Turkish elite, but ordinary Turks as well, especially the young generations. According to Acar, many young people speak a mixture of English and Turkish, called "Tarzanca"; for example, instead of *başlamak* (to start) *start almak* is used, which is neither Turkish nor English. The popularity of English in Turkey is explained by the process of globalization. Many factors may be taken into consideration: the rise of global media, mobility of population and transnationalization of markets (Robins, 1996, p.73). Of course, the spread of Internet has also played a significant role. By the end of 1997, the number of computers with Internet connection was 30, 000. Today this number is four million. Economic interaction of Turkey with global economy also promotes the spread of English in the country. Analyzing employment pages in such daily newspapers as *Milliyet*, *Sabah* and *Radikal*, it is obvious that many companies want their personnel to speak English.

Some Turkish linguists and nationalists worry that English borrowings interfere with the Turkish language, destroying its purity. They claim that English des not let Turkish use its own resources in the spheres of science and technology. The religious fundamental groups want to move away completely from Western influence (Doğançay-Aktuna, 1998, p. 36). The Turkish Language association has established a commission which is responsible for coining alternatives to borrowed words. The substitutes for English borrowings are published each month in the journal *Türk Dili* (Turkish language) and then in daily newspapers. The municipalities in such towns as Karaman and Turgutlu have prohibited the use of foreign words in business names (Doğançay -Aktuna, 1998, p. 36). According to the recent surveys, only 5% of shops on Ankara shopping avenues have Turkish names. Recently a campaign has started to get support for the movement "to stop the degeneration of the Turkish language". But these attempts do not seem to be succeeding, because they lack the official power support, which is a must for successful language planning.

Despite the fact that some people consider the spread of English borrowings and the language itself as an undesirable process, most of them seem to be prepared for the sociolinguistic changes which are the part of modernization. English is in

competition with Turkish as the medium of instruction; in such universities as Middle East Technical University, Bilkent and Boğaziçi, English is the language of instruction. These universities enjoy high prestige and their graduates are willingly hired by the government and the private enterprise due to their knowledge of English. The Universities offer preparatory English classes in the first year, when intensive English courses are provided for those students who do not have enough proficiency to follow the classes in English. The number of private and government-sponsored schools with English as the medium of instruction for many subjects is English is constantly increasing. Parents do their best to have their children admitted to the school, where English is a medium of instruction, as they feel that knowledge of English will be beneficial for their children (Çağlar König, 1990, p.158).

As Dogancay-Aktuna puts forth (2004), there is always a wariness about the spread of English among the nationalist, conservative and intellectual circles (p. 37). English itself is not opposed; the main concerns are about education through English.

2.2.4.1. The Rejection of English

Sometimes the people of some countries feel so greatly opposed to English that they reject giving it a privileged status, either as an official language or as a foreign one. The reactions against the dominance of English arise because of the threat the vernacular cultures and languages may face, as they may be given a secondary status.

As Crystal (2003) states, a strong reaction against using the language of a former colonial power is a natural reaction of a post-colonial era (p.124). As Gandhi argued (1958):

> To give a millions a knowledge of English is to enslave
> them it is not a painful thing that, if I want to go to a court

of justice, I must employ the English language as a medium; that when I became a barrister, I may not speak my mother-tongue, and that someone else should have to translate to me from my own language? Isn't it a sign of slavery? (p. 5)

The problem is in the identity understanding, as language is the universal symbol of the identity. As Crystal (2003) emphasizes, people have a natural desire to use their mother-tongue, to help it flourish, and that they are opposed to the imposition of the language of another country (p.125). Due to its historical background, English is still associated with a colonial status in the minds of many. A Kenian writer Ngugi wa Thiongo outlines (cited in Crystal, 2003, p. 125):

English became the language of my formal education. In Kenya, English became more than a language: it w*as* the language, and he others had to bow before it.

Very often the writers of former colonies find themselves facing a difficult choice as for the language preference. If they write in English, they will be read worldwide, but using this language means sacrificing their own identity.

Most former colonies of the British Empire have preserved English, but there are examples of rejection as well, for example, in Malaysia the National Language Act of 1967 has given a free way to Malay, replacing English in its status as the official language.

The economic reasons for eliminating English should also be taken into consideration. Some countries might decide to operate more on a regional than a global level and give preference to developing a local lingua franca.

Crystal (2003) stresses the fact that the need for the intelligibility and identity factors might cause the contradiction in aspirations (p.127). English usually is the

first choice when learning an international language, but there is a clash with the desire to promote the ethnic language. The solution is in the creation of multilingual policies, which take into consideration the identity and personal development.

According to Kowner (2008), the attitude to English might be perceived from different perspectives: a psycholinguistic view, which reflects the individual needs and a sociolinguistic view, displaying the community needs (p. 276). A personal attitude affects the individual perception of English or borrowings from it; communal attitudes give a general picture of language development through the borrowing process. There are both linguistic and non-linguistic factors, which influence the general picture of attitudes. Linguistic factors include the similarity or difference of the language to English; non-linguistic ones specify the influence of English on the political and social structures in the community.

2.2.4.2. Purism Theory

As Thomas claims (1991), any display of the language rejection or purism is impossible to imagine without connecting it to cultural or political nationalism (p. 43). According to the nationalist viewpoint, only the national language can serve as a symbol of self-identification with the national culture. In most cases, as Gordon (1978) mentions, purism not only gives a special status to the native language but serves as a defensive reaction to the perception of an alternative culture as a superior one (p. 44). According to him, purism is actually directed not that much against the alien culture as against the use of elements of this culture by people who belong to a different group. Gordon confirms his claim by giving an example of a French linguist Genet, who mentioned that it is not the Anglo-Saxons who should be blamed for exporting "franglais", but the French for accepting it.

The threat a national language may face is almost always based on a fear of foreign domination – primarily linguistic, but cultural, political and religious as well. It is a

valid explanation why purism has never taken place in English despite the fact that it contains many foreign words. In some cultures, the fear of linguistic domination is excessive. Any display of purism should try to find a balance between a sound concern about the language's well-being and an unhealthy anxiety about the ability of a language to survive. As Hall argues (1974):"…the prevailing characteristics of linguistic purism are the three "i"s – insecurity, ignorance and insensitivity " (p. 174). Some representatives of the purist movement claim that the language elements unknown to the broad masses should be removed from the native language. For example, Ali Bilgirami, the leader of the movement for purging English words from Urdu literature, was a supporter of the idea that the borrowings should be substituted in order to make the written language comprehensible for the wider circles (Zaidi, 1983, p. 42). Purism is to be observed due to some main reasons, among them the desire for solidarity, as usually foreign words divide the community while domestic ones bring it together. As Thomas emphasizes (1991), this form of purism is mostly conservative, as its revelation is based on the concept of preserving the literary tradition (p. 53). Another motive is separatist aspirations. One of the main aims of the nationalistically-oriented purism is to differentiate the language from all others. This statement may be supported by the Ukrainian example. After the collapse of the Soviet Union, most Ukrainians, especially in western parts, were strictly against the usage of the Russian language. Consequently, with the appearance of English loan words in the Ukrainian language, the movement against this process was widely observed. The explanation is easy: many people claimed that it took years to get rid of the Russian domination in all spheres of life, including the language. Obtaining a long-desired independence led the way to the development of the national language, but almost immediately faced an uncontrollable flow of English borrowings. For many Ukrainians it meant the pan-Western hegemony and the greatest fear of facing foreign domination once more, as these borrowings have implied not only linguistic but cultural intrusion as well. The phenomenon of the rejection of English loan words led to another model of behavior, which comprised the prestige function of purism. It means that in most cases the presence of English words provoked ridicule. This reaction is a logical response to the diminished prestige of the language. This idea is confirmed by Dostal (1982): "…the introduction of

foreign words belittles one's own literary language and weakens its position" (p. 112). In this case purism serves as a means not only preserving the prestige of the language, but also of presenting one's identity. The lessening of prestige may be the result of intralinguistic factors (the language is unsuitable as a model for imitation or, vice versa, the abundance of loan words in it) or extralinguistic factors (political situation, history). According to Edwards (1985), linguistic nationalism is mainly based upon the sense of groupness which informs ethnicity (p. 37).

Structural arguments might provide additional reasons for following puristic concepts. The borrowing of a word from one language into another demands phonological or morphological adaptation, which is difficult to handle in some languages. In Hungarian, for example, the principle of vowel harmony may turn the loanword into an unrecognizable one (Gombos-Sziklaine, cited in Kowner 2008, p. 89). The difficulties caused by adaptation may lead to the exclusion of the borrowed words from the borrowing language, as these loan words may contain sounds or combinations of sounds marginal to the borrowing system or not present at all. For example, there is a significant difficulty in dealing with the English loan words ending in a vowel in Slavic languages, as in these languages no stem may finish in a vowel, which leads to avoiding most such words.

For most purists there are several ways to function successfully. One of the possibilities to save a native language from the stream of borrowings is prevention, which might be considered as protecting the language from foreign elements. Usually this phenomenon is limited to the activity of a language academy or some other scientific institutions. Their activity is mostly oriented at providing vernacular equivalents to the borrowed concepts. The example might be the Hebrew Language Academy, which works on Hebrew duplicates for the items of technology (Fisherman, 1990, p. 36).

Since loanwords are the most noticeable element of a foreign influence on a language, they are more open to puristic attacks than any other elements. According to Thomas (1991), there are only several cases when loan words are

not considered: they are integrated into the phonological and morphological systems so deeply that their foreign origin might be proved only by etymological analysis; they are present in several languages; there is no native synonym to replace them (p.68).

2.3. English Loan Words in World Languages

2.3.1. English Borrowings in the Hungarian Language

Until the 20th century Hungarians had very limited contact with the English-speaking world. According to Sturcz (cited in Kowner, 2008, p. 85), the limited access can be explained by the dominance of the Soviet Union in the country. Since the fall of the Soviet Union, English has taken a significant place in the Hungarian language, not only through school education but in everyday life as well. The adoption of the free market economy has opened the path for globalization and Westernizaton (Balazs, 2002, p. 21). These phenomena have been accompanied by IT development, mobile communication and mass access to the Internet. As Farkas claims (2002, p. 285), the globalized culture has influenced the Hungarian society by the means of the Internet, printed media and music. Hungarians began to feel that active participation in the globalised world is impossible without good knowledge of English. At the same time, as put forth by Balazs (p. 23), the transition to a market economy has created a need to fill in the gaps in the vocabulary, which lacked the adequate items in some domains. The recent situation shows that the number of English borrowings is constantly increasing. As Gombos-Sziklaine mentions (as cited in Kowner, 2008, p. 82), one will inevitably come across a large number of words rooted in English while reading newspapers or watching TV in Hungary. The phenomenon of the constant flow of English borrowings is obvious enough not only to linguists, but to journalists as well.

As Balazs claims (2002, p. 22), the most important areas of vocabulary where English borrowings are dominant are the ones which are connected with rapid changes such as technology, economy and derivative sciences (management, marketing, finance), politics (in the terms of Hungary's newly acquired EU membership status), culture and the academic sphere (music, media, life-long learning).

According to Gombos-Sziklaine (p. 88), there are several types of the borrowing of English words in the contemporary Hungarian language. One of the main ways of adoption is adoption without any change. The reason for this type of borrowing is in the absence of the proper equivalent for an English term in Hungarian. In most cases this phenomenon is observed when up-to-date technologies should be implemented without any delay or when there is a conscious decision not to change the company or brand names.

There is another way to form the new concepts, which includes the mixed compounds, such as components of Anglo-American origin mixed with Hungarian lexical items (Sturcz, p.91). For example: cyber-kaloz "cyber-pirate", spamforgalom "spam movement", software ipar "software industry".

The rules of phonetics, morphology and syntax of Hungarian make it an unwelcoming borrower for English loan words (Balazs, 1999, p.25). Hungarian has no diphthongs, consequentially such vowels in English borrowings undergo some phonetic adaptation, for example: file – fajl, feeling – filing. Because of the absence of the semi-vowel /w/, the corresponding sound is interpreted as /v / (szoftver - software).

Some words undergo the stage of transition from the borrowings to loan words, acquiring the sound and spelling of Hungarian words (kola, lizing) (ibid., p. 31). Being an agglutinative language, Hungarian operates a great number of prefixes, suffixes and infixes, adding them to newly borrowed English verbs (to manage – menedzsel, to babysit - bebiszittel). After the process of assimilation, the verb behaves like any regular verb the Hungarian language and acquires the additional

features of Hungarian morphology: menedzselte – he was managing it; bloggolas (blogging).

The borrowed nouns obtain the case endings, required by the Hungarian rules: Veszek egy hamburger<u>t.</u> Te vegyel hotdogo<u>t. </u>/ I am going to buy a hamburger, buy a hotdog (Kowner, 2008, p. 93). As Gombos-Sziklaine (p. 92) points out, those borrowings which possess the morphological features of the Hungarian language are called "Hunglish". The combination of notional words expressed by borrowings with Hungarian words creates a pidgin language: brainstorming volt – "there was a brainstorming meeting".

Calques, in other words, literal translations of words or whole phrases are frequently used in terminology formation: computer mouse – eger, green field investment – zöldmezös beruhazas (Balazs, 2002, p. 18). The translated versions of Anglo-American suffixes and prefixes become productive in Hungarian and comprise a significant element in word-formation. For example, EU has become a significant prefix in the terminology connected with the European Union, as is the case with e- in the meaning of "electronic": EU-adminisztracio "EU administration", e-doktor "e-doctor".

As Farkas stresses (cited in Görlach, 2002, p. 288), today's young Hungarian adults accept the English loan words as the reflection of the globalised world in their everyday lives. Unlike the older generations, who have to learn new vocabulary, the young adults see the phenomenon of the borrowings' presence in Hungarian as an integrated component. The English language use in different spheres such as school and workplaces creates a new slang which rests upon the English vocabulary. Farkas emphasizes (ibid., p.291) the growing influence of English in the academic environment, where codeswitching is already a habitual action because of student mobility programmes in which subjects are studied in English. The employees of globalised companies create a kid of workplace slang as well.

According to Balazs (2002), the areas where the number of English borrowings is the largest, are connected mostly with modern lifestyle, including names of foods and drinks: *hamburger, hotdog*; entertainment: *wellnesz*/wellness, *hobbi*/hobby; sports: *fitness, rafting*; fashion, clothing: *tattoo*, *szolarium*/solarium; professions: *stylist, project manager/*project manager, *bebiszitter/*babysitter.

One should not forget the contribution of TV commercials (Farkas, p. 293). Anglo-American expressions used in the advertisements transfer the image of a modern society, which is impossible to imagine without open boundaries. Slogans of commercials and advertisements are not translated, for the sake of linking the English expressions with the image of richness, elegance and high living standards, such as Nokia, connecting people; Philips, makes things better.

A specific jargon of young people is a phenomenon which should be taken into consideration (ibid., p. 296). Farkas mentions that young people broaden the generation gap by everyday language use. For example, McDonald's is referred as *meki*, which takes all the grammatical forms a Hungarian noun might have.

According to Gombos-Sziklaine (as cited in Kowner, 2008, p. 96), the use of English borrowings is common among all members of the Hungarian society, especially among young people.

2.3.2. English Borrowings in the Russian Language

Since the 18th century, Russia has considered itself a part of Europe and was under the influence of different West European societies in different periods (Proshina, 2005, p. 441). Anglo-Russian language contacts first began in the 16th century, when trade relations between the two countries were first established. As Proshina claims (p. 442), the massive flow of English borrowings was observed during the rule of Peter I at the end of the 17th century due to the birth of the Russian fleet. At the beginning of the 19th century, the upper class of Russian society was interested in English technology, literature and education. The Soviet

era was characterized by opposition to the influence of other languages. The period of Khruschev's Thaw in the mid-1950s and the years of Perestroika are the only exceptions. In the 1930s, the policy of language purism was especially strict: the foreign words which were used were replaced by native equivalents. In the postwar years it was almost impossible to stop the stream of English words, penetrating into Russian (Savelieva, 2000, p.31). The Soviet urban population wanted to become closer to the Western way of life, thus revealing opposition to the official ideology. Anglicisms were merely used in the private conversations of educated layers of the society, student slang and the jargon of big cities. The policy of Glasnost proclaimed by Gorbachev promoted closer contacts with the West (Proshina, 2005, p. 435). After the collapse of the Iron Curtain, Russians started intensively travelling, and well-to-do families began sending their children to schools and colleges in the West. The society has understood that mastering English gives additional opportunities both in work and in leisure. The presence of English words in the speech has become a marker of prestige.

With the dramatic increase of the foreign imports, the Russian public became familiar with Western goods (Leontovich, 2005, p.35). The local market has witnessed the stream of new products under their original names: *pleer* - player, *fotoki* - photo-kit, *sprei* – spray, *piling*-peeling-cream. The Western life-style has also brought the fast food, which had been absent in the Soviet Union: *gamburger* – hamburger, *khot-dog* – hot-dog.

New developments in politics and business life have introduced many economic and political concepts: *votirovat'* – to vote, *lobbirovat'* – to lobby, *defolt* – default, *retsessia* – recession. New employment opportunities were the cause of the emergence of such words as *distributer* – distributor, *diler* – dealer, *rielter* – real-estate agent, *sikiuriti* – security-guard (Rivlina, 2005, p. 481).

The development of information technologies contributed greatly to the promotion of the number of English loan words. As English is the undeniable lingua franca of Internet (Proshina, 2005, p.438), the computer terminology is mostly in English. Today one may observe in the Russian language such words

associated with PC and online activities: *chatit'sya* – to chat, *khaknut'* – to hack, *a nick* – nickname.

According to Cherniak (2000, p. 326), the main reasons for borrowing might be summarized as the need for new concepts and socio-psychological factors. The process of the acquisition of new words is extremely dynamic and these borrowings are mostly introduced with the help of the media. The spread of the loan words depends on the sphere they are used in. For example, the professional slang of programmers is full of English terminology, which has not had proper equivalents in Russian. Thus, the presence of the English vocabulary in Information Technologies has made it accessible to ordinary computer users. In the case of the borrowings in the field of economics, there has been a strong need to give names to the realities which had not existed in the USSR, though, as Rivlina claims (p. 483), the newly-created concepts are not completely understood by the public, remaining a privilege of the professionals and journalistы working in the economic sphere.

As Savelieva (2000, p.17) claims, one can observe the coexistence of native words and newly borrowed English names: *pol'zovatel' – iuzer* (user), *afisha –* poster, *makiazh – meikap* (make-up). These semantic doublets can function either as stylistic variants or in different functional niches. Sometimes a new borrowing might appear in the same sentence with the word it has replaced. The English borrowings in Russian can be divided into two main groups (Krysin, 2004, p. 57): the words which denote the concepts that can be replaced by Russian descriptive paraphrases (*klipmeiker* (clipmaker) –tot, kto delaet klipy) and the words which replace vernacular phrases but remain on the periphery of the lexical system (*vkladyvat' den'gi* – investirovat' (to invest)). Due to the prestige the English words enjoy in the Russian society, some of the have completely replaced the native phrases: *podrostok – tineidger* (teenager), *izbirateli – elektorat* (electorate) (Savelieva, p. 24).

Speaking about the integration of English borrowings into Russian, one should mention the absence of stability in gender (Krysin, p. 59). Sometimes a new word

inherits the gender of the Russian word it replaces; sometimes the gender is denoted by the context. The English words borrowed in the plural form may appear without a Russian inflexion marking the plural and sometimes with it: *leginsy* – leggings, *fiutchersy* – futures. As Krysin puts forth (ibid., p. 53), the process of integration is multistage and usually starts with phonological adaptation. In most cases the process of adaptation follows the pattern of pronunciation mistakes of Russian speakers. As nouns comprise the majority of the borrowings, most of them are derivable (Cherniak, p. 329): *promoushn - promouter* (promotion - promoter), *glamur – glamurnyi* (glamour - glamorous). Recently one could observe a frequent use of diminutive suffixes with the connotation of small size: *displeichiki* - displays*, smailiki* - smileys.

According to Leontovich (p. 39), one of the most interesting phenomena to be observed in the process of the integration of English borrowings into Russian is the word play, when an English word is replaced with the Russian one, taking into consideration the phonetic or graphic similarity: DVD is called *dovedi* (to accompany), e-mail is referred to as *Iemelia* (the name of the protagonist of a fairy-tale).

The young people are more willing to accept the new concepts than older generations, for whom it takes much pain to get used to the new vocabulary (Krysin, 1996, p. 95). Language adaptation depends on some additional factors as well: the level of education, the place of residence, the frequency of contact with American culture. The number of Anglicisms in Russian is not that large in comparison to other languages. Recently the access to worldwide communication makes the speakers of Russian observe the phenomenon of penetration of English words into Russian. According to Maximova (cited in Görlach, 2002, p. 210), the influence of the English language on Russian will continue in the nearest future unless there are some factors which might play a significant role in the slowing down process of borrowing from English: the complete filling of lexical gaps, significant changes in political and cultural life, and linguistic purism.

2.3.3. English in Turkey

According to Doğançay-Aktuna (1998, p. 27), the spread of English in Turkey started in the 1950s due to the increasing influence of American economic and military power. English replaced French, which had previously been dominant in the majority of spheres. In order to be successful in trade and diplomatic relations, Turkey had to face the fact that English had won its niche in the international arena, being an essential part of modernization and Westernisation. After the 1980s, with the successful establishment of international ties, it was decided to support the position of English in the country by introducing it into the school system. The free market economy has brought into Turkey new brands, new terminology and popular American culture. Since that time the spread of English into many areas of Turkish life and language has only increased (ibid., p. 29).

Table 4. **The Change in Priorities Given to Foreign Languages in Turkey**
Source: Doğançay-Aktuna (1998)

Order	Pre 1773	1773-1923	1923-1950	1950-1980	After 1980s
1	Arabic	Arabic	French	English	English
2	Persian	Persian	English	French	German
3		French	German	German	French
4		English	Arabic	Arabic	Arabic
5		German		Persian	Persian

As Acar argues (2004, p. 2), English is the implementation of the global influence on the local culture. The recent research on Turkish media, press and educational system has shown that Turkish is the most popular foreign language. Acar emphasizes (ibid., p. 3) that English has a special standing among Turks, especially among young people, who frequently use such expressions as part-time, cool, etc.

English is obligatory for having a prestigious job in urban areas (Doğançay-Aktuna, p. 33). The jobs, dealing with data analysis, import and export, sales, require English language proficiency. Some employers even mention the

universities, which are preferred, choosing the ones with English as the language of instruction. The created valuable image of English promotes the flourish of numerous private language courses.

The spread of cable TV has contributed greatly to the present popularity of English in Turkey (Acar, p. 3). Such channels, as, for example, DigiTurk, broadcast foreign movies and shows in their original language, mostly English. The significant number of subscribers indicates the level of interest of Turkish people in Western culture and the language itself. The American movies are dominant in the Turkish theatres, where they are shown in the original language.

Acar (p. 6) states that the educational policy of the Turkish government contributes greatly to the strong position of English in Turkey. The foundation of Anadolu lycees and foreign language lycees, where education is given in English, has been a significant event, due to which the spread of English in the country has increased. Nowadays there are 426 Anadolu lycees and 770 super lycees. But, as Doğançay-Aktuna emphasizes (p. 31), generally upper middle class children are privileged enough to enjoy good English instruction, as English has not penetrated other socioeconomic layers of the society, unlike other EFL countries such as Germany or Japan. Higher education in English as a medium of instruction is available in such universities as Boğaziçi University in Istanbul, Middle East Technical University in Ankara, Haceteppe and Bilkent Universities.

More and more Turks understand the importance of English as a primary factor of being successful in their lives, as the knowledge of English brings not only the certain status to the person, but extends job opportunities as well. The commercial and cultural relations between Turkey and the rest of the world are constantly increasing, and English serves as a bridge, ensuring easy communication (Çağlar König, 1990, p. 160).

As Çağlar König claims (p. 164), there are certain consequences of the relations between Turkish and English. One can observe the transfer of definite constructions, such as composed nominals: *başbakan* prime minister, *altyapı*

infrastructure, *önseçim* preselection. The close contact between these languages contributes to the flow of lexical transfers from English into Turkish. Foreign elements are often combined with vernacular ones such as *süper lüks daire* - super luxurious flat, *popülerleştirme* – popularize. Sometimes derivational suffixes are added to native words: *özelleştirme* **-** privatization. According to Çağlar König, the number of English words in Turkish is constantly increasing: *resesyon* – recession, *rekreasyon* – recreation, *koordinatör* – coordinator.

As Acar (p. 9) states, the spread of English in Turkey is an indicator of the globalization process, and its popularity in Turlish media and education and among Turkish people is growing. English has acquired an important role in Turkey as a means of individual and national progress.

2.4. The Ukrainian Language and Globalization

2.4.1. The Process of Colloqualisation in the Modern Ukrainian Language

The democratization of both social and political spheres of life and liberalization of moral, ethical and aesthetic principles of the society, simultaneously with the expanding of the social functioning of the Ukrainian language, caused numerous changes at all structural levels and renewal of the stylistic norms. According to Volkova (1998, p. 79), all the processes mentioned above are significant for different Slavic languages in the post Soviet epoch, which are united by the characteristic of new level of democratization. But all these phenomena are much more complicated. Usually they combine both the processes of the democratization of the literary language (the expanding circle of its social usage, the diminution of the stylistic distance between the colloquial and bookish spheres of its functioning, the tendencies towards the removal of the features not characteristic of this very language or stimulation of its specific peculiarities, the active searching of the latest communication means under the conditions of the

vivid rivalry between different means of mass communication for the sake of enlarging the reading and TV audience), and the overall liberalization of its standard norms, which means the purposeful shift from its previous state.

Ermolenko stresses (1998) that the liberalization of literary language norms (the weakening of stylistic restrictions, the increasing of the linguistic units' variation, the loosening of the orthographical and oral norms, the uncontrolled stream of the borrowings) might lead not only to favorable, but destructive consequences as well (p. 15).

Both processes mentioned above promote the rise of phenomena observed very rarely before. They include the intensification of the colloquial elements' functioning not only in the fiction style, but advertising, scientific and formal styles as well (Zhayvoronok, 2001, p. 49). Recently we have witnessed tremendous changes in the stylistic range of the national language – the excessive usage of vulgar, jargon vocabulary and different colloquial elements. One of the most widely observed processes includes the usage of the English borrowings, especially in the youth slang and in the speech of the representatives of some professions (show-business, IT, business).

Kochergan claims (2003) that the aspiration for the renewal of the language cannot be ignored (p. 9). The shifts from the Soviet Union norms towards the informal, easy communication are the characteristics of today's communication. Still, these changes are not always perceived positively and in most cases cause the uncertainty about proper usage on the part of the reader or the listener.

Apart from the desire of the largest part of the population to simplify their communication, this process has been enriched by the openness factor in the socio-economic life of the country. Due to frequent press-conferences and public addresses of the politicians not using prepared texts, the mysterious curtain, which has always surrounded these groups, has been removed. Thus, the people found out that there are no crucial differences in the speech of representatives of different social layers (Ermolenko, 1998, p. 21).

As Zhayvoronok mentions (2001, p. 52), one of the most noticeable manifestations of the democratization process according to the "European" norms in the communication sphere has been calling the people, including the officials, without their patronymic. Such cases were first observed during the time of perestroika. It has become usual to conduct live TV programs, without preliminary recording and editing, including the presence of informal speech markers: addressing "you" to a journalist not present in the studio, using colloquialisms.

In comparison to such examples of speech elements, the main characteristics of the recent speech are the mass impregnation of the text with the stylistically lowered units as displays of bravado. This is an example of the jargonized speech about the editors' forum in Frankfurt: "А взагалі халяви у Франкфурті повно! Можна ходити з презентації на презентацію і скрізь їсти і пити. Правда, при цьому варто примовляти щось на зразок *"Екселент (excellent)! Інкредібл! (incredible)"* – і, хтозна, може , для вас відкриються нові *оппортюнітіз (opportunities)"*, which means: "There is a lot of fun in Frankfurt! You can attend all presentations, eat and drink everywhere, saying something like: Excellent! Incredible! And who knows, maybe you will find new opportunities." (O. Koval', the president of the editors' forum in Lviv, 31.10 – 6.11.2007). In the example given above the speaker uses the English borrowings "excellent, incredible, opportunities" in order to attach colouring of irony to his remarks.

Tracing the mass desire to stand back from the fixed frames of communication, there is an ostentatious repulsion with the previous system, which includes not only its socio-political principles, but its moral values as well (Kononenko, 2001, p. 64). The system we are speaking about is not only the traditional Soviet worldview with its typical obligatory worship of the totalitarian society as something positive, and elevated. It also includes the traditional Ukrainian concepts.

2.4.2. The Recent Changes in the Ukrainian Language

Apart from the inherent characteristics of the Ukrainian language and creative activity of the people whom this language belongs to, there has been a long process of establishing its full expressive potential.

The Ukrainian language has a rich vocabulary, quite differentiated with regard to the spheres of usage and functional characteristics. At the same time, it has a developed terminology to meets the needs of today's science and technology.

Recently the expanding of the Ukrainian language has been widely observed in the Ukrainian society. But this process is being accompanied by some phenomena: the liberalization of norms and the decrease of the language standards (Radchuk, 2002, p. 63). In other words, quality is unable to catch up with the quantity in this case. It would have been natural if at least some efforts had been taken to preserve the level it had reached during the previous level of development. Quite a lot of people feel uneasy because of the mass saturation of the language with different borrowings. The situation has been worsened by the fact that many of them have equivalents in the Ukrainian language: briefing (брифінг) – зустріч (zustrich); dividend (дивіденд) – прибуток (prybutok); know-how (ноу-хау) - знаю як (znayu yak).

Each nation's language functions and develops in the context of other languages and under the influence of this context. All nations and countries keep contributing to the mutual scientific, political and economic relations. This fact is the easiest explanation why all the efforts for the artificial isolation of a language are meaningless and contradictory. National selfhood is determined not only by the number of specific words. Koc' (2003) emphasizes that the national peculiarity of a language is formed by numerous standard components, which are fundamentally combined into one functional system and serve as the means of communication and one of the nation's factors (p. 38). It is only the specific character of this functional system that reveals the language durability.

The mutual enrichment of the languages is one of the ways that the languages of the world evolve. The linguistic mechanisms of this interaction during the different periods of the language history might have various peculiarities. The borrowings do not always benefit the language development. According to Azhnyuk (2001), some communication spheres demand the implementation of serious regulatory activities, such as the information sector, especially advertising, where we can witness the foreign words' "aggression" (p. 50). These phenomena have nothing to do with the enrichment. Enrichment is a process when the verbal symbol of one language covers the conception field of the mother tongue, creating a new meaning or enlarging the connotation of an existing word.

Thus we can observe a common phenomenon, which is the logical consequence of the situation mentioned above. Some people fall under the influence of fashion and begin following what they have heard on TV or over the radio, though they used to speak the standard Ukrainian language, familiar since their childhood.

During the past decade, the Ukrainian language life has witnessed some changes. They are connected with the declaration of the independence on the one hand and the increasing participation of the country in the globalization processes on the other. The growing interest of Ukrainian citizens in the latest information technologies, first and foremost the Internet, made the country open to external influence in the socio-political, intellectual and cultural spheres of life, as well as with regard to moral aspects and daily life. The language has not remained immune to this process. Radchuk defines the recent process as the abolishment of all restrictions on free information exchange and the increasing access to the Internet causing the extreme increase in the borrowing, codeswitching, and the parallel functioning of several languages in one communicative space (ibid., pp. 54-55).

Decolonization and globalization are phenomena different in kind, opposed to each other in many aspects. Decolonization is connected with the establishment of the national identity. Aznyuk believes (2001) that in the sphere of communication at least three problems should be solved: 1) the increase of the Ukrainian

language native speakers; 2) its expansion in the spheres where it is little represented; 3) language purification (phonetics, grammar, vocabulary) of the borrowings, especially its derussification (p. 48).

Globalization mostly includes the information openness, thus the presence of foreign participants in the communicative process is expected (Walter, 2001, p. 41). Its nature is transnational, even cosmopolitan. Its inevitable partner in many countries is bi- or multilingualism. Information intervention is realized with the help of such means as radio and television, newspapers, the Internet, information maintenance of the consuming market. The effects of globalization have become noticeable in the educational sphere, due to the English language classes and Internet addiction. Recently we have witnessed a great number of distance educational programs, which are impossible to be used without sufficient knowledge of English. At the same time a number of testing programs such as GRE, TOEFL, IELTS have become an essential part of the educational process, impossible to deal with without mastering the language at the proper level (Azhnyuk, pp. 49-50).

Globalization stresses the struggle for the domination in the information space. It is not only about the media corporations' rivalry, but that of national languages as well. The functional niche of the Russian language in Ukraine has been replaced not only by Ukrainian, but by English as well.

According to Zhayvoronok (2001, p. 51), the language has become an active participant in the commodity exchange, at the same time being a commodity itself. It is easy to see from the examples of audio-, video- output, computer games, concert activity of musicians, and publication activity.

2.4.3. The Historical Aspect of the Penetration of English Borrowings into the Ukrainian Language

According to Trudgill (2002), language contacts have been widely studied within different linguistic paradigms (p. 90). Language contact situations have been

investigated in terms of language transfer, various kinds of interference, code-switching and code-mixing, bilingualism and multilingualism. Misechko (2000) states:

>…today linguistics focuses on relationships between language, culture and thought; this view has proven itself useful in many linguistic spheres, including language contact studies. (p. 21).

One of the essential dimensions, which cannot be ignored, is the globalization of the English language. It has created a new type of language contact situation and thus a new type of bilingualism. As Crystal (2003, p.19) states:

>…where one of the languages is the global language, providing access to the world community, and the other is a regional language, providing access to a local community.

The most important issues to be faced are how national linguacultures are influenced by global English and what socio-cultural changes facilitate such influences. A continuous cooperation of the language-borrower and the language-donor is successful if tested with the time and social needs. The area most influenced by other languages is that of vocabulary. It is connected with the fact that there have always been economic, political, cultural and other relations between nations; consequently, the language is enriched by words and expressions from other ones. The borrowing of foreign lexical elements is one of the basic ways of the vocabulary enrichment.

Azhnyuk (2001) stresses that the Ukrainian language has been mostly influenced by English by the means of lexical borrowings and calques (exact reproductions of an English term with the Ukrainian language-inherent material) - (*gamburger* - hamburger), semantic changes of Ukrainian lexical units, which have been interpreted as semantic calques (e.g. the word *kontrolyuvaty* used to mean *to check* in Ukrainian, but underwent the influence of its English analogue and

developed the meaning *to command*) (p.52). Among other changes we can observe the changes in connotations (such words as *agresyvniy, ambiziyniy - aggressive, ambitious* have lost the negative connotations they used to have originally), changes in derivational patterns (some pseudo anglicisms, created with the help of lexical elements of the English language, such as дресмен – *dressman* (a male model)). The grammatical influences have also left their impact on the language development, e.g. the increased use of grammatically unchangeable forms and "noun + noun" word-combinations, as in *Savik Shuster show.*

We should pay attention to the increased use of previously uncountable nouns in the plural, e.g. biznesy – "businesses". Phonological influences should also be taken into consideration, e.g. in such words as Florida or Washington the stress is shifted back to the first syllable like in English, though previously, being adjusted to the Ukrainian accentual pattern, the stress was laid on the second or third syllable.

Graphics and punctuation have also been influenced by the English borrowings, e.g. capital letters are used instead of small ones in the names of companies, changing the arrangement of quotation marks, when both components are placed in the upper part of the text, while in Ukrainian the first component of quotation marks is usually used at the bottom of the line.

A special attention should be paid to discourse influences, such as the transfer of certain standardized text patterns, such as TV and newspaper news presentations or business letter organization. There has been a considerable decrease in the use of traditional Ukrainian patronymics, especially names of political and show-business figures. Particular attention should be paid to lexical changes, because they are more evident than other changes in any linguistic sphere. These changes can be analyzed from different perspectives, for example their semantic functions, whether the words are borrowed to give a name to a new phenomenon, or to provide stylistically colored synonyms for existing Ukrainian words. As Misechko states (2000):

...the meanings of some of the borrowings remain intact, while other English borrowings are transformed in the process of transfer to meet the needs of the Ukrainian language and society (p. 29).

Some lexical items are borrowed for a short time as a matter of fashion or for some other reasons, but finally disappear as unnecessary for the language-borrower. The borrowed items reach different levels of assimilation in the process of their functioning. This level is determined not by the chronological hierarchy of their appearance, but by the practical applicability at the current moment. A word, which had been borrowed earlier, will not necessarily be assimilated better than one which penetrated into the language later.

The first significant contacts with foreign cultures started during the time of Kyiv Rus's baptism, at the time of Peter the Great's reforms, and all through the nineteenth century (Proshina, 2005, p. 441). The periods of cultural dialogues can be subdivided into stages. At the very moment that one culture starts borrowing from another one, at first, usually, foreign texts occupy a higher cultural position. They are considered to be "more beautiful" than "outdated" domestic texts. Later, it is possible to observe the following phenomenon: foreign texts and vernacular ones adjusting to each other: translations and adaptations grow in numbers, "imported" ideas are no longer accepted as "perfect", people come back to their forgotten roots. According to Proshina, the host culture might reach the stage when imported concepts become so much adjusted to the recipient culture, that are no longer perceived as borrowed (ibid., p. 443). This idea is closely connected with the two types of translation strategies, which emerge in response to the domestic cultural situation: domesticating and foreignizing.

Most English words started coming to the Ukrainian language through Russian. English words appeared in the Russian literary language in the nineteenth century due to Western European languages, for example French: *бюджет* (byudget)

(French *budget* from English *budget*), and because of the direct contacts with native speakers.

The possibility of such contacts was immensely increased during the reign of Peter I, who was trying to establish closer and more regular connections of Russia with Western countries, to approach European standards, which was accompanied by noticeable changes in the vocabulary.

The next wave of borrowing started in the 1830'-s and lasted until the 1890'-s. Misechko (2000), dealing with the formation of the Ukrainian literary language, claims that this period is marked by the national language supression, which through the Empire decrees (1863, 1876) had to use the imposed norms of the Russian imperialism, such as the printing of school text-books, translation and original literary pieces in Ukrainian being forbidden (p. 119). Most of the borrowed words were internationalisms – the words with a similar meaning in different, sometimes not kindred languages. These are such words as *бойкот* (boycott), *бокс* (box), *бюджет* (budget), *генетика* (genetics - genetika), *гумор* (humour - gumor), *експрес* (express), *експорт* (export), *імпорт* (import), *танк* (tank), *чек* (cheque).

As Azhnyuk indicates (2001), the first decades of the twentieth century were marked by presence of such words in the Ukrainian language as *джаз* (jazz), *светр* (sweater), *трактор* (tractor), *тролейбус* (trolleybus), *френч* (french), *фокстрот* (foxtrot), *фільм* (film), *чемпіон* (champion) (p. 51). This period was not rich in borrowings due to the fact that a newly-created Soviet state was in isolation from all other countries. Starting with the 1920'-s, the process of borrowing was intensified in the areas of science, technology, sports and culture.

At the first stage of borrowing after the collapse of the Soviet Union the influence of English was hectic: Ukraine was trying to catch up with the world English language community. After the minimum stock of concepts, necessary for mutual intelligibility was built up in Ukrainian, the hunger for innovations diminished. Some borrowings disappeared, others were replaced by Ukrainian neologisms: the

word "media" was replaced by the Ukrainian abbreviation ZMI which stands for *zasoby masovoi informatsii* – the means of mass information. It was at the end of the twentieth century Ukraine that underwent changes in its social life, thus joining the world community. Surely, the linguistic situation in the society changed as well. English-Ukrainian translations have increased in all spheres, including the mass media, mass culture, and advertising

Changes in dominant cultural values might be the main reason for the assimilation of words that denote the appropriated value concepts. For example, the borrowing of the word *PR* – public relations, has brought the concept of an artificially created friendly communicative climate, though originally the Slavic culture disclaimed open demonstration of friendliness to strangers.

In the middle of the twentieth century because of the so called socio-political "thaw" the penetration of English borrowings into both Ukrainian and Russian languages increased. The vocabulary was supplemented by such words as *автостоп* (autostop), *бестселер* (bestseller), *брифінг* (breefing), *вестерн* (western), *детектив* (detective), *дизайн* (design), *інтерв'ю* (interview), *кемпінг* (camping), *концерн* (concern), *менеджер* (manager), *ноу-хау* (know-how), *офіс* (office), *прес-реліз* (press-release), *стрес* (stress), *тайм-аут* (time-out), *трейлер* (trailer), *хобі* (hobby).

As Misechko (2000) stresses, the English borrowings, which are used in Ukrainian, are mostly connected with the following spheres of life and society (p. 65):

Table 5. **The English Borrowings in the Ukrainian Language**
Source: Misechko, 2000

Science	Politics, Mass Media	Finance	Agriculture	Flora, Fauna
флотація (flotation)	*аутсайдер* (outsider)	*банкнот* (banknote)	*Дренаж* (drainage)	*джунглі* (jungles)

алгол (algol)	*імпічмент* (impeach- ment)	*копірайт* (copy- right)	*аутбридинг* (outbree- ding)	*сетер* (setter)
радикал (radical)	*мітинг* (meeting)	*тендер* (tender)	*компост* (compost)	*пінчер* (pin- cher)
квазари (quasar)	*спікер* (speaker)	*ленд-ліз* (lend-lease)	*шевйот* (cheviot)	*мус- танг* (mus- tang)
Реле вант- ний (relevant)	*пабліситі* (publicity)	*демпінг* (damping)	*фермер* (farmer)	*спанієль* (spaniel)
факторіал (factorial)	*спіч* (speech)	*інвестор* (investor)		*юка* (yucca)
	бойкот (boycott)			

Table 5 (continuation). The English Borrowings in the Ukrainian Language
Source: Misechko, 2000

Sport	**Fabric**	**Food**	**Music, Art**	**Measure**
аут (out)	*джемпер* (jumper)	*біф- штекс* (beef- steak)	*блюз* (blues)	*барель* (barrel)
корт (court)	*піжама* (pijamas)	*джем* (jam)	*поп-арт* (pop-art)	*ват* (watt)
сет (set)	*светр* (sweater)	*кок-тейль* (coctail)	*скетч* (sketch)	*галон* (gallon)
рекорд (record)	*шорти* (shorts)	*ленч* (lunch)	*твіст* (twist)	*миля* (mile)
тренер (trainer)	*плюш* (plush)	*пудінг* (pudding)	*фокст- рот* (foxtrot)	*фунт* (pound)

Most borrowings are connected with a mode of life and reflect peoples' relations in different life spheres of life. These are such words as *бармен* (barman), *гейм*

(game), *дансинг* (dancing), *партнер* (partner), *сервіс* (service). The need for these borrowings is determined by non-linguistic factors.

As Kosanovich (1998) suggests, there are many words in Ukrainian for which the English language has served as a channel of transfer (p. 178): *алігатор* (Engl. alligator from Spanish el lagarto), *горила* (Engl. gorilla from African), *гутаперча* (Engl. guttapercha from Malay), *джунглі* (Engl. jungle from Indian jangal), *піжама* (Engl. pyjamas from Indian), etc.

Some borrowings are the concepts which are internationalized quickly and semantically give little evidence about the historical background. This category comprises many Latin and Greek borrowings, sometimes combined, phonetically and morphologically adjusted to the language. Thus, Ukrainian has witnessed the presence of such words as *аболіціонізм* (abolition-abolitionism), *вердикт* (verdict), *капітал* (capital).

Most borrowings in this category are the words which comprise two morphemes: an English morpheme and a Latin or a Greek one: *автостоп* (autostop – auto and stop), *антифриз* (antifreeze – anti and freeze), *акваланг* (aqualung – aqua and lung), etc.

Some English borrowings have preserved phonetic and grammar features not typical for Ukrainian and that is why they are recognizable as "strangers". These are such words, indeclinable in Ukrainian: *бунгало* (bungalow), *віскі* (whiskey), *денді* (dandy), *дербі* (derby), *каное* (canoe), *ноу-хау* (know-how). Most English borrowings are graphically and phonetically assimilated. One of the rarest phenomena is when a noun is used in singular, originally having the characteristics of plural form. The Ukrainian word "бутси" (bootsy-boot) is a derivative from the English plural form "boots"; Ukrainian "кекс" (keks) comes from the plural form "cakes".

Fedorets (1997) stresses that:

Sometimes it is difficult to know for sure which part of speech was the original for the derivative: a noun or a verb (p.79).

The explanation of this phenomenon lies in such means of a word-formation as conversion, which causes the words' similarity despite their applicability to two parts of speech, e.g.: *блеф* (Engl. noun bluff, verb.to bluff), *дисплей* (Engl. noun.display, verb to display), *імпорт* (Engl. noun import, дієсл.to import), *ліфт* (Engl. noun lift, verb to lift).

Misechko stresses (2000) that most adjectives get adjusted to the norms of the Ukrainian language quite easily (p. 32): *комфортабельний* (komfortabel'niy - comfortable), *лояльний* (loyal'niy - loyal), *резистивний* (rezestyvniy- resistive), *релевантний* (relevatyvniy-relevant).

Sometimes the borrowed adjectives are turned into nouns, once having penetrated into Ukrainian: an English adjective "pink" has been turned into a noun *пінк* (a pink paint made from chrome). Such changes happen to English adjectives and verbal forms which have an ending –ing: *блюмінг* (blooming), *крекінг* (cracking).

One of the most interesting cases according is when various word-combinations are borrowed and expressed with the help of a noun in Ukrainian: *гомруль* (homerul' - Engl. home + rule), *нокаут* (knockout – Engl. to knock, ударити + out), *нокдаун* (knockdown, Engl. to knock + down), *аврал* (avral, Engl. over + all), *ноу-хау* (know-how, Engl.to know + how).

Some nouns have emerged as a result of compound words' borrowing, e.g.: *банкнота* (banknote - bank-note), *голкіпер* (goal-keeper), *букмекер* (book-maker). A separate group comprises the borrowings which have emerged in English as abbreviations, but used in Ukrainian as terms: *алгол* (algol **-** *algo*rythmic *l*anguage), *каф* (cuf - *c*ost *a*nd *f*reight), *лазер* (laser - *l*ight *a*mplification by *s*timulated *e*mission of *r*adiation).

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Among English borrowings used in Ukrainian, there are also words coming from proper names. But as borrowings they are used as general concepts. For example, the word *бойкот* (boycott) originates from the surname of Captain Boycott, whose leaseholders first used the tactics of "boycott". This list may be supplemented with the names of natural phenomena and social processes, derived from English proper names: *дальтонізм* (daltonism) – coming from the surname of a physicist Dalton; *дарвінізм* (Darwinism) – from the surname of a natural scientist Darwin.

Some borrowings have changed their initial meaning since the first implementation (Kosanovich, p. 179). For example, the word "слайд" (Engl. "slide"), first was used in the meaning "a moving seat for a rower in a boat", then was used for a colourful diapositive.

Realizing the depth of the Ukrainian language's historical roots does not neglect its perception as a constantly developing system. Its development is determined by polyfunctional requirements not only inside Ukraine, but in its international connections as well.

2.4.4. The Presence of the English Language in the Ukrainian Information Space

According to Koc' (2003, p. 39), one of the most noticeable consequences of the globalization process is the quantitative increase and the qualitative increase of language codes. They have the following manifestations: a wide variety of codes in the discourse, code-switching, code-mixing and borrowings. The codes' variety is manifested in a number of mass media, which use two or more languages simultaneously. For example, such newspapers as "Stolichnye novosti" and "Tovarysh" present the materials both in the Ukrainian and Russian languages. Meeting the needs of the English-speaking readers (businessmen, diplomats, etc.), the English-speaking newspapers, such as " The Kyiv Post ", "The Day Weekly Digest", "Welcome to Ukraine" and "The Ukrainian" have occupied a permanent niche in the society. A trilingual magazine "The President" is published for

readers whose mother tongues are English, Ukrainian or Russian. Some companies present the announcements about job vacancies in English, even in

Ukrainian and Russian-language newspapers. According to the catalogue of subscribed editions of the subscribing agency KSS, the materials in three languages (English, Russian, Ukrainian) are regularly published by the newspaper "Avizo", magazines "Galaktika", "Reporter". The magazine "Economist" publishes articles both in Ukrainian and English. The Russian-Ukrainian dialogue is being interrupted by the "English voice".

One of the forms of the English language presence is the presence of English in the numerous movies, serials, cartoons. English obscenities, scribbled on the walls in the corridors, prove the fact of the language contact.

A variety of codes is favorable for other varieties of language contact, such as codeswitching for example. It takes place in longer or shorter text pieces, starting with separate words and syntactical structures and finishing with entire paragraphs. The most significant indicator, which points out the codeswitching in writing is the Latin alphabet. If we are speaking about the presence of separate foreign words, it is essential to differentiate between borrowings and code-switching (the indicator of the foreign origin in the oral speech is pronunciation). According to Onysko (2007, p, 36), borrowing is a lexical process that is accompanied by morhological assimilation in the receptor language, whereas codeswitching is the confrontation of sentences or sentence fragments, internally compatible with the morphological and syntactic rules of the source language. Unlike the Cyrillic graphics, the Latin one is not able to take the Ukrainian case endings (Kononenko, 2001, p. 64).

Youth society is characterized by a high frequency of English-Ukrainian codeswitching. This is an announcement in Kyiv-Mohyla Academy (17.02.2005): "До уваги студентів 2 курсу! Deadline подачі курсових робіт – 24 лютого. Початок захисту – 29 лютого. Good Luck! Адміністрація. " If we translate this paragraph into English, it will sound as: "Sophomores, please, pay attention that

the deadline for the term projects is February 24. The defense date is February 29. Good luck! " The English borrowings "Good luck" and "deadline", written in Latin graphics, point out the frequent usage of these phrases.

Considering the shorter speech units (words, word-combinations), it is not always possible to determine, whether it is a case of codeswitching or borrowing. Such indices as graphics, pronunciation and grammar sometimes fail to give a definite answer. A considerable number of words are being used recently in both Ukrainian and English graphics. In the title of the article by Natalka Bilocerkivs'ka "Чи можливий український bestseller?" (magazine "Kritika", 1997, №1), the borrowing is used in the Latin graphics, though in the text it is used in the Cyrillic one much more frequently. Different sources are the examples of such notions as PR – кампанія (PR-company), fundraising – фандрейзінг, секонд-хенд – second-hand. When these forms are used in the text in the oblique case[2], they are mostly written in Cyrillic, because thus the case inflections look natural.

In the advertisements the word "Internet" (in Latin alphabet) is often to be found in the positions which demand the usage of the oblique case but due to its foreign spelling it is used without its case ending: "Ваш ключ до Internet" – "Your key to Internet", "Все, що треба для життя в Internet" – "All you need for the life with Internet". The proper names of such companies as McDonald's, Sony, Motorola, Coca-Cola gave a considerable push to the expansion of Latin graphics in Ukrainian texts. Their logos are impossible to be transliterated. Due to billboards and other means of advertising, they have become a noticeable component of the city landscape, TV broadcasting, and the publishing business.

Starting with the 1990s, it is possible to speak about the prevalence of English names in the language milieu (Radchuk, 2002, p. 54). The displays of the Latin alphabet in Ukraine are not only in the names of the foreign companies.

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[2]An oblique case (Latin: *casus generalis*) in linguistics is a noun case of synthetic languages that is used generally when a noun is the object of a verb or a preposition. An oblique case can appear in any case relationship except the nominative case of a sentence subject or the vocative case of direct address.

Many enterprises, founded in Ukraine, have English names such as "Art Line", "Upgrade", "Cosmopolitan". It is fashionable to give English names to companies and shops, which can be written both in Cyrillic and Latin: "Бест Лайн" – "Best Line", "Нью Вінд " – "New wind", "Комп'ютерленд" – "Computerland".

The ideological companions of decolonization are freedom of information, openness, liberalism, European and, more broadly, a Western orientation. At these points the meanings of decolonization and globalization coincide. The language life in Ukraine has immediately responded to the overthrow of ideological taboos with the considerable changes not only in the mass media language, but in the literary language as well (Кос', p. 39). The language of many publications has taken the features of collage: "Свято Гарячого Кохання с Nescafe" (the title of an article in the newspaper "Fakty" 27.02.01, p.11). When we translate it into English, the title becomes: "The Holiday of Love with Nescafe". This phenomenon is widely spread in the advertising language, especially among the internet-providers: "Connect без *траблов*. Цінні призи від нашого партнера *он-лайн* магазина ", which means: "Connect without troubles. Special offers from our on-line shop." In this example the element of the mixed grammar is used as the means of stylization to the language of gamers and computer users. The English words "trouble" and "on-line" are used in Cyrillic alphabet, besides "trouble" has the case ending peculiar for Ukrainian nouns.

A variety of codes and changing grammar are peculiar for not only mass media, advertising and colloquial speech, but for the scientific, technical texts and literature articles as well. From this point of view one of the most interesting examples is the magazine "Kritika". Its highly intellectual articles are saturated with allusions and quotations.

This magazine has always been well-known for a wide range of foreign borrowings, in particular from classical and Western-European languages. During the Soviet times this tendency grew weaker, but did not disappear completely. During the last decade, the significant number of foreign insertions has increased,

mostly including English. Mastery of English is eagerly displayed both by the Ukrainian authors and by the diaspora. For example: "...Те що робить книжку сильною та оригінальною - ... гранична, буцімто непогамовна відкритість, telling it like it is, само оголення; одне слово – автобіографічність". In this case the English expression "telling it like it is" is used without changing its graphics or meaning, for emphasizing the existing utterance (Barannyk, 2001, p. 43). Recently a stylistic fashion for intertextuality has been formed. Intertextuality implies the idea that no text is unique and original; it is a set of references and quotations from other literary works, or readers' referencing of one text in reading another (Graham, 2000, p. 37). According to Azhnyuk, "...getting pleasure from the language itself and intertextuality occupies one of the leading roles" (2001, p. 50). Intertextuality is revealed both in codeswitching and codemixing, including national codes first and foremost, but social or regional dialects are also taken into consideration.

The fashion for intertextuality leans on the expanding change of the language, including peripheral mastering of English (ibid., p. 37). Codeswitching can take place not only in the newspaper article or advertisement, but in the proper nouns as well. Two examples are the band "The вйо", the newspaper "Книжник review". An extraordinary case is the name of the chocolate "Sweet touch", which has the same meaning in Ukrainian – "солодкий дотик". In this case the name of its producer is used for promotional purposes. Its name is "Світоч", which in Ukrainian sounds exactly like "sweet touch". This advertising method is valid only if a large circle of English-speaking consumers is present, even with a comparatively low level of knowledge.

Codemixing is closely related to codeswitching. According to Onysko (2007, p. 42), codeswitching implies a speaker's shift from one grammatical system to another, whereas codemixing is a hybrid form, derived from distinct grammars. The structural differences between English and Ukrainian, their genetic distance and the character of the bearers' language awareness restrict the mixture of these national codes, even in those environments where they have been daily in touch – the Ukrainian diaspora of English-speaking countries. But in Ukraine itself as

well, the individual elements of English grammar penetrate into functional spheres of Ukrainian language, first of all into the texts which are related to the trade, information, maintenance, and service sectors (Internet, mobile communication, etc.) In particular, the expansion of the attributive noun usage in preposition to the marked word is a frequent phenomenon: "UMC- магазин " – "UMC - shop"(the billboard next to the cinema "Zoryaniy" in Kiev), "поліпшена Windows 95/98/200" - "improved Windows 95/98/200" (the notification on the box); он-лайн-магазин – on-line shop, Інтернет-магазин - Internet-shop, etc. The attributive element can stay in the Latin graphics form or be orthographically changed, which is why it is difficult sometimes to draw a distinct line between codemixing and codeswitching.

A typical example of a codemixing is the usage of the English flexion –'s, the sign of the possessive case, as in the name of the fast-food restaurant "Ростик's", literally: "the restaurant which belongs to Rostik." There is no doubt, that the Ukrainian name is a structural borrowing, most likely copied from the name of the world-known brand McDonald's. The advertising covert sense is the following: "Rostik's" is a Ukrainian version of McDonald's restaurants with their modern style and service. The arising of such linguistic innovations demonstrates that the influence of globalization on the language consciousness of Ukrainians takes definite grammatical, stylistic and semantic forms (Misechko, 2000, p. 64).

The sphere of lexical borrowings is wide and abundant. A completely expected process is the penetration of English borrowings into the modern youth slang (*крейзуха*-kreyzuha-crazy; *хелпонути*–helponuty-help), business communication of the foreign representations' staff and the Ukrainian companies, which maintain regular business contacts with them (*аплікація*-aplikatsiya-application; *дедлайн*-deadline; *кешнути*-keshnuty-cash).

The globalization influence on the features of the Ukrainian language can be summed up by such conclusions (Azhnyuk, 2001, p. 51):

1. Due to globalization, the presence and significance of English in the information-communicative sphere of Ukraine has significantly increased. Side by side with Ukrainian and Russian it is an equal participant in the struggle for the language consciousness and language activity in certain communicative environments;

2. The influence of English is shifted on the language activity (code-switching), language consciousness and the whole language system;

3. Most functional styles of Ukrainian language are influenced by the English language presence, which is felt on all its hierarchical levels;

4. The co-existence of three national codes, their frequent switching, mixing and a considerable intensity of intercode borrowings provoke the fashion for intertextuality, which impairs language norms and lowers the threshold of sensitivity for its violations;

5. Weakening language norms and destabilizing the language, decolonization and globalization give simultaneously a great push to the renewal and development of the Ukrainian language, increase of its information resources and expansion of its functional sphere.

Globalization is a market phenomenon. It does not acknowledge sentimental arguments. Under its influence the language goes through and will continue going through changes. The competitiveness of the Ukrainian language is connected most of all with its ability to respond to the pragmatic needs of the nation.

The mass media experience this influence as well. As Fedorets mentions (2000, p. 51), a significant peculiarity of oral mass media is the speed of the communicative interaction, which means that information should be understood at once. Unlike the written text, the repeated presentation of the oral text by the addressee (in order to understand the contents of the utterance, to consult a dictionary or a reference book) is usually impossible. The exceptional cases are when the same text for some reason or other is repeated or reproduced in recording.

That is why the verbal design of the oral text in mass media should be that close to the language competence of the expected addressee in order for him to get the main idea at once. It includes the lowering of the language standard of the interlocutor, which cannot but leave its trace on the language standard. That is why the abuse of borrowings in oral mass media makes no sense. The addressee will either not accept the information or will misinterpret it. In this connection the problem of borrowings becomes very acute, as it can cause such undesirable phenomenon for mass media as the loss of information. It might happen through the excessive usage of the borrowings, which have not been understood properly by native speakers, but are widely used in modern advertising. The stream of borrowings may also reach the literary language through some sociolects (youth slang, IT slang, e-language, etc.).

The mass flow of borrowings, first of all the English ones, which has become one of the features of cultural-economic integration, is a real catastrophe sometimes. For example: "Авіакомпанія "Аерофлот" з 15 травня 1998 р. ввела "рейси без паління". Статус "non-smoking flight" отримали 13 рейсів." This abstract may be translated as: "The air-company "Aeroflot" has provided non-smoking flights since May 15. Thirteen flights have got the status "non-smoking"." (magazine "Aeroflot",1998, № 3). In this case the author copies the English construction, exactly trying to replace it with an appropriate Ukrainian equivalent. One more example: "На роботу за кордон запрошують також у якості *моделі*, офіціантки, *рецепшіоністки*, гувернантки." (АиФ., 1999, № 19). We can consider this sentence as: "*Models*, waitresses, *reception-service* and governesses are needed for work abroad" (AiF., 1999, № 19).

The possible negative consequences of unaccepted borrowings are especially noticeable in oral mass media, because there is always a probability that a listener fails to get all information at once. As linguists such as Fedorets (2002) and Misechko (2000) mention, the oversaturation of the language with English borrowings is an important social and cultural problem.

2.4.5. Advertising in Ukraine and its Dependence on the English Loan Words

According to Fedorets (1997), the end of the twentieth century and the beginning of the twenty-first century can be characterized by cardinal changes in the political, social and economic life of Ukrainian society (p.103). New approaches with regard to the strengthening and development of relations between countries have taken on special significance. As he claims:

> changes in the life of the modern society are reflected in its languages, as it is known that a language is a dynamic system and it rapidly reacts to the development of science and technology (ibid., p.102).

The lexical system of the present-day Ukrainian language reflects every new object or phenomenon that appeared in our life at the turn of the new millennium. After opening the Ukrainian market to overseas goods a lot of trade dealers appeared on the territory of Ukraine. As a result, a net of advertising agencies has been opened for attracting Ukrainian consumers. Advertising texts became an integral part of almost all newspapers and magazines. Advertisement plays a great role in the distributing goods from manufacturers to consumers. About this issue, Koc' (2003) says that "in the vocabulary of present-day Ukrainian advertisements, commonly used words predominate, though socio-political vocabulary, emotionally-coloured words, terms, borrowings from foreign languages are used as well" (p.38).

The English borrowings in the Ukrainian language are conveyed with the help of transcription or transliteration. Transcription means the adequate word reproduction with the help of language-borrower's graphemes. The dominant factor in this case is the word's sounding in the source-language. When graphics is considered more important, we are speaking about transliteration (Radchuk, 2002, p. 47). Transliteration is a mapping from one system of writing into another. The main aim of transliteration is to be exact, so that a reader can

reproduce the original spelling of transliterated words. Transcription maps the sounds of one language to the script of another language and mostly implies looking for a better way to convey foreign words into a particular language (ibid., p. 49).

English spelling is non-phonetical, that is word graphics often do not coincide with its pronunciation. For example, in the English language the word "tank" is pronounced with an open sound [æ], but both in Ukrainian and Russian the sound [a] is used. In the word "park" the vowel [a:] is pronounced, but the consonant [r], following it, is omitted. In the Ukrainian language the sound [r] is distinct and instead of [a:], [a] is used. Sometimes an incomplete acoustic correspondence between foreign and Ukrainian sounds causes several variants during the process of assimilating the foreign sounds in the Ukrainian language. The English "oo" in Ukrainian is conveyed by two sounds: [y] and [o] ([u], [o]), e.g.: foot – фут (fut), cook-кок (kok).

At the first stage of the "penetration" into the vocabulary, the English words are written in Latin: „Доступ до мережі *Internet* – це Ваші безмежні можливості у бізнесі, навчанні і просто в житті!" - "The access to *Internet* - your limitless opportunities in business, education and everyday life!", "Головним ноу-хау цього ресурсу є можливість вступити в члени партії в режимі on-line, не відходячи від комп'ютера" - "The main know-how of this resource is the opportunity to become a member of the party *on-line*" (Zeleniy svit, 2001 (13), p.1).

As Fedorets (2000) points out, "the stems of borrowed words are susceptible to derivation paradigms that are also used in the advertising media" (p. 49). We can observe such examples as: "Фешенебельний (fashenebel'niy - fashion) відпочинок чекає на вас!" (a street board). Many of the new lexical units, borrowed from English and present in the Ukrainian advertisements, indicate the names of the computer's hardware, the names of modern everyday devices, while some of them name modern newly-appeared kinds of sport, or elements of modern music culture. Most of the borrowed words of English origin have been

assimilated grammatically and they function according to the norms of the Ukrainian language. They have acquired the category of gender; they are also used in all cases and in the forms of singular and plural numbers. About this issue, Fedorets (1997) states that in approximately 90% of the English borrowed words, the Latin way of writing has been transformed into the Cyrillic alphabet (p.104). There are however some words that are written with Latin letters: Internet, CD-плеєр (CD-player), CD-ченджер (CD-changer), DVD-диск (DVD-disc), PR-кампанія (PR-campaign), VIP-перепустка (VIP-holiday).

As put forth by Fedorets:

> The lack of language competence of the employees of the advertising agencies sometimes causes borrowed words to be used in some advertising texts with a deviation from the norms of the Ukrainian spelling (ibid., p.106).

As for the specific features of any advertising text, Koc' (2003) suggests that it should be concrete and purposeful. She is also of the opinion that "the main idea may be expressed as a slogan which should be easy to remember" (ibid., p. 39). A peculiar motive, something which might be interesting for a consumer, has to form the basis of advertisement. The main aim of any advertisement is to attract the attention of consumers, spectators, etc. She points to the fact that recently the Ukrainian market has been overloaded with goods, the price of which is not oriented to the average customer, but to the well-off strata of society; thus, advertisers try to use a greater number of English borrowings, considering this group (ibid., p. 38).

One of the typical advertisements, present in the Ukrainian market, shares with us the following information: "ТзОВ „Євросервіс" постійно реалізує м'ясорубки, картоплечистки, овочерізки, кавомолки, фритюрниці, електросковороди, *фрізери*". It can be translated as: "Company "Euroservice" sells meat choppers, potato peelers, coffee grinders, deep friers, *freezers*." (Galyts'ki kontrakty, 1995 (45), p. 61). The advertiser has created a neologism "freezer". In this case a vivid

rivalry between a borrowed and existing Ukrainian word "*морозилка*" is observed. One of the main features of today's Ukrainian advertising is the parallel usage of borrowings and their Ukrainian equivalents. Looking through advertisements it is easy to find the synonyms which are used for naming the same concept. The word CD-плейер (CD-player, consisting of two parts, the first one is written in Latin, the second one in Cyrillic) gives evidence that language tries to find the best variant for naming the concept. Sometimes we can become witnesses of comic situations, when different words (a borrowing and its Ukrainian equivalent) are used at the same context for denoting the same concept: "Холодильне торгове обладнання: шафи, камери, *морозильники,* вітрини, прилавки, сокоохолоджувачі, установки для охолодження і видання газнапоїв, *фризери (freezers),* льодогенератори". This paragraph may be translated as: "Different refrigerating equipment: *deep-freezers,* showcases**,** *freezers,* ice-generators are offered." (Galyts'ki kontrakty, 1995 (29), p.38).

As Fedorets (2002) points out, there are three main categories of English borrowings in Ukrainian advertisements (p.105):

1. Computer and IT terminology;
2. Domestic appliances;
3. Sport

The following concepts belong to the first category: *адаптер* - adapter, *вінчестер* – winchester (hard disc), *дигітайзер* - digitizer , *диск*-disc, *дисплей*-display, *джойстик* - joystick, *драйвер* - driver, *інтерфейс* - interace, *картридж*-cartridge, *контролер* - controller, *модем* - modem, *монітор* - monitor, *ноутбук* - notebook, *плотер*-plotter, *принтер*-printer, *провайдер*-provider, *сервер*-server, *сканер*-scanner, *тюнер*-tuner, *чип* – chip, etc. There are many borrowings which have been used in the Ukrainian language for a long time (computer, display, and disc) and other ones which appeared only at the end of the previous century (site, hosting, toner).

Usually those concepts are borrowed which do not have equivalents in the Ukrainian language. Sometimes during the process of borrowing, the semantic structure of a word is expanded. The word "server" first was used when tennis became popular in our country, thus its meaning was "player who serves in racket games" (ibid., p. 104). With the spreading of computer equipment its meaning became wider and now means "a computer or program that supplies data or resources to other machines on a network". In the process of its development the word сервер has turned into a polysemic word turned from a monosemic one.

About this issue, Akulenko (1998) claims that "…one of the ways of developing a word semantic structure is to make it more complicated. It means that a mono- or polysemic word obtains new, additional variants in the process of its development" (p. 93). In the example given above both meanings of the word *server* are derived from English primary sources, because this word is polysemic in English.

In the process of technological development, the homonym for the word "winchester" has appeared, meaning "a magnetic medium for information recording". During its borrowing, the process of metaphorization has taken place – transfer of the proper name to the name of the commodity: ",,Корпорація „Орта" пропонує *вінчестери,* принтери, телевізори" (Galyts'ky kontrakty, 1995 (9), p. 31)." (Company "Orta" sells *winchesters*, printers, TVsets). In this case this process has occurred twice: first the name "winchester" was given to a gun, then has got another meaning and became the concept of information record medium. Both these homonyms are fixed in the "Foreign Words Dictionary" (Morozov, Shkaraputt, 2006). The process of metaphorization takes place because of the constant technological development and creation of new concepts. Sometimes it is difficult to classify the appearance of a word's new meaning. As Fedorets (2000) mentions: "…the unification of a homonym meanings into a polysemantic word is a long process. That is why there are always several words in the language, which are difficult to categorize either as homonyms or meanings of a polysemic word" (p. 89). Rapid scientific and technological progress has

enriched the lexical system of today's Ukrainian literary language with the words which denote domestic appliances. A wide spread of the modern appliances of the world's leading companies in the Ukrainian sales network gave a chance to our citizens to enlarge their vocabulary due to the frequent usage of English borrowings.

Table 6. **English Technical Items in Ukrainian Advertisements**
Source: Fedorets, 1997

Devices for sound recording and reproduction	Devices for image reproduction	Communication means	Domestic appliances
Аудіовідеоресивер *(audioreceiver)*	Відео еквалайзер *(videoequalizer)*	Смартфон *(smartphone)*	Міксер *(mixer)*
Аудіоплеєр *(audioplayer)*	Відеоплеєр *(videoplayer)*	Пейджер *(pager)*	Тример *(trimmer)*
Аудіорекордер *(audiorecorder)*	Відео рекордер *(videorecorder)*	Роумінг *(roaming)*	Фен *(fan)*
Рекордер *(recorder)*	Ксерокс *(Xerox)*	Спікер *(speaker)*	Фризер *(freezer)*
CD-ченджер *(CD-changer)*	DVD-плеєр *(DVD-player)*	Телетайп *(teletype)*	

A sufficient amount of borrowings belong to the sphere of sport. Most advertisements give some information about competitions, gives some essentials about sport types. As Zhayvoronok stresses (2001), most of these words are at the different stages of the language penetration (p. 49). Some are at the stage of "usage", some – at the stage of "borrowing", some – at the stage of "integration" (ibid., p. 51). It means, that some of the mentioned above words have just recently appeared in the Ukrainian language and are not used that frequently; some of them have been integrated into the language system, but still are used in the narrow professional circles; some words have become an integral part of the Ukrainian language and are not perceived as Anglicisms any more.

Table 7. English Sport Items in Ukrainian Advertisements
Source: Fedorets, 1997

Physical Power	Water sports	Ball-games	Winter sports	Extreme sports
Фул-контакт *full-contact* Лайт-контакт *light-contact* Лоу-кік *low-kick* Кікбоксінг *kickboxing* Армрест-лінг *arm-wrestling* *powerlifting*	Серфінг *surfing* Віндсерфінг *windsurfing* Рафтинг *rafting* Дайвінг *diving* Аквабайк *aquabike*	Боулінг *bowling* Лаунбол *lawnball* Гольф *golf* Пейнтбол *paintball* Стрітбол *streetball* Індорхокей *indoorhockey*	Фрістайл *freestyle* Шорт-трек *short-track* Керлінг (curling) Сноубординг *snowboarding*	Маунтинбайк *mountainbike* Скейтбординг *skateboarding* Фейсджампінг *Facejumping*

Those words which have been firmly established in the lexical system of the modern Ukrainian language create derivatives with the help of their own word-forming abilities: комп'ютер (computer) – комп'ютеризація (computer*izatsiya*), комп'ютерщик (compyuter*schik*), комп'ютерний (compyuter*niy*), міні-комп'ютер (mini-computer), мікрокомп'ютер-(micro-computer); процесор (processor) – мікропроцесор (*micro*processor), мікропроцесорний (*micro*processor*niy*); калькулятор (calculator) – мікрокалькулятор (*micro*calculator); дисплей (display) – дисплейний (display*niy*); джойстик (joystick) – міні-джойстик (*mini*-joystick); вінчестер (winchester) – вінчестерський (winchester*'kiy*).

Considerable attention has been paid to the ways the borrowed words participate in the word-formation process. For example, Ermolenko (1998) emphasizes that one of the efficient ways is bringing together the stems (p. 15). Those derivatives, formed from the borrowed words, are the best evidence: факс-модем *(fax-modem),* телефон-факс *(telephone-fax),* інтернет-аукціон *(internet-auction),* інтернет-картка - internet-kartka *(internet-card),* інтернет-кафе *(internet-café),* інтернет-послуги - internet-poslugy (service), файл-сервер *(file-server),* веб-сайт *(web-site),* веб-сторінка - web-storinka (page), чип-картка - chip-kartka (card).

The analytical way of word building is productive in many systems. Such kinds of word-combinations can be binomial or trinomial. As Fedorets (2000) claims, the following models are most frequently used (p. 49):

1. Binomial: "noun + noun", "adjective + noun", "noun + noun with adjective", "verb + noun" (file-server, dvoprocesorniy);

2. Trinomial: "adjective + noun + noun", "adjective + adjective + noun", "noun + noun + noun", "noun + adjective + noun" (CD-audio-recorder)

Most English borrowings from sport that we come across in the Ukrainian advertisements form derivations, using various affixes.

Table 8. **Suffixes Used for the Formation of the Ukrainian Derivatives from the English Borrowings in Sport Area**
Source: Fedorets, 2000

Males **- ер (-er), – іст (– їст)** **(-ist),** **–ивець (-ivec')**	**Females** **-ka**	**Derivative relative adjectives** **–ськ (-s'k), ов (ov),** **- івськ(ий) (-ivs'kiy),** **–н– (-n-)**
Кікбоксер *(kickboxer)* Серфінгіст *serfingist (surfer)*	Кік-боксерка *kick-boxerka (kickboxing)* Пейнтболістка *paintballistka (paintball)*	Кік-боксерський *(kick-boxers'kiy)* Шейпінговий *shapingoviy (shaping)*

фристайліст *freestaylist (freestyle)* гольфіст *golfist (golf)*	Софтболістка *softballistka (softball)* керлінгістка *(kerlingistka (curling)*	шорт-треківський *short-trekivs'kiy* *(shorttrack)* стритбольний streetball'niy (streetball)

As a result of the formation of neologisms, which are used in the advertisement, some parallel synonymic forms are used nowadays: хокей на роликах – *ринк-хокей* - rink-hockey, *бодибілдінг* (bodybuilding) – культуризм, боулінг (bowling) – кеглі, міні-футбол – *фут зал* (footzal).

Most of the borrowed words, which can be found in the advertisements, are nouns. Most of them have completely adapted themselves to the grammatical system of the Ukrainian language and function according to its norms. During the process of borrowing, the nouns lose the features, which are not peculiar to the Ukrainian language grammatical system and get instead those which are strange for the English language: having lost the article, they acquire the gender grammar category, belonging to this or that gender according to formal indices.

Table 9. **Gender Category of the Borrowed English Nouns**

Gender	
Masculine **(the final consonant)**	**Feminine**
Адаптер – *adapter* Армрестлінг - *armwrestling* дайвінг – *diving* дисплей – *display* віндсерфінг - *windsurfing* дилер – *dealer* іміджмейкер - *image-maker* менеджер - *manager*	офіс-леді *office-lady* бізнес-леді *business-lady* бізнес-вумен *business-woman*

Table 10. Number Category of the Borrowed English Nouns

Number	
Plural	**Singular**
адаптери	ноу-хау - *know-how*
adaptery-adapters	скейтинг – *skating*
інтерфейси	серфінг – *surfing*
interfacy-interfaces	пейнтбол – *paintball*
принтери	маунтинбайк - *mountainbike*
printery – printers	фрістайл – *freestyle*
плеєри	шорт-трек - *shorttrack*
playery - players	фітнес - *fitness*

The case category serves for the functional meanings expression: to express the relation of a noun to other words in the sentence. Most borrowed nouns are declined according to the norms of the Ukrainian language. The declination type depends on the noun's final consonant. All nouns of a masculine gender with a final consonant belong to the second declination and are declined according to the rules of the Ukrainian vocabulary: *Nominative case*: принтер, принтери (printer\printery); *Genetive case*: принтера, принтерів (printera/printeriv); *Dative case*: принтеру, принтерам (printery/printeram); *Acusative case*: принтер, принтери (printer/printery); *Ablative case*: принтер, принтери (printer/printery); *Locative case*: (на) принтері, (на) принтерах (na printeri, na printerah).

Some borrowings are not adapted and are not declined, remaining at the periphery of the language system: Всі види телекомунікаційних послуг // Корпоративні інформаційно-телекомунікаційні комплекси // Супутниковий зв'язок // Телефонія, відеоконференції в *реал-тайм*" (Kievskiy telegraf, 2004, (№19), p. 22). - All kinds of telecommunication services // System integration // Structure cable systems // Satellite connection // Telephony, videoconferences in *real-time*. According to the rules of the Ukrainian language, the word *real-time* should have obtained the case ending "і": *real-timi.*

Though in most advertisements grammar categories are used in correct forms, there is still a tendency toward the incorrect usage of some grammar forms. Most frequently these are the mistakes in the usage of the second declination nouns in the Genetive case singular: "Ідеальна парочка для вашого *офіса (offica)*!" (Komp'yuternoe obozrenie, 2004 (1-2), p. 41) – "An ideal solution for your office!" „Це стало можливим завдяки встановленню в них чотирьох окремих високопродуктивних чорнильних картриджів, що означає необхідність заміни тільки того *картриджу (cartridgu),* який закінчився" (Computerworld, 2004 (3-4), p. 5). – "It became possible only due to the installation of high-quality ink cartridges, which means the substitution of only that cartridge, which has come to an end. " In these advertisements the noun *office* is used with an ending *–a,* and the noun *cartridge* with an ending *–y,* which is the violation of Ukrainian grammar rules. According to the rules, the ending should be the following: офісу – *ofisu,* картриджа – *kartridga.*

A specific feature of the advertisements' functioning nowadays is the usage of neologisms, naming new concepts, whose parts are written either in Latin or Cyrillic: Харківська обласна федерація спортивної *аеробіки та фітнесу // Фітнес-центр* від 60 грн. місяць // *Step-аеробіка* // *Dance-аеробіка* // *Стретчінг,* танці // *Box-аеробіка* (a poster). Kharkiv regional federation of *aerobics and fitness* // *Fitness-centre* starting at 60 hrvn per month // *Step-*aerobics// *Dance-*aerobics // *Stretching,* dancing // *Box-*aerobics.

Sometimes a Latin part is an English abbreviation: „Відтепер організація відпочинку перетвориться на задоволення. Розробка індивідуальних програм, ексклюзивних турів, замовлення, *VIP-*обслуговування протягом всієї подорожі – про це подбають професіонали" (Zerkalo nedeli, 2004 (21), p.3). "From now on the holiday organization will turn into real pleasure. Working out individual programs, exclusive tours, booking, *VIP-*service during all trips – the professionals will take care of it".

In some advertisements, a Ukrainian variant is conveyed by a word, which is written in Latin: „КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ КУЛЬТУРИ І МИСТЕЦТВ продовжує набір на денну, заочну та екстернатну форми навчання на базі повної середньої та вищої освіти по переводу і поновленню з інших вузів за спеціальністю менеджер по зв'язках з громадськістю *(PUBLIC RELATIONS)*. "KYIV NATIONAL ARTS AND CULTURE UNIVERSITY continues the admission of students for the specialization manager of *public relations*". The English abbreviation PR has also been borrowed and is frequently a part of lexical neologisms: PR-акція *(PR-action)*, PR-кампанія *(PR-campaign)*.

2.4.6. The Current Language Planning Policy in Ukraine

Today's popularity of the purism movement is the result of old cultural and ideological conflicts (Yavorska, 2010, p. 153). As she mentions, the language units are usually perceived by native speakers as either correct, "ours" or inappropriate "foreign". This evaluation might be explained by a definite system of cultural values. In order to understand the whole picture of the language policy, one should pay precise attention to the attitude toward a standard language in a society, whether the language serves only as a means of communication or as a national treasure. In Ukraine, the national language is viewed as a national treasure, assuming that language is an important part of identity. Thus, the language ideology is seen a personal form of social knowledge shared by members of a definite group. The Ukrainian purists have been traditionally fighting against the presence of the Russian language, which for a long time replaced Ukrainian in the official domain. The purism tendencies have been always connected with nationalism, and today they are the reflection of an opposition to globalization and European integration. Unlike most known purist movements, which mostly have been fighting against borrowed words, Ukrainian purism is concentrated on the struggle against the principles of spelling of the words borrowed from the European languages (ibid., pp. 140-141).

Historically, the purism movement started in Ukraine at the end of the nineteen century, because of the presence of an overwhelming number of Russian and Polish borrowings. For example, the Ukrainian language of the Western Ukraine was abundant in Polish borrowings to that extent that it was incomprehensible to the inhabitants of other regions. (Kulik, 2010, p. 81). In Ukraine the ideology of purity implies the correspondence of language varieties to a standard which is perceived as an implementation of the true essence. The public attitude towards the mixtures or impure speech is based upon the concept of "surzhyk", a Ukrainian-Russian mixed speech, which is wide-spread in contemporary Ukraine and viewed quite negatively by educated groups of the society. That is the reason why code-switching mostly evokes rejection and opposition (ibid., pp. 93-94).

In 2007, the Constitutional Court of Ukraine ruled that starting in 2008 all foreign-language movies in the country should be translated into Ukrainian using dubbing or synchronous translation (Pavlenko, 2008, p. 5). Before this law came into effect, the audience had been enjoying the movies in their original languages. Together with the nationalizing spirit and political aspirations, one can assume that this was an attempt to provide the Ukrainian citizens with an absolute Ukrainian-language environment. The media have described this decision as a step pointed at the violation of the consumers' rights and their language preferences. President Yushchenko claimed that Ukrainian language policy meets the liberal European standards and the presence of other languages would not allow the Ukrainian citizens to identify themselves fully as Ukrainians (ibid., pp.9-11)

As Bilaniuk mentions (2010), the language policy is based upon the fear that any other language, first of all Russian, can replace Ukrainian in its prevailing role (p. 110). Because of the Soviet history, where Russian was dominant, Ukrainian authorities still reveal the fear that Ukrainian might lose its status. That is why the splendid translation of Disney / Pixar movie *Cars* has been seen almost as a victory of the Ukrainian language. The translation of *Harry Potter* into Ukrainian has received same support. The argument that linguistic identity should coincide with ethnic identity, as a connection between language and ethnicity is based

upon the idea that people should speak a correct language and that if they switch to another one, they are likely to mix the codes and speak incorrectly (ibid., pp. 125-128).

Shumlianskyi (2010) argues that the negative attitude towards the presence of other languages in Ukraine is only a matter of concern while speaking about Russian (p. 142). As he claims, the foreign borrowings, including the English ones, do not provoke any complaints in the society. More and more English borrowings are used nowadays, especially in the speech of young people, and the society in most cases accepts this phenomenon as natural (pp. 153-155).

2.5. The Ukrainian Youth Slang and English Borrowings

2.5.1. Language as a Symbol of Social Solidarity

As Kochergan mentions (2003), social solidarity is a concept which first was used by the French philosopher and sociologist Auguste Comte (p. 7). This phenomenon was developed more precisely by the founder of the French sociological school Emile Durkheim. For him this concept was equivalent to the social stratum and its absence meant social deviation. The concept of social solidarity has synonyms such as social unity and social consent (ibid., pp. 8-9).

Social symbolism is defined as one of the ways of interconnection between the social structure of the society and its culture, as the means of regulation for the social connections. According to Kopylenko (1976), there is verbal and non-verbal symbolism (p. 42). Examples of non-verbal symbolism might be clothes (military and school uniform, the clothes of priests and monks), ways of spending holidays, etc. Verbal symbolism is regarded as definite words, constructions, pronunciation peculiarities – all these may become the symbol property of the speaker. This phenomenon is connected with one of the motives the speaker uses in his inside group behavior; to prove by his language that he belong to this very

group, that he is accepted (ibid., pp. 62-64). As W. Labov claims: "…the people who have not mastered the symbols of the group belonging, cannot bid for the place in this group and become exiles" (1979, p. 65).

Beregovskaya develops the idea that starting any conversation, we create an image of an interlocutor and look in his behavior for the symbolic elements of confirmation or disapproval of our suppositions, displaying the symbols of our social status (1996, p. 62). During the first contact strangers want to find out who their interlocutor is according to the social scale in order to learn what kind of common and different features they have – language, social jargon, life experience, role repertoire (nationality, profession, gender, marital status). The knowledge of the interlocutor's social roles enables one to model the further language behavior (ibid., pp. 64-65).

Social symbolism in language behavior is part of the controlling a person's behavior. According to Radchuk (2002), language as a means of the conscious regulation of other people's behavior can appear in two functions – instrumental and symbolic (p. 43). In the first case the behavior is controlled with the help of verbal signs (explicitly) in the form of instructions, orders, laws, etc. In the second one there are no direct instructions, they are comprehended symbolically (for example, addressing "You" or "you"). Social symbolism is displayed in social groups differing by scope. Each group is characterized by its inherent language variant – sociolect (ibid., pp. 55-59).

Though the question of social differentiation has been discussed in linguistics for a long time, this issue is sometimes treated quite superficially: in practice it has been limited to discussing the differences in manners of expression (argo, mixed languages); such language types are interpreted as intermediate, unstable, exotic manifestations of its social existence (Edwards, 1985, pp. 43-47). Nowadays the actual problem is much more serious. Languages' differentiation is a universal phenomenon, which touches upon the essentials of economic structure, culture, daily life, even history

As Montgomery (2008) emphasizes, claiming that the main differences between economically unequal social groups have a direct reflection in the social language variety is too simplified (p. 166). Language stratification reflects the systems of social values rather than systems of social existence, but hiding and underestimating this factor and interpreting social language differentiation only as a result of the human's aspiration is wrong. Sometimes it is explained only as psychological factor, the desire to show superiority. All these assumptions have not been confirmed. The social differentiation of languages exists not on the language system level, which is understood by everybody, but on the discourse level and its varieties. Within one society we are quite satisfied with the language that the people similar to us are using, having no need for another one – everybody feels self-sufficient with his own language. We are restricted by the limits of our professional and social zones and this self-restriction lets us adapt to the surrounding. Each sociolect is advantageous for its users, because it strengthens the relations inside as a fence, and keeps away those ones, who do not belong to it (ibid., pp. 236-238). According to Fairclough (2006), the socio-symbolic character is displayed in the language of social groups, united by property, professional, status and cultural features, much more intensive than in the language family (p. 31). The aspiration of such groups to create their own speech is explained by the desire to create an additional identifying indication, which can serve as a social symbol and can help divide the society into "us" (those using a definite slang) and "them" (those whose speech is different from that of this very group). This reason is very often accompanied by another one - the psychology of protest (desire to break the connections with the tradition and this way to express a different world-view with the help of verbal means) (ibid., pp. 32-33).

N. Shovgun (2003) examined the language of two student groups from Lviv and Kiev, whose preferences were listening to hard-rock music, and B.A. Students from National Agricultural University, as well as Ukrainian language philologists of Kyiv Schevchenko University. She found out that these groups were using the lexical borrowings both without changes in source language pronunciation (сьогодні у нас *party* – we have a *party* today; цікавий *question* – an interesting

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question), and in the transliterated, even Ukrainized variant (окейно – okayno - ok; хаєр – long hair- hair; драйв – drive - energy).

In the social groups, divided by age and social characteristics, the most significant means of symbolic nomination, showing either the distant or close relations between interlocutors, thus their common interest and psychological proximity, are pronouns. They reflect a definite level of solidarity and readiness for the cooperation and understanding or, vice versa, alienation and hostility. The choice of pronouns depends mostly on perceiving the equal/unequal relations between interlocutors, considering position as a priority. If an inferior does not stick to the social position rules, he is kept in his place. A member of a higher social class has a possibility to establish the psychological tone of communication more freely, expressing his positive or negative attitudes symbolically (Radchuk, 2002, p. 56).

2.5.2. Slang

As Kuethe (1996) claims, slang is the use of informal words and expressions which cannot be regarded as standard in the speaker's dialect or language (p. 295). There are many reasons for using slang expressions: referring to things, which might be considered taboo, identification with peers, the desire to be different from the surrounding (ibid., pp. 296-297). Some linguists have had considerable doubts about the features the expression should possess to be perceived as slang. Hummon (1994) emphasizes that there are some definite criteria a word should meet to match the slang stream (pp. 82-83). He argues that "…a word is likely to lower the standard of a serious speech, being a taboo for the people of a higher social status" (ibid.). Hummon points out as well that the speaker identifies himself with the group of people, using this term (ibid., p. 83). According to Patton (1980), slang might be defined as a variety of the standard language used in the relaxed oral communication (p. 270). He assumes that the referential function (focused on the topic) and the expressive function (focused on the speaker and his attitudes) are the most significant features of slang. Slang should

be differentiated from other expressive means, such as diminutive and affectionate diminutives (ibid., p. 271).

There is a probability of mixing slang with jargon, although they have different functions (ibid., p. 82). Jargon is mostly used while talking about definite issues in a particular field, but excludes non-group members from the conversation in the same way that slang does.

Every group faces the need to close itself from the outsiders and thus creates slang to hide the thoughts, the more immense the need for secrecy is, the more complete is the slang (Terry et al., 2006, p. 6). Borrowings from foreign languages comprise a significant part of slang as they already seem slangy (as mostly used by professional groups and young adults, trying to vary their speech) and are welcomed by slang before the standard speech accepts them. Human characteristics such as a confidential air, the desire to rebel and the adventurous spirit are also fertile grounds for slang production (ibid., pp. 7-9).

Adams divides slang into the following groups: the slang which is not limited in the usage within any particular group (general slang) and the one, specific to a certain subculture (including the social, professional and age groups) (2009, p. 67). The slang which is used in the restricted groups both conveys expressivity and promotes solidarity among the members of this group. But the natural phenomenon is the spread of slang expressions beyond the borders of their usual areas. When slang is used not only in the group or subculture that has been using it originally, this expression is replaced by another one, created by analogy, to keep the group identity (ibid., p. 84). According to Nikitina (2003), there is a difference between slang and colloquialisms (expressions which are not used in formal speech and writing) (p. 9). She claims that slang is the prerogative of a definite social group, like teenagers, soldiers, criminals, whereas colloquialisms can be used on occasion by any speaker (ibid., pp. 10-11).

As Lapova claims (1990), slang has existed in all epochs, all languages and countries (p. 24). According to her, all strata of society possess their slang,

including the most educated scientists and orators. But still one can mention the most productive sources of the slang creation: young people, sportsmen and criminals. Slang emerges in the subcultures inside the society. Any civilized culture is divided into a dominant group and a large number of subcultures. In order to differ considerably from the rest of the surrounding, the members of such subcultures are keen on renaming the concepts usual for most people. Most subcultures prefer borrowing words from the standard language rather than inventing new ones. Of course, these borrowed items are given a new meaning, different from their initial one. The linguistic processes used for the slang formation are not very different from the ones used in the conventional languages: reduction, metonymy and borrowing are widely used as well (ibid., p. 31). Slang expressions are usually the means of conveying the values and relations of the members of a definite group. In order for a word to be accepted as a slangism, it should be accepted by the majority of the group members. Any person can use non-standard expressions to display their attitude to the surrounding world, but they cannot be transferred to the category of slang, unless a larger number of people start using these words (ibid., p. 26-27).

According to Nikitina, slang mostly comprises the words, which have become too popular to be used in the restricted group or area, but not accepted into the frames of the standard language (2003, p. 14). It can be regarded as a transit bridge between the standard words and the expressions, used by small groups. Nikitina claims that the words which can be regarded as slangisms might be divided into several groups: the ones which will sooner or later join the standard language; the expressions, which are too limited in usage and will remain a part of slang, and the words which form the transition group between slang and the standard language, as they are too popular to remain slangisms, but are not accepted as conventional speech (ibid., pp. 18-19).

Adams (2009) argues that slang possesses an invaluable social meaning: it is a marker of inclusion and exclusion from social groups, a specific lacmus of evaluating people in terms of their everyday social interaction (p. 15). Slang is a complex phenomenon as it comprises the biological, social and aesthetic elements

of human experience. Biologically slang is dependent on humans' cognitive abilities, shaped by social interaction. Slang is not only a lexical phenomenon, it is the whole process based upon social needs and behaviors, the display of the human ability to acquire and use language (ibid., pp. 175-176).

2.5.2. Ukrainian Youth Slang

According to Adams (2009), despite the fact that slang is typical for many social groups, most people restrict its usage to the young people's priorities (p. 88). As he mentions: "…slang is the most noticeable linguistic component of youth-based identities" (ibid., p. 91). Older generations are not likely to accept changes, including the linguistic ones. In terms of language usage, young people are keen on variations until they reach the adolescent peak, after which they have to deal with a wide range of responsibilities, but during the young years teenagers and young adults invest a lot of time in talking and experiments with social effects of the language. As Adams claims, today's adult culture is more and more influenced by youth culture, taking for granted many words which originated in teen slang:

> Adolescent slang is everywhere, alongside adolescent fashions and lifestyles. It is unprecedented, to the best of my knowledge, that an entire culture takes many of its discourse cues from youth-generated slang (ibid., p. 89).

As Lapova mentions (1990), young people come under social pressure and display a natural resistance to it (p. 37). They test the boundaries of authority experimenting with fashion, tattoos, music, behavior and speech. Youngsters find out new ways of expressing themselves, declaring their own stand. At the same time it is important for them to feel that they comprise a part of a big group. For them slang is a mark of a social identity, the means for fitting in (ibid., pp. 38-39).

According to Patton (1980), the main means to convey the expressivity in the youth slang are the use of certain suffixes, new formations based upon humorous imagery, semantic transfer, and code-switching (pp. 278-281). Ukrainian, like every language, possesses a large number of slang, colloquial words and expressions (Shlyakhov, 2009, p. 6). Despite its popularity, the Soviet regime tried to restrict its usage, the official Soviet censorship doing its best to prevent the presence of slang in literary works, newspapers and magazines. For many years slang was not mentioned in any of the dictionaries and no research was conducted in this area. Consequentially, Ukrainian lexicography reveals great gaps in this area. The first signs of the interest in slang appeared in the 1990'-s, when newspapers and magazines started containing abundant examples of youth and criminal slang. The present day slang mostly consists of widely-used colloquialisms, criminal slang, army slang, as most people serving in the army are young people, who are really creative in producing new words and expressions, and youth slang, which has become a significant system, influencing the development of contemporary Ukrainian speech. The youth slang welcomes all processes which include the emergence of new words and expressions, many of which have come into general use. In the last ten years youth slang has borrowed many words from English, adjusting them to the rules of Ukrainian word formation. Some words have kept their initial meanings, such as фейс (face), дрінкать – *drinkat'* (to drink); others have shifted to different meanings: мейкатись – *maketys'* – to make (to turn out all right) (ibid., pp. 17-21). More and more slang expressions penetrate into standard Ukrainian. One can observe such phenomenon as the influence of different groups of slang, which simultaneously increases the word stock of the Ukrainian language.

An increasing number of English words in modern Ukrainian youth slang can be explained by the popularity of this language among youngsters, as they see the many aspects of its application in their everyday life (Kochergan, 2003, pp. 8-9). The first English borrowings in Ukrainian youth slang appeared some twenty years ago together with the popularity of the hippie movement. Later being a hippie lost its prestige and the number of anglicisms in the speech of youngsters was considerably reduced. It is quite complicated to learn the precise time of the

penetration of some lexemes into the youth slang, but they have been functioning successfully for a long period of time: бег (bag), ботл (bottle), піпл (people), флет (flat). The new borrowings comprise such words as байкар (biker), дрінк (drink), дестрой (destroy), сейшн (session) (Beregovskaya, 1996, p. 63).

The programmers' slang deserves a special attention. This type of slang became highly topical in the middle of the 1990-s. It is constantly supplemented by English borrowings, created by means of derivation from the roots of English origin: *сейвнути* (savenuty – to save a file), *сетап* (setup), *сканити* (scanyty – to scan), *прінтонути* (printonuty – to print), *софта* (softa - software). The computer slang is changing at the same speed as the computer technologies themselves (ibid., p. 64).

Shlyakhov (2009) mentions, that slang is mostly used by the young people living in the urban areas, who are more exposed to the American culture and have a constant access to the Internet, music and new tendencies unlike their rural peers (p.14).

CHAPTER 3

METHODOLOGY

3.0. Presentation

This chapter intends to present the design of the study, focusing on the description of the   main analysis procedures and explaining the preferences for specific investigation instruments.

3.1. The Design of the Study

The main aim of the study is to show how frequent Ukrainian young people use English borrowings in their speech, point out the main spheres of their usage and define the general attitude towards the presence of Anglicisms in the Ukrainian language. The research questions are:

1. How have globalization and English borrowings influenced the Ukrainian language?
2. What are the reasons for borrowing the English loan words?
3. What are the attitudes to the language changes of the young people in Ukraine?
4. How is the youth spoken language influenced by the English borrowings?

Table 11 demonstrates the methods of data collection which were used in order to answer the research questions.

Table 11. Data Collections Methods

Case Study on Ukrainian young people use English borrowings in their speech		
Field Notes (Qualitative) Between 2007-2010	Audio-recordings (Qualitative) N=2	Questionnaire (Quantitative) N=1

The number of the English borrowings in the vernacular language (in this very case in the Ukrainian language) is constantly changing. Following the pattern of their emergence in the language-borrower, integration and functioning demands not only the numerical data, but also understanding and explanation the ways Anglicisms act after having appeared in the vernacular language as well. It is essential to understand both the changes the borrowings undergo after having become a part of the Ukrainian language and the contexts they are used in. As the current study has focused on the attitudes of the young adults towards the presence of Anglicisms in Ukrainian, as well as the main motives for their usage, the qualitative study is the most appropriate way to give the detailed explanation of the phenomena mentioned above.

The main characteristics of the conducted research let consider it as a case study, as Cohen mentions: "… a case study is a single instance of a bounded system, such as a class, a school or a community" (2007, p. 253). In this very case, Ukrainian young people form the community to be examined. As each context is unique, case studies investigate the changing dynamic interaction of events and human relationships, giving the chance to see the phenomenon investigated in the real-life context. According to Shaughnessy (cited in Cohen et al., p. 255), case studies both have weak and strong sides. On the one hand, they lack a high degree of control, being to some extent impressionistic; on the other, they reveal the natural results, not influenced by any interference. In this particular study, the researcher is interested in the data coming from the original source which will help reveal the way Anglicisms are treated among Ukrainian youngsters. Taking

into consideration the natural results, the data will likely show the real motives and attitudes, not veiled by the desire to match the frames of the society.

The data collection methods are field notes, audio-recordings and a questionnaire. The field notes represent the most realistic picture of the presence of the English loan words in the language of young adults, as these statements have been taken from the everyday life, reflecting the real state of the English borrowings' usage. As notation is the process of making brief written notes, no other tools except paper and any marking device are needed, which makes this method easily accessible. This method gives the possibility to slot data into categories that correspond to elements that enjoy the special attention in the research (Mertler, p. 152).

Audio-recording is the most neutral data collection method, which reveals the real picture of the presence of Anglicisms in the language of the Ukrainian young people. This method also provides the possibility of finding out the language areas where borrowings occupy the most significant niche. One of the advantages of the audio-recording is the possibility to obtain the data from the natural social situations. This method is a direct one, providing the possibility to collect authentic data, which is quite impossible using the mediated methods. It is less time-consuming than interviews and enables the researcher to view everyday conversations from a different perspective, though dependent on the context. The researcher has acted as a complete participant, taking the role of the insider in the groups, which have been studied. All recordings have taken place in natural settings. Cohen claims (p. 412) that this method is time-consuming as it may take some time to catch the very phenomenon needed; sometimes one encounters difficulties while interpreting what the data mean. Though it is claimed that observation is one of the neutral methods of data collection having a non-interventionist character, ethical issues should be considered. One cannot be sure that this method does not violate the principle of informed consent, indifferent to the privacy of subjects and private space. Mitchell (cited in Cohen et al., p. 409) justifies this method by emphasizing the fact that there are the areas in the public domain, which can be reached only by a covert researcher, as this social role

overcomes the problem of reactivity, as most individuals are likely to change their behavior knowing that they are being observed. As Cohen stresses (ibid., p. 410-411), some essential moments should be taken into consideration while getting ready for the recordings. First of all, one should be cautious about reactivity, as participants may vary in their behavior if they learn they are under the observation; interpersonal matters might be an obstacle on the way to the obtaining the valid data, as the interpretations may be affected by personal judgements. As in most cases, the researcher has definite expectations as for the possible findings, this set of expectations might influence the results as well.

Finally, a questionnaire is used, with the intention of learning the attitude of the participants towards the presence of Anglicisms in the Ukrainian language, the specific motives for their use and how often the borrowed words can be met in the youngsters' language. The questionnaire is more economical than interview in terms of time and it can always be mailed. One of the disadvantages of the questionnaires is that the same question may have a different meaning for each participant. Precise attention has been paid to the sampling, as the one which is either too small or too large might distort the data. The researcher has chosen the Anglicisms which seem to be the most used among young Ukrainians, taking into consideration the evidence based on the field notes. The chosen words are known to most young people, and have already been integrated into everyday language. In order to obtain precise data, the researcher has used two types of questions in the questionnaire: closed-ended and open-ended questions. As closed questions do not give the respondents the possibility to add any remarks, they are quick to analyze and make the comparison between groups in the sample easy accessible. Open-ended questions have been used in order to obtain the personal data, as the questionnaire has an explorative character as well. Besides, open-ended questions might reveal the information which is difficult to get using the closed questions only.

One of the main aspects which have been considered by the researcher while preparing the questionnaire is the ethical issue. As the questionnaire is always an intrusion into the life of the participant, the level of sensitivity of the questions or

the possible privacy invasion are on the agenda (Cohen et al., 2007, p. 317). That is why the participants were encouraged, but the final decision as for participation and withdrawal from the research was completely theirs. The participants have been guaranteed confidentiality and anonymity in the research. Great attention has been paid to the issue of sensitivity as well, avoiding questions which might have intruded upon the privacy of the participants. As Sudman (ibid., p. 333), the lack of face-to-face contact between the researcher and the respondents might facilitate responses to sensitive material, as the more sensitive the questions are, the greater the level of unreliability to be observed.

In while choosing the methods, the researcher has paid great attention to validity and reliability. As validity is an important key to effective research, it is a must for both quantitative and qualitative research. In qualitative data validity is conveyed through the richness and scope of the data, objectivity of the researcher. In quantitative data appropriate statistical treatment of the data, instrumentation and sampling are taken into consideration. There is always a measure of standard error in any quantitative research, as well as the subjectivity and opinions of the respondents in qualitative data. Agar claims (cited in Cohen et al., p. 134) that in qualitative data collection, the personal involvement provide a significant level of validity and reliability. To ensure the validity in a case study, one should pay attention to such factors as avoiding selective use of data, avoiding subjective interpretation of data, matching control and experimental groups, etc. (ibid., pp. 144-145). Besides, establishing a chain of evidence and having a draft case study report reviewed by key informants are very beneficial.

In order to assure validity in the current work, the researcher has used both qualitative and quantitative methods of data collection. In order to provide validity of field notes, the researcher collected the entries not only from the everyday conversations of Ukrainian young adults but confirmed them with the evidence taken from printed media and TV programmes which are young people oriented, hence being a true source of the language used by youngsters. Thus, adequate resources for the required research were undertaken, avoiding using data selectively and unrepresentatively. The researcher has been objective, taking into

consideration all entries from the channels mentioned above, avoiding giving preference to any specific category or source. In order to address validity while recording the speech of young adults, the researcher has avoided the role of participant-in, staying distant from the recording process, thus staying a peripheral-member-researcher and avoiding any intrusion during data collection. Besides, two different conversations were recorded in order to be sure about the scope of the data. As the main task of questionnaire is to seek factual information (knowledge and behavioral information), including measures of attitudes, beliefs and opinions, asking precise questions provides a significant background for the validity in the qualitative part. That was the reason the researcher has concentrated on such issues as motives and attitudes of the participants. The proper sampling provides validity in the quantitative part of the questionnaire, in this very case the researcher has paid attention to the predictive validity, choosing the items that most probably should be known to the most participants.

As validity and reliability refer to the degree of correspondence between the explanations of the phenomena and the realities of the world, while performing the data analysis the researcher has minimized the bias by having spent enough time in the field and employing multiple data collection strategies to support the findings. To acquire diverse realities, multiple methods of gathering data were used. As reliability and stability in a qualitative study, implicate trustworthiness and rigor, the precise results can be reached by eliminating bias. In order to increase validity and reliability while the data analysis procedure, the researcher has used the following strategies: prolonged field work, multi-method strategies, mechanically recoded data and low-inference descriptors.

Before administering the questionnaire, it was given to the Educational Department (English Language Unit) of Vinnitsya State Administration. The experts made sure that it did not contain any sensitive or insulting questions. The researcher was also interested in the appropriacy of the Anglicisms and their Ukrainian synonyms used in the questionnaire. According to the experts, the English borrowings used in the questionnaire, had been integrated into the Ukrainian language, becoming its inherent part; besides, a wide range of their

Ukrainian synonyms was given, providing the possibility of a greater choice for respondents.

Reliability is different in quantitative and qualitative research.   In quantitative research it might be replaced by the concepts of dependability and consistency. Its main concerns are precision and accuracy. Speaking about reliability in qualitative research one should mention the fidelity to real life, authenticity, honesty, depth of response and meaningfulness. In order to assure reliability in case studies, prolonged engagement in the field, persistent observations and independent audits are required. As reliability is concerned with the effect of error on data, the researcher tried to reduce error variance. Persistent observations took place, starting in 2007 and finishing in 2010. The observed data has been divided into categories, taking into consideration the context it had been used and the source. Besides, in order to assure the fidelity to real life and authenticity, the entries were taken not only from everyday conversations, but from newspapers, magazines and TV programmes, popular among young adults. Speaking about audio-recordings, the fact that everyday conversations can be regarded as the authentic source is worth mentioning. Besides, the researcher has been accurate while choosing the interlocutors, as their occupation, education and age could play a crucial role. All the participants were the representatives of different professions, had different educational backgrounds, but shared approximately the same age range (20-25 years) as the researcher had been examining the speech of young adults. Two audio-recordings were performed in order to have more precise and reliable data. In order to address reliability in the qualitative part of the questionnaire, it was given to two groups of students from different departments. The alpha reliability is 0.80.

3.2.Field Notes

The field notes, which have been collected by the researcher from 2007 till 2010, represent the most realistic picture of the English loan words' presence in the

language of Ukrainian young adults, as these statements have been taken from everyday life, reflecting the real state of the English borrowings' usage. The notes have been taken from the everyday life, TV programs, such as Xoposhow, Guten morning, В гості до зірки (Visiting a celebrity), TCH (TV news service), Світське життя (Society Life) and newspapers and magazines such as Cosmopolitan, The Kyiv Post, ELLE Ukraine, Факти, Столиця (Stolytsya), Glamour, The Computer World. These particular programs and printed media were chosen due to their popularity among young people in Ukraine. Thus, the probability that they will provide the samples of the language which is really used among Ukrainian youth is significant. Altogether, there are 228 words. The researcher has divided all the entries into several categories depending on the parts of speech they obtain while entering the Ukrainian language, as well as the contexts they are used in.

3.3. Audio-Recordings

As the aim of the study is to learn how the English loan words are functioning in the language of the Ukrainian young people, audio-recording is the most neutral data collection method, which reveals the real picture. It also provides the possibility of finding out the language areas where borrowings occupy the most significant niche. The recordings have taken place in Kyiv and Vinnitsya, with the participation of young adults (21-25 years old). The willingness of the young people to participate in the study is a crucial factor which is why the participants have been warned that their conversations might be recorded at any possible time during a specific period for them not to modify their usual language style. The names of the participants will be kept secret for reasons of confidentiality. The recordings have been conducted in two different cities in order to provide more reliable data, as Kyiv, being a capital of Ukraine, has more exposure to English than such periphery cities as Vinnitsya. Consequentially, the language of the young adults living in Kyiv might not reveal the real state of things. The recordings were made in August 2009 (Kyiv) and September 2009 (Vinnitsya).

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Table 12. The Speakers' Table

Sex	F	F	F	F
Language used	Ukrainian	Ukrainian	Ukrainian	Ukrainian
Age	24	23	25	23
Profession	PR-manager	Manager in a travel agency	Ph. D. student	Project-assistant

3.4. Questionnaire

This questionnaire is supposed to show not only the frequency, the Anglicisms are used in the speech of the young people with, but the general attitude of the young people towards the loan words, as it is also the key question of the study. The questionnaire has been administered in Vinnitsya State University, January 2010. To ensure reliability, the students of two different departments were asked to participate. The first group consists of the students of the Foreign Languages Department, comprising 38 students aged 19-23. The second group consists of 38 students of the History Department, aged 19-23. The researcher has chosen two different departments as the everyday exposure to English of the Foreign Languages Department students might influence the data. Taking into consideration the nationalistic attitude, which has been always peculiar to the students of the History Department, the section concerning the attitude towards the Anglicisms might also reveal quite opposite results to those ones of the Foreign Languages Department. In order to address reliability and validity, the researcher has been accurate while performing the sampling, as the sample which is too large can distort the data or, in case it is too small, prohibit statistical analysis. Both open and closed items were used, as if only closed items are used, the questionnaire may lack coverage or authenticity; if only open items are used, respondents may be unwilling to write their answers because of different reasons. The sentences, used in the questionnaire, were chosen because of the popularity of the Anglicisms, which were used in them. The researcher took into

consideration the field notes and the audio-recordings, which had been administered earlier. The frequent usage of the given entries by young Ukrainian adults confirms their integration into the Ukrainian language. An English borrowing is represented together with its Ukrainian synonyms, for the participants to have a wider choice of options. The names of the participants will be kept secret for reasons of confidentiality.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.0. Presentation

This chapter focuses on the results and offers interpretations for the findings obtained by the research. Firstly, the areas of the Ukrainian language where the English borrowings are mostly used are examined. Next, the attitudes of the Ukrainian young adults towards the presence of the Anglicisms in Ukrainian are discussed. Finally, the frequency of the English borrowings' usage is estimated and the specific motives for their presence in the language of young adults are explained.

4.1. The Analysis of the Field Notes

Altogether, 228 entries were collected from different sources. In order to have precise numbers and ratio of the items, assigned to each category, the quantitative analysis was used. The researcher has divided all the entries into several categories depending on the part of speech they obtain while entering the Ukrainian language, assigning the borrowings to the definite topics according to the context they were used in as well. Table 13 demonstrates the numbers of Anglicisms in the collected field-notes with regard to the parts of speech.

Table 13. Number of Anglicisms in the Field-Notes with Regard to the Parts of Speech

Nouns	Verbs	Adjectives	Emotionally coloured words	Total
155 (68%)	30 (13.1%)	25 (11%)	18 (7.9%)	228

As on can see, nouns form the dominant group. The phenomenon of their significant number in the language of young adults might be explained by the fact that mostly nouns indicate the concepts which are impossible to replace with a Ukrainian equivalent, and which belong to the topics young people give preference to in everyday conversations. The category of nouns is followed by verbs, which are frequently derivatives from the borrowings which used to be initially nouns in the English language. The fact that these Anglicisms were converted into verbs gives the evidence to the fact that sometimes it is impossible to find an adequate Ukrainian word instead of the English one, or only an English borrowing is relevant in the mentioned context. Thus, it is easier to start coining new variants from the given noun-model rather than looking for a substitution.

The collected field notes have shown that there are some areas where the number of English borrowings is larger than in others. Table 14 shows the numbers of Anglicisms used in different contexts. The researcher has divided all collected entries into three main categories which comprise the largest number of English borrowings: Intellectual Technologies, music and fashion. All the borrowings which could not be assigned to any specific context, were assembled in the category "others".

Table 14. The Prevailing Contexts, Anglicisms are Used in by Ukrainian Young Adults

Fashion	Music	Intellectual Technologies	Others	Total
24 (10.5%)	47 (20.7)	27 (11.8%)	130 (57%)	228

As one can see from the total number of the words analyzed, some categories include more Anglicisms than others. The greatest number of English borrowings can be observed in such categories as music, intellectual technologies and fashion. The borrowings are mostly used in the areas where one faces difficulties while trying to find a Ukrainian substitute for the English-language concept, for example, intellectual technologies. In some contexts, e.g., music discussions, the vernacular Ukrainian equivalent sounds artificial and out of place. The presence of English borrowings in casual conversations has become so common, that their use is not considered anymore as an attempt to show off, to have an exclusive stance; most of these words have confidently occupied their niche in the Ukrainian language, functioning as efficiently as native words do. The popularity Anglicisms enjoy in the language of Ukrainian young adults is confirmed by their presence not only in everyday conversations, but in printed media and TV programs as well, as can be seen from recent examples from "Cosmo Ukraine", April 2010: "…перший аларм (alarm), який привернув звгвльну увагу, було звільнення руководства (…the first alarm which has attracted the general attention was the layoff of the top management)"; "…хтось повинен бути покараним, щоб більшіть отримали якщо не фінансову, то хоча б моральну сатисфакцію (satisfactsiyu) (…someone should have been punished for the rest to get at least the moral satisfaction instead of the financial one)"; "…таке життя не можна вважати навіть модним дауншифтінгом (downshiftingom) (…this life cannot be even considered as a fashionable today downshifting)."

Many English words, having penetrated into the Ukrainian language, function according to the rules of its grammar system, as Ukrainian nouns, pronouns and

adjectives are inflected for case, gender, and number; verbs for person, number, tense, aspect, and mood. Some borrowed words are morphologically integrated to become a part of the lexical system of the Ukrainian language (69 entries from the field-notes), e.g.: гламур*ний* (glamur*niy*) – glamorous, прайсовий (pric*oviy*) – price (expensive), прінтувати (print*uvaty*) – to print, бутси (boots*y*) – boots.

Gender is one of the obligatory categories for Ukrainian. Nouns ending in consonants are M, e.g. *trener* (trainer)*, sandvich*. Nouns ending in –*a* are F, e.g. *aerobika* (aerobics). The endings in –*o* are N., e.g. *bungalo* (bungalow). Uninflected nouns with the non-Ukrainian endings –*i*, -*u* are always N, e.g. *shou* (show)*, interv'yu* (interview) (126 entries from the field-notes). Some Anglicisms are not morphologically integrated, and remain as foreignisms (29 entries from the field-notes), e.g. *cherri-brendi* (E. *cherry-brandy*). They are uninflected for case but display gender and number attribution in syntactic agreement with pronouns and adjectives.

Plurals in Ukrainian are mostly formed by adding –*y* to the base form: shoes-shoes*y*. The ending in the plural is given without changing the borrowed stem. Ukrainian speakers are often not aware of the meaning of the English plural morpheme –*s*; this can lead to double plural marking through the addition of a Ukrainian inflection to an English plural, e.g. *dzhinsy* (jeans) (27 entries from the field-notes).

As a rule, English adjectives are not borrowed in their initial forms. Adjectives are given special suffixes as well as being marked for gender: -*iy* (M), -*a* (F), -*e* (N): *glamurniy* (M)*, glamurna* (F)*, glamurne* (*N*) (glamorous) (23 entries from the field-notes). English verbs are borrowed into Ukrainain as nominal roots which must then be suffixed. English participles are not borrowed. Most English verbs borrowed into Ukrainian are denominal. The denominalizing suffix is -*uvaty*, e.g. miting*uvaty* (meeting). Compounding is productive in both English and Ukrainian, but the types of word-formation do not coincide. English has

contributed greatly to the word-formation without a linking vowel in Ukrainian. The borrowing of such words as *doping-kontrol'* (doping-control), *dzhazfestival'* (jazz-festival) has resulted in the morphological assimilation of this pattern and analogical derivation of compounds (loan translations and loan bends), e.g.: *gid-perekladach* (E guide-interpreter). A tendency to use a limited number of root morphemes for new compounds has become evident recently. The most productive are *–shop*, *-shou*: tok-shou *(talk-show),* online-shop (18 entries from the field-notes).

Table 15 demonstrates the number of Anglicisms in the field-notes which function according to the rules of the Ukrainian language with regard to the parts of speech they obtain; table 16 focuses on the borrowings' adapting to the Ukrainian language considering the contexts they are used in.

Table 15.   Anglicisms that Function according to the Rules of the Ukrainian Language (with Regard to the Parts of Speech)

Nouns	Verbs	Adjectives	Emotionally coloured words	Total
27 (39.1%)	21 (30.4%)	18 (26.2%)	3 (4.3%)	69

Table 16.   Anglicisms that Function according to the Rules of the Ukrainian Language (with Regard to the Context they are Used in)

Music	Fashion	Intellectual Technologies	Others	Total
7 (10.2%)	9 (13%)	15 (21.7%)	38 (55.1%)	69

The presence of the emotionally coloured words (cool, wow, oops), borrowed from English, in youngsters' language displays the fact that borrowings have firmly established themselves in the vocabulary. Subconsciously many young people give preference to English exclamations instead of the vernacular ones.

4.2. The Analysis of Audio-Recordings

One of the main tasks while analyzing the recordings was to learn whether the frequency of the borrowings' usage is different in the language of the Ukrainian young people living in Kyiv and a smaller city, Vinnitsya. Kyiv, being a capital of Ukraine, is the place where most international companies, international organizations representations', embassies are located. Besides, the young people living there are more exposed to the latest technologies and fashion trends, the areas, which possess the greatest number of Anglicisms. All these factors and everyday possible exposure to English might affect the number of English borrowings in the language of the youngsters. Besides, different occupations of the participants and the need for English while performing their job are the factors which should be taken into consideration. The young people, who contributed to the recording, had been chosen according to the age criterion (23-25 years, since borrowings in the speech of this age range do not comprise slang anymore, they have become an important part of the lexicon) and occupational criterion (jobs different both as for the English skills needed and areas of the specialization). The length of the first recording is 7.5 minutes; the length of the second recording is 2 minutes.

Table 17. Number of Anglicisms in the Audio-Recordings

Recording № 1	Recording № 2
64 words	18 words

 The recordings have shown that despite the place of residence (Kyiv or Vinntsya), the number of Anglicisms has been considerable in both groups. The occupational area also has not influenced much the borrowings' usage difference. The researcher has divided all the words into the categories, as it had been done in the field notes. There are three main subcategories such as IT, music and fashion.

All the entries which were difficult to assign to any of these areas, were assembled in the category "others". The researcher has divided the Anglisisms according to the part of speech they obtain while being used in the Ukrainian language as well.

Table 18. Number of Anglicisms in the Audio-Recordings (Parts of Speech)

Nouns	Verbs	Adjectives	Emotionally coloured words	Total
61 (74.4%)	9 (11%)	7 (8.5%)	5 (6.1%)	82

Table 19. Number of Anglicisms in the Audio-Recordings (Contexts)

Intellectual Technologies	Music	Fashion	Others	Total
16 (19.5%)	5 (6.3%)	7 (8.5%)	54 (65.7%)	82

As one can see from the tables above, the prevailing number of words belongs to the IT category, taking into consideration the division into the spheres where the Anglicisms were used. The areas the borrowings were assigned to coincide with the categories mentioned in the field notes: IT, music and fashion. Addressing to the subdivision into the parts of speech, mostly nouns were used by interlocutors.

In most cases the English borrowings in the conversations recorded have functioned according to the rules of the Ukrainian grammar, being declined and conjugated, obtaining gender, number and case endings, with the vernacular affixes attached: тайму (tim*u*) – time, олдовий (old*oviy*) – old, креши (crash*y*) – crash, чейнджнеться (change*net'sya*) – to change.

Table 20.   Anglicisms in the Audio-Recordings (a Complete List)

Nouns	Verbs, Adjectives, Emotionally coloured words
смайл *smile*	акцептувати to accept acceptuvaty
промоушн promotion	
піпл people	релакснути to relax relaxnuty
тікет ticket	
фейс-контроль face-control	чейнджнутись to change changenutys'
сек'юріті *security*	беднутись badnutys' (bad, to go wrong)
тайм *time*	
демедж damage	сканити scanyty to scan
нон-стоп non-stop	
опініон opinion	прінтувати printuvaty to print
треш trash	чатитись chatytys' to chat
сесаяті society	
дрінкінг drinking	клікати clickaty to click
дедлайн deadline	
дестрой *destroy*	крекати crackaty to crack
креза crasa crasy	поюзаний pousaniy (used)

хінт hint	олдовий oldoviy (old)
камбек comeback	гламурний glamurniy (glamorous)
девелопмент development	секонд-хенд second-hand
комплікація complication complicatsiya	драйвовий *drivoviy* (drive)
секріфайс sacrifice	трендовий trendoviy trend
інтенція intention intentsiya	брендовий brandoviy brand
конфірмація confirmation confirmatsiya	
пейпер *paper*	велком welcome
аплікація application applicatsiya	релятивно relativno relative
респект respect	copi sorry
мен man	соу-соу *so-so*
герл-френд girl-friend	окей okay
лайфстайл lifestyle	
лузер loser	
імфдженейшн imagination	
креш crash	

екшн action	
скріпт script	
ноу-хау know-how	
пуш *push*	
сапортер supporter	
хаус house	
трабл trouble	
бебі baby	
ескейпізм *escapism*	
прайс price	
самодеструкція self-destruction samodestructsiya	
денс-шоу dance-show	
бетл battle	
конекшн connection	
сетап set up	
мейл *mail*	
геймер *gamer*	
месідж message	
смайлік *smilik*	

smiley	
смс sms	
скрінейджер screenager	
медіа media	
шузи shoesy shoes	
мейкап make up	
шопінг shopping	
опен-еір open-air	
паті *party*	
фест fest	
сейшн session	

4.3. The Analysis of the Questionnaire

Since the main tasks of the questionnaire were to learn the preferences of the participants either for English or Ukrainian contextual variants, find out the attitudes as for the Anglicisms' usage in the Ukrainian language and the main motives for their usage, two types of analysis have been used: qualitative and quantitative. The quantitative analysis has been used to indicate the percentage of the Anglicisms' usage; the qualitative one has been applied to describe the attitudes and motives. The alpha reliability is 0.80.

4.3.1. The Statistical Analysis

First, the percentage of the students of the Foreign Languages Department, who have used the English variant in the multiple choice test, has been examined. The quantified statistical distribution of the sample for this group:

$$\sum n_i = n = 38$$

- the number of students in the I group.

x_i	2	3	4	5	6	7	8	9
n_i	2	4	3	2	1	10	9	7

Table 21. **The Variance and Average Number of Anglicisms Used**

Variance		Average number of Anglicisms used	
I Group	II Group	I Group	II Group
4,1	6,33	$5,65 < a^I < 7,52$.	$3,53 < a^{II} < 5,85.$

The quantified statistical distribution of the sample for the II group (History Department):

$$\sum m_i = m = 38$$

- the number of students in the II group.

y_i	0	1	2	3	4	5	6	7	8	9
m_i	1	3	6	3	7	3	4	4	4	3

Table 22. **The Percentage of Anglicisms Used by Group I and Group II**

Group I	Group II
66%	47%

Let us compare the results of the observations in groups I and II, namely the average number of the used Anglicisms in these groups. Let us suggest the zero hypothesis, that the difference between the usage of the Anglicisms in Groups I and II is random, $H_0 : \overline{X} = \overline{Y}$ and alternative hypothesis $H_1 : \overline{X} \neq \overline{Y}$ (which means that the discrepancy between the number of the used Anglicisms is essential).

The critical value t_{kp}:

$$t_{kp}(0,001; 74) = 3{,}37.$$

As $t_{cn} > t_{kp}$, the zero hypothesis should be ignored, and with the probability 0,999 it is possible to claim that the average of the usage of the Anglicisms in the I group is 66% and in the II group 47%. As one can see, the percentage of the preference for the English variants in the questionnaire is quite high in both groups. It is natural for the representatives of the Foreign Languages department because of their everyday exposure to English, but unexpected in the case of the History Department's students who have always supported nationalistic ideas, including the purity of the Ukrainian language. The percentage obtained might be explained by general tendencies in the society, by the tolerance for globalization, and readiness to accept new concepts.

Some words were chosen more frequently by the participants than others. This phenomenon can be explained by several reasons. The words, which were given preference to, had either completely integrated into the Ukrainian language, or were impossible to replace with their Ukrainian doublets in this very context. The Anglicisms, which were less chosen, might have been still on the level of adaptation, and are not accepted as eagerly as other, more favored English

borrowings. able 23 demonstrates the frequency, the students of the Foreign Languages Department chose the suggested Anglicisms with.

Table 23. **The Frequency, the Anglicisms Were Chosen in the Questionnaire with (Foreign Languages Department)**

Words (the items, used in the questionnaire)	Number of people, having chosen the Anglicism
message	33
party	32
to crack	31
traffic	29
trend	27
crazy	25
boy-friend	25
nick	24
sound	12
trash	11

As one can see from the table, among the most frequently used words are "message", "nick" and "to crack" which in the offered context belong to the IT area; "party" (representing music and entertainment); "trend" (fashion area); "crazy", "traffic" and "boy-friend" (everyday items). The Anglicisms which were mentioned less often by the respondents, are "sound" and "trash". The preferences of the students confirm the field notes' subcategorization, where most entries belonged to the areas of music, fashion and IT. Let us compare the results with the ones obtained from the History Department.

Table 24. **The Frequency, the Anglicisms Were Chosen in the Questionnaire with (History Department)**

Words (the items, used in the questionnaire)	Number of people, having chosen the Anglicism
message	24
to crack	23
traffic	22
nick	22
trend	21
party	20
boy-friend	18
crazy	15
sound	7
trash	6

Having analyzed the above presented table, one can observe that most favored Anglicisms are "message", "to crack" and "nick" (IT area); trend (fashion); "party" (music); "traffic" and "boy-friend" (everyday items). The choices, made by the students of this group coincide with the preferences of the students of the Foreign Languages Department, proving that the most widely-used items belong to such categories as IT, fashion and music.

4.3.2. The Qualitative Analysis of the Questionnaire

The qualitative analysis has been used in order to understand the attitudes of the participants towards the Anglicisms in the Ukrainian language and to learn the specific motives for their usage. The categories have been ordered according to the prevailing answers of the participants.

Table 25. **The Attitude of the Students of the Foreign Languages Department towards the Usage of the English Borrowings**

The number of students	The attitudes and motives for the usage of thre Anglicisms (item II of the questionnaire)
4	I have nothing against the Anglicisms in the Ukrainian language, use them quite frequently by myself, but do not have any specific motives.
3	Sometimes only the Anglicisms should be used in the definite context that is why I think that their usage is proper.
6	As my future profession is connected with English and my exposure to it is very frequent, I assume that I am using more Anglicisms than my peers. I even do not pay attention that I am switching to the English borrowings in my speech.
5	The stream of the English borrowings into the Ukrainian language enriches it, gives the possibility to enlarge the vocabulary. Besides, sometimes it is really difficult to find a Ukrainian equivalent for the English word.
4	Due to the development of computer technologies and connections with the English-speaking countries, the number of Anglicisms in the Ukrainian language is constantly increasing. Personally I am using English borrowings mainly while chatting in the Internet and talking to my friends.
5	As all cultures interconnected, there is no damage in mutual lexical borrowings.
2	The usage of Anglicisms is the priority of young people, a kind of fashion, and their presence in the speech of adults is not proper.
3	Nowadays young people are overusing the Anglicisms, which sounds ridiculous and out of place. I personally do

	not approve of this phenomenon.
2	I am absolutely against the English borrowings in the Ukrainian language, as view them as a direct damage to the purity of the vernacular language.
4	I am using the English borrowings in my speech, as it is prestigious and makes me peculiar. Besides, the English borrowings comprise an essential part of the young people's slang.

Table 26. **The Attitude of the Students of the History Department towards the Usage of the English Borrowings**

The number of students	The attitudes and motives for the usage of the Anglicisms (item II of the questionnaire)
7	I am absolutely against the English borrowings in the Ukrainian language, as view them as a direct damage to the purity of the vernacular language.
5	I have nothing against the Anglicisms in the Ukrainian language, use them quite frequently by myself, but do not have any specific motives.
4	Due to the development of computer technologies and connections with the English-speaking countries, the number of Anglicisms in the Ukrainian language is constantly increasing. Personally I am using English borrowings mainly while chatting in the Internet and talking to my friends.
4	The usage of Anglicisms is the priority of young people, a kind of fashion, and their presence in the speech of adults is not proper.

4	Nowadays young people are overusing the Anglicisms, which sounds ridiculous and out of place. I personally do not approve of this phenomenon.
4	I am using the English borrowings in my speech, as it is prestigious and makes me peculiar. Besides, the English borrowings comprise an essential part of the young people's slang.
2	As all cultures interconnected, there is no damage in mutual lexical borrowings.
6	I have nothing against the usage of the English borrowings in the everyday speech, but strictly opposed to the presence in the information space, as there are many people who simply do not know the meaning of these words.
2	Sometimes only the Anglicisms should be used in the definite context that is why I think that their usage is proper.

Looking at the results of the Foreign Languages Department, one should admit that the dominant motive for the usage of the English borrowings is the everyday exposure to English, as it is the respondents' area of specialization (6 people chose this explanation). This statement is followed by the desire to expand the existing vocabulary (5 participants), seeing no damage in borrowing the new concepts, as all languages function as donors (5 answers). Less support has got the ideas based upon the popularity of English loan words because of the technological development (4 people). A considerable part of the respondents have taken a neutral stance, seeing no harm in using Anglicisms, but having no particular motives for it at the same time (4 choices). Some respondents have claimed that as English words comprise a significant part of the slang, using these borrowings adds extra prestige to the speaker (4 participants). Fewer participants have supported the ideas about the contextual appropriacy of the Anglicisms (3) and their overuse by youngsters (3). The smallest number of the respondents was

absolutely against the presence of the English borrowings in the Ukrainian language (2) or has defined these words as a privilege of younger generations, being ridiculous if heard from adults (2).

Having analysed the results, obtained from the students of the History Department, one might come to the conclusion that the majority of students are completely against the usage of the Anglicisms in the Ukrainian language (7 participants). This contradicts the results of the multiple choice test, where the ratio of Anglicisms in the answers was considerable. A lot of students have nothing against the presence of the English borrowings in the everyday life, but are strongly opposed to their overwhelming use in the media (6 answers). What is really surprising is that there is no essential gap in the number of the students with an absolutely negative attitude and those ones who have a neutral position. Some participants indicated the frequent usage of Anglicisms, displaying no particular motive (5 students). The statements indicating the popularity of the Anglicisms because of the technological development (4), their prestige (4), overuse by young people (4) and inappropriacy in the language of adults (4) have been supported by an equal number of respondents. Very few respondents have claimed that there is no threat in borrowings, as all cultures are interconnected (2) and that sometimes only Anglicisms are proper in specific contexts (2).

Comparing the explanations, given by the students of the Foreign Languages Department and the History Department, one may come to the conclusion that in general the participants of the first group are more positive as for the usage of Anglicisms in the Ukrainian language. The reasons given by the students of the History Department are quite opposite to their choices in the first section. Most of the respondents of this Department have a negative attitude, considering the English borrowings to be a direct threat to the Ukrainian language, implying here not only their support of linguistic purity but their opposition to dominance of the American culture as well. Still, the results of the multiple-choice test have shown that in the everyday conversations Anglicisms comprise a considerable part of both groups' vocabulary.

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4.4. The Connection Between all the Methods Used in the Research

In order to have an exhaustive idea about the number of the Anglicisms in the language of the Ukrainian young people, the areas where the borrowings are mostly used, and to learn both the motives of young people and their attitudes towards the presence of English words in the Ukrainian language, such methods as field-notes, audio-recordings and a questionnaire have been used. The mentioned methods complement each other, giving a unique opportunity to penetrate into the phenomenon, and to learn the objective opinion of the participants. Each of the tools is the logical continuation of the previously used method, adding significant details and enriching the overall picture.

The field-notes were collected not only from everyday conversations, but from printed media and TV programmes as well. All magazines, newspapers and programmes are young-people oriented, thus reflecting the real situation concerning the youth language in Ukraine. This method enabled the researcher to define the main areas where most borrowings are used, depending on their context; field-notes were helpful while observing the pattern the Anglicisms follow after having been integrated into the Ukrainian language. The researcher had a chance to assign the borrowings to the parts of speech they obtain in Ukrainian, paying attention to their adaptation to the grammar rules of the language-borrower.

The audio-recordings were efficient while collecting the evidence about the main areas of the youth speech where the borrowings might be used, confirming the results of the field-notes. The results of the audio-recordings coincided with the latter of the field-notes. Moreover, it was interesting to observe not only the contexts, but the parts of speech the Anglicisms turn into in the Ukrainian language, and the grammar characteristics of the vernacular language they obtain. Thus, we may claim, that the audio-recordings supported the evidence of the

field-notes, revealing the areas of the borrowings' usage and indicating the prevailing number of the parts of speech.

The questionnaire intended to discover which Anglicisms are mostly used by Ukrainian youngsters, being a logical continuation and seeking to prove the previously obtained results of the field-notes and audio-recordings. Besides, one of the main reasons the researcher chose this questionnaire as one of the methods, was the desire to learn the motives of the borrowings' presence in the young people's speech, and youngsters' attitudes to this phenomenon. The opinion of the most participants was that Anglicisms comprise a significant part of the Ukrainian language, having become an inseparable part of the young people's vocabulary. This idea proves that a large number of the English borrowings in the field-noted and audio-recordings is not accidental; most Ukrainian youngsters consider Anglicisms a natural part of the everyday vocabulary and see no threat to the purity of the Ukrainian language.

In conclusion, it is necessary to mention that all the methods used in this very research let obtain the data from natural resources, which reflect the real state of things. As all the tools considered young people as the primary source, it gave a unique opportunity to estimate the situation concerning the presence of English borrwings in the Ukrainian language.

CHAPTER 5

CONCLUSION AND DISCUSSION

5.0. Presentation

This chapter presents the summary of the study followed by interpretations of the results obtained by the research. It is concluded with the general evaluation of the study and suggestions for the further research.

5.1. Summary of the Study

The present study was conducted in order to examine how English borrowings function in the Ukrainian language, their significance in the information space of the country, the frequency of the Anglicisms' usage in the language of young adults and their attitudes towards the presence of English words in Ukrainian.

Firstly, the historical pattern of the interaction between the English and Ukrainian languages was examined, paying attention to the stages of the English words penetration into the vernacular language.

Secondly, the role of the Anglicisms in advertising was evaluated, paying attention to their functioning in the Ukrainian grammar system. The findings showed that most Ukrainian advertisements are abundant in English borrowings, attracting customers' attention. Additionally, it has been shown that most English borrowings have been adjusted to the Ukrainian grammar system, being declined

and conjugated, obtaining gender, number and case endings, with the vernacular affixes attached.

Thirdly, the study focused on the language of the Ukrainian young adults, trying to define the areas where the number of Anglicisms is the greatest. The results obtained from this part of the research have shown that the prevailing number of Anglicisms can be found in such spheres as music, fashion and computer technologies.

Lastly, the study concentrated on the attitudes of the Ukrainian young adults towards the English borrowings in Ukrainian, defining the main motives for their usage. According to the results, most young people see no threat in the penetration of the English borrowings in the Ukrainian language, considering these words as a significant part of the vocabulary and using them frequently, while others claim that Anglicisms damage not only the purity of the Ukrainian language, but are the means of the cultural intervention.

Comparing the results of the study with the works mentioned in the literature review, one should first of all take into consideration the research of Fedorets, who focused on Anglicisms in the Ukrainian advertising (1997, 2000, and 2002). The results of the research showed that most Ukrainian advertisements are marked with the presence of English borrowings. As Fedorets argued, advertising companies believe young adults to form the main audience, the advertisements are oriented at. The researcher was interested in why young people are attracted by borrowings in the slogans and TV shows. As he suggested, most Ukrainian young adults emphasize that English words in their speech increase their prestige, let them feel educated and sophisticated; thus, the presence of Anglicisms in advertisements is a good marketing trick which catches an eye of youngsters. The present study has revealed as well that one of the motives why young people use Anglicisms is their desire to increase their own prestige, to seem different from others. At the beginning of the research, the author suggested that most probably more English words must have been used by young people who belong to various subcultures. The evidence has displayed the fact that despite the background and

membership in any subculture, Ukrainian young people use borrowings almost with the equal frequency.

Mentioning the studies, performed by Fedorets (2002) and Misechko (2000), one should pay attention to the fact, that one of the areas of their interest focus was how English borrowings act after having penetrated into the Ukrainian language. Both Misechko (2000) and Fedorets (2002) suggested that Anglicisms can be divided into two groups: the ones which adapt to the absorbing language and acquire the features, specific for it (case endings, plural endings, conjugation), and the ones which preserve their initial form. Having analysed the audio-recordings and field-notes, the researcher of the current study drew the conclusion that many of the English borrowings, after having penetrated into the Ukrainian language are used according to its rules. In this way they are more understandable, and sometimes are not treated as borrowings at all. Still, one should not omit the fact that some Anglicisms do not change their properties, especially nouns.

According to Zhayvoronok (2001), the Anglicisms in the Ukrainian language are either on the level of adaptation (being used either by definite groups or not frequently) or integration (the Anglicisms which in most cases are not accepted as borrowings anymore). The researcher of the current study was interested which English borrowings are used more often by the Ukrainian young people. The results of the questionnaire let assume that some of the Anglicisms are more favored by youngsters than others. The entries which belonged to such areas as IT, fashion and music, had been chosen more often than the words indicating other spheres. Thus, one can come to conclusion, that the chosen words have been fully integrated into the Ukrainian language while others are still on the level of adaptation. As the areas mentioned above are related to the topics interesting for the majority of young people, consequently, the borrowings used in these spheres will be well-known and more frequently used by youngsters.

With regard to the results obtained from the study performed by Shovgun (2003), where she found out that English borrowings in the Ukrainian language can be

used both without changes in source language pronunciation and in the transliterated variant, it should be mentioned that the analysis of the audio-recordings and field-notes of the present study confirm Shovgun's assumption.

According to Nikitina (2003), most Anglicisms in the young adults' language come from narrow professional groups. She came to this conclusion after having examined the language of Russian young adults, claiming that most words belonged to such areas as IT and music. The results of the present study have shown that Ukrainian young adults prefer saturating these topics with English borrowings as well.

Mentioning the study of Onysko (2007), where he shed light on the influence of English on German, taking as a source a newsmagazine *Der Spiegel*, one should pay attention to the fact that most Anglicisms in the mentioned newsmagazine have been adjusted to the German language, acquiring number and case inflections, as well as articles, peculiar for German. The analysis of the media, audio-recordings and field-notes of the present study has displayed the same phenomenon in the Ukrainian language.

With regard to the study by Rubal-Lopez (1992), where she claimed that the number of borrowings in the absorbing language depends on the economic development of the country this language belongs to and the percentage of students sent to get their education in Anglo-American countries, it is possible to claim that the same situation is to be observed in Ukraine. After the collapse of the Soviet Union, Ukraine took a step towards the market economy, upgrading all spheres, thus requiring new terminology. Besides, new possibilities such as exchange programmes and scholarship funds let many students study in the USA and Britain. After returning back home, young people keep on using English words in their everyday conversations, thus trendsetting codeswitching and popularizing Anglicisms.

Speaking about the main motives for using Anglicisms by Ukrainian young adults, the evidence obtained in the present study may be compared to the similar

results in Russian (Krysin, 2004), Hungarian (Gombos-Sziklaine, 2008) and Turkish societies (Acar, 2004). The research conducted in the mentioned countries showed that most young people consider English as a mandatory condition for their successful career, and the use of English words as a prestige lacmus which increases the significance of the person who uses Anglicisms. The analysis of the current research has shown that Ukrainian young adults included using English borrowings for the sake of prestige to the list of the main motives.

Unfortunately, the impact of English on the Ukrainian language has been examined properly only in advertising, thus Ukrainian-English interaction has not been mentioned in any of the worldwide surveys. As the model for the current research the author has taken the studies by Görlach (2001, 2002, 2003) (pronunciation and spelling of Anglicisms in the vernacular language) and Kowner (2008) (motives for borrowing English borrowings and attitudes towards them). These works created the background for the study, providing it with the framework for the research. Görlach studied the way Anglicisms act in the language-borrower; the researcher of the current study tried to analyze the pattern of the adaption of the English borrowings to the Ukrainian grammar rules. Kowner shed light on the motives for borrowing Anglicisms and attitudes towards them in some world languages; the researcher endeavoured to learn the motives and attitudes of the young Ukrainian adults.

5.2. The Interpretation of the Findings

There is no doubt that recently Ukrainian society has been greatly influenced by globalization, which has brought various innovations into every sector of life. Expectedly, being a constantly developing system, the language could not remain untouched. Young people react immediately to all processes taking place in the society, acting as a mirror of the surrounding reality. The fact that the language of the Ukrainian young adults is abundant in Anglicisms cannot but attract attention.

The first research question focused on the influence of globalization and the English language in particular on Ukrainian. The present study has revealed the results of Anglicisms' impact on the area of advertising and media, showing the increasing number of English borrowed words. It was interesting to learn that most of these borrowings have been adjusted to the rules of the Ukrainian grammar system, having obtained the features peculiar for the vernacular parts of speech. The Ukrainian magazines and newspapers are exuberant in Anglicisms, either paying a tribute to the popularity of the English language, or being unable to find an adequate Ukrainian equivalent for the borrowing. TV shows, considering young people as their main audience, are bright examples of the presence of English borrowings in the Ukrainian information space, and young adults' language in particular.

The results obtained with regard to the research question concerned with the areas where the number of Anglicisms is the greatest, revealed the connection between the spheres being interesting for young people and the usage of the borrowings in them. For most youngsters the most interesting topics are music, fashion and intellectual technologies. Trying constantly to keep an eye on all the changes which take place in these spheres, young people cannot but pay attention to the lexicon of the mentioned topics. As most new trends are coming from the English-speaking countries, it means, that most concepts preserve their initial names in the absorbing language, in this case Ukrainian. In most cases young adults share the common preferences as for chosen Anglicisms, despite the area of occupation and place of residence, what has been confirmed by the evidence taken from the field-notes and audio-recordings. Trying to learn the preferences of young people for English borrowings or their Ukrainian equivalents, the researcher prepared a questionnaire, the results of which showed a high percentage of the Anglicisms used in both groups, which took part in the experiment (66% and 47% accordingly). The audio-recordings have helped understand that the place of residence does not affect the number of the English borrowings in the language. The analysis of the conversations of the youngsters living in the capital and a periphery city has shown that in both cases participants have used Anglicisms, concentrating almost on the same topics.

The last research question was concerned with the main motives for the usage of the English borrowings and the attitudes of young people towards them. Speaking about the attitude issue, one should pay attention to the fact that there are two dominant groups of the respondents. The first one is not opposed to Anglicisms in the Ukrainian language, considering their use as a mark of prestige, forming a considerable part of the vocabulary at the same time. The second group has a negative stance, protecting vernacular equivalents and the language purity. Analysing the main motives, one can assume that most youngsters explain the presence of Anglicisms in their speech by the failure to find a proper Ukrainian equivalent. Among other reasons for using borrowings, according to the results of the questionnaire, are the prestige, enjoyed by the person using Anglicisms; the personal desire to enrich the vocabulary with the help of Anglicisms, and everyday exposure to English, which contributes to the integration of English borrowings into everyday conversations. All these motives help understand that young adults have accepted the fact that many Anglicisms have fully integrated into the Ukrainian language, and see no harm in the increasing number of borrowings in everyday conversations. Though, one should pay attention to the fact that according to the analysis of the questionnaire, Ukrainian young adults do not approve on the overuse of English borrowings by adults, and their non-stop flow in the TV programs, considering borrowings being a privilege of young people.

5.3. Implications for Further Research

The present study focused on the influence of the English borrowings on the language of the young Ukrainian adults. It investigated the main areas where Anglicisms are extensively used, emphasized the attitudes towards the borrowings and outlined the main motives for their usage. However, the current study may be improved in some ways.

First, a similar study could concentrate on the English borrowings in the language of older generations, comparing the results with the ones obtained in this study. It would be interesting to learn the attitudes of adults towards the Anglicisms in Ukrainian and find out what makes them use these words.

The political situation might significantly change the present state of things, depending on the pro-Western or pro-Russian vector of preference. The favourable investment conditions attract international companies, enhancing the demand for the English language in the society; the devastation of the relations with Western partners, vice versa, might change the attitude to English. It would be interesting to observe the changes that might take place in several years.

The number of Anglicisms in the Ukrainian language is constantly increasing. Involving more than one researcher might be helpful in order to collect new data entries from everyday speech, TV programmes and printed media, as for one person this task is time-consuming.

The researcher has encountered some surprising results in the current study (e.g., the discrepancy between the results obtained from a questionnaire administered at the History Department, and the attitudes of the students towards Anglicisms). More groups involved might display more controversy.

Additionally, the number of English borrowings is constantly increasing and the areas where they can be found are broadening. It would be interesting to follow the process of the borrowings' flow and determine whether their spheres of application have diversified.

The results obtained by the current study might be compared with the research conducted in other countries, with the presence of English borrowings in vernacular languages. It is the question of enquiry why young representatives of different nations welcome or oppose Anglicisms in their language. Assuming that they share the same interests, youngsters should share a similar vocabulary, with approximately the same set of words borrowed. The results of such research could

help understand the influence of English on the world's general linguistic picture, drawing specific conclusions as for definite reasons of its popularity. The study could be improved with more participants and more data, enabling the researcher to have a richer selection of the English borrowings in the language of young people. It would have been interesting to involve more youngsters in order to learn their attitudes towards the Anglicisms in the Ukrainian language, paying attention to their background, education and occupation. More items in the field notes could have helped to add more specific areas where borrowings are used, simultaneously tracking the pattern of the Anglicisms' integration into the Ukrainian language.

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APPENDIX A – TABLE OF THE ANGLICISMS USED IN THE LANGUAGE OF UKRAINIAN YOUNG ADULTS

Table 27. **Categories of the Anglicisms in the Field-Notes**

Nouns	Verbs
Траузера (trousera)* – the trousers	Чатитись (chatytys')* * – to chat
Де ти купив такі класні траузера? (2008)	Я полюбляю чатитись, тому що так можна знайти друзів (2008).
Where have you bought such great trousers?	I like chatting, because it is a good opportunity to meet new friends.
Бутси (bootsy)* – the boots	Крекати (crackaty)* *-- to crack the computer system.
Ці бутси всі шляхи виходять! (2008)	Ми можемо дістати інформацію, крекнувши систему (ТСН, 2009, December).
These boots are appropriate for all ways.	We can get the information by cracking the system.
Бейсболка (baseballka)* * – a baseball cap.	Нікати (nickaty)* – to call someone in the virtual world.
Влітку спекотно зазвичай, тому я одягаю бейсболку (2007).	Як він себе нікає? (2008)
It is very hot in summer that is why I wear a baseball cap.	How does he call himself?
Комбати (kombaty)* ** – the combats (loose pants with many pockets)	Клікати (clickaty)* - to click
	Щоб роздивитись картинку, клікни на ній (2008).
Більшість молодих людей	In order to see the picture closer, you

вважають, що комбати виглядають стильніше, ніж джинси (Fakty, 2009, № 16).

Most young people consider combats being more stylish than jeans.

Пірсінг (piercing)* – the piercing

Ця дівчина – справжня фанатка пірсінгу .

This girl is a real fan of piercing (2009).

Тату* - tattoo

Вчора по телевізору бачив чоловіка з величезною тату на руці (2007).

I saw yesterday on TV a man with a huge tattoo on his hand.

Тренд* ** – a trend

В цьому сезоні надзвичайно популярними є речі унісекс. Цей тренд прийшов до нас зовсім нещодавно (Glamour, 2009, September).

This season unisex style is extremely popular. This trend has appeared only recently.

Бренд* ** – a brand

"Бенеттон" завжди були лідером серед молодіжних брендів (ELLE Ukraine, 2009, December).

should click on it.

Серфити (surfyty)* – to surf (to browse the Internet)

З цією технологією ти можеш серфити де завгодно (2010).

With this new technology you are able to browse the Internet in any place.

Сканити (scanyty)* – to scan

Ти не могла б мені допомогти? Відскань пару сторінок! (2007)

Could you help me? Can you scan these papers?

Прінтувати (printuvaty)* –to print

Якщо я не зможу розпрінтувати ці папери на завтра, моя презентація провалиться (2007).

If I cannot print these documents, I will fail my presentation tomorrow.

Тиснути бутони (tysnuty butony) * * – to push the buttons

Щоб тиснути на бутони, багато розуму не потрібно. А от справді креативно підходити до роботи може далеко не кожен (Xoposhow, 2008, December).

You do not have to be a genius to push the buttons. But too few people have really a creative approach to work.

Хакнуть* – to hack (to crack a computer system)

"Benetton" always used to be a leader among youth brands.

Шузи (shoesy)* – the shoes

Тобі не холодно в таких легеньких шузах? (2008)

Aren't you cold wearing these light shoes?

Фешн* ** – fashion

Мені здається, що сліпо лідувати за модою – безглуздо. Потрібно знайти власний стиль (Cosmopolitan, 2010, March).

I think that blindly following the fashion is stupid; one should be aware of his own style.

Фешн-байер* ** - fashion-buyer

Бути фешн-байером – це мрія багатьох дівчат (Stolytsya, 2008, № 7).

Being a fashion-buyer is a dream of many girls.

Фешн-едвайзор* * – fashion-advisor

Ця зірка має кардинально змінити імідж і скористатись послугами фешн-едвайзора (Visiting a celebrity, 2009, August).

This celebrity has to change her image, using the help of a fashion-advisor.

Шоппінг* - shopping

Будь-який випускник технічного університету в змозі хакнути систему цього банку (2008).

Any graduate of a technical school can crack the system of this bank.

Клабувати (clubbuvaty) * ** – to attend frequently the dancing clubs

Людина, яка клабує, часто має хронічне недосипання (Glamour, 2010, April).

Being constantly at clubs leads to getting not enough sleep.

Фрістайлити (freestylyty)** – to perform the rap-songs, improvising

Зазвичай підлітки збираються разом і починають фрістайлити про навколишній світ (ТСН, 2008, January).

Usually teenagers gather together and start freestyling about the surrounding world.

Семплувати (sampluvaty)** – sample (to use several songs for the creation of a new one)

Щоб створити новий хіт, потрібно семплувати декілька старих (Xoposhow, 2009, October).

In order to create a new hit, one should sample several old ones.

Слемувати (slamuvaty)* – to dance (slam)

Мій брат так любить вечірки, що може слемувати всю ніч (2010).

My brother likes parties so much that he is able to dance all night long.

Якби вона витрачала на навчання стільки ж часу як на шопінг, вона давно вже була б професором (2007). If she spent the same time as she spends while shopping on studying, she would have been a professor long time ago. Байер* ** – buyer Кількість он-лайн байєрів збільшується з кожним днем. The number of on-line buyers is increasing every day (ELLE Ukraine, 2008, April). Трендсеттер* * – trendsetter Я точно не знаю, кого вважати трендсеттерами: зірок, дизайнерів, чи просто талановитих людей (ТСН, 2010, January). I do not know who should be regarded as trendsetters: celebrities, designers or just talented people. Імідж* * – image Ця актриса чудова на екрані просто чудова, але у повсякденному житті їй варто попрацювати над своїм іміджем	Креативити (creatyvyty)* – to display a creative approach Я знаю, що сьогодні, задля цього проекту, я маю креативити, але не відчуваю натхнення. I know that today, because of this project, I have to be especially creative, but really do not have enough inspiration. Брейнсторміти (brainstormyty)* – to have a brainstorm Я повинен більше брейнсторміти, щоб знайти більше ідей. I have to have more brainstorms in order to find more new ideas. Чейнджанутись (changanutys')* – to exchange Я чейнджанувся книжками з второкурсниками, отже, ми заощадимо на цьому. I have exchanged the books with sophomores, thus we will save up some money not buying them. Найтувати (nightuvaty)* – (night) to spend the night Він не найтував дома, а, мабуть, залишився у друзів. He did not stay at night at home, most probably, he had stayed with his friends. Ескейпнути (escapenuty)* – to escape Він вчасно ескейпнув і уник покарання. He escaped in time and avoided the

(Society Life, 2009, July).

This actress is wonderful, living her roles, but she should definitely improve her everyday image.

Кібарда (keyboarda)* - keyboard

Ця кібарда багатофункціональна і дуже зручна (2008).

This keyboard is very multifunctional and convenient.

Мейл (mail)* - (e-mail)

Мейл, що я тобі надіслав, стосувався твоєї практики (2007).

The mail I have sent you was concerning your internship.

Крекер (cracker)* – the person who cracks computer systems

Хлопче, бути крекером – це негідна справа (2009).

Man, being a cracker should not turn into your lifestyle.

Скрінейджер - screenager* ** – a young person, spending much time in front of the PC and in the Internet

За останні роки кількість скрінейджерів збільшилась (The Computer World, 2008, October) .

The number of screenagers has

punishment.

Дрінькати (drin'katy)* – to drink

Як його не бачу, він завжди дрінькає Кока-Колу.

Whenever I see him, he is drinking Coca-Cola.

Аскати (askaty)* – to ask

Не аскай ні про що, зараз сам все побачиш.

Do not ask about anything, you will see everything by yourself.

Фейснути (facenuty)* – to slap someone in the face

Вчора на вечірці мого друга так фейсанули, що він навіть не прийшов до університету.

Yesterday at the party my friend was slapped that much that he has not even come to school today.

Камон (comeon)* – come on

Камон, пішли вже!

Come on, it is time to go!

Юзати (usaty)* – to use

Дозволь я поюзаю твій словник?

May I use your dictionary?

Байкануути (bikanuty)* – (bike) to give a lift

В мене зовсім немає часу. Ти зможеш байкануути мене додому?

considerably increased during the recent time.

Кіберленд (kiberland) * ** – cyberland (the activity, connected with the Internet and the people using it)

Кіберленд втягує як дорослих, так і підростаюче покоління (ELLE Ukraine, 2010, May).

Cyberland is an addiction both for grown-up people and younger generations.

Нік (nick)* – an imaginary name, being used while chatting

У цієї дівчини такий цікавий нік! (2008)

This girl has a very unusual nick.

Геймер (gamer) * – the person who is constantly playing computer games.

Всі знають, що ти вправний геймер, але навчанню теж треба приділяти увагу (2009).

Everybody knows that you are a skillful gamer, but you should not forget about going to University.

Геймінг (gaming)* ** –game, plying the computer games

Нещодавно в нашому місті проходив чемпіонат по геймінгу (Stolytsya, 2009, № 35).

Our city has hosted the national

I have run out of time. Can you give me a lift home?

Окейкати (okaykaty) * – (OK) to agree

Припини окейкати! В тебе має бути своя думка.

Stop complying with me; you have to have your own opinion!

Шейкануту (shakanuty)* – (shake) to have fun

Нарешті ввечері ми шейканемо як слід!

At last we will have some fun in the evening!

Акцептувати (acceptuvaty)* – to accept

Я не можу акцептувати те, що мене недооцінюють.

I cannot accept the fact that I am underestimated.

Релакснути (relaxnuty)* – to relax

Єдина можливість релакснути по-справжньому з друзями в мене є лише по вихідним через мій зайнятий графік.

I can relax with my friends only at weekends because of my busy schedule.

Беднутись (badnutys')* – (bad) to break up, to crack

З тих пір, як мій комп'ютер беднувся, я відчуваю значні незручності.

gaming championship.

Кодер* * - coder (a developer of programs)

Бути гарним кодером не так вже й легко (Guten Morgen, 2009, August).

Being a good coder is not that easy.

Сетап* – setup

Я не можу повністю розібратись у сетапі цього комп'ютера. Це нова модель? (2009)

I cannot manage the setup of this computer. Is this a new model?

Ноу-хау* * – know-how

Я не можу уявити як люди жили без всіх тих ноу-хау, які ми маємо зараз (ТСН, 2008, May).

I fail to imagine how people managed living without those know-hows we have today.

Смайлік (smilik)* – smiley

В його повідомленнях занадто багато смайликів, мені здається, що він зловживає їх використанням (2009).

Since my computer has been broken up, I come through considerable inconveniences.

Піарити (piaryty) * – (PR) to advertise oneself

Я ніколи не бачила дівчини, яка б себе настільки піарила! В мене вже голова кругом їде через її балачки!

I have never seen a girl, who could advertise herself that much! My head is twisting around already because of her talking!

There are too many smileys in his messages, I am under the impression that he is using them too excessively. Конекшн* – connection (Internet connection) В цьому місці конекшн взагалі відсутній, я не розумію, як можна бути настільки недбалими! (2008) The connection here is absolutely absent, how one can be so careless! Он-лайн* * – on-line Багато молодих людей замінили справжнє життя на он-лайн (Society Life, 2010, February). Many youngster have substituted the real life with the on-line one. Блоггер* ** – blogger Блогери стали настільки звичайним явищем, що вже нікого не шокуєш подробицями приватного життя в Інтернеті (Fakty, 2009, № 47). Bloggers have become such usual phenomenon, that nowadays no one is shocked with the details of the private life in Internet.	

Гаджет* ** – gadget

Молода людина не може обійтись без певних гаджетів, яку полегшують її життя (Visiting a celebrity, 2010, January).

A young person cannot manage without the gudgets which make the life much easier.

Софта (softa)* – software

Я не інженер, щоб мати справу з такою софтою! Це занадто складно (2009).

I am not an engineer to mange this software! It is too complicated.

Інтерфейс*– interface

Я не розумію, чому цей інтерфейс не працює (2007).

I fail to understand why this interface fails to work properly.

М'юзік* – music

Я ніколи не думав, що в цьому клубі грають такий класний м'юзік (2007).

I have never been thinking that such great music is played in this

club. Саунд* – sound Саунд на концерті був просто супер! (2007) The sound at the concert has been awesome! Паті* – a party Приходь до нас завтра. Ми влаштовуємо грандіозну паті (2008). Call on us tomorrow. We are going to arrange a huge party. Хеппенінг (kheppening)* – happening, event Цей хеппенінг зібрав найкращих людей міста (2009). This event has gathered the best people of the city. DJ* * – disc-jockey Цей ді джей добре розуміється на музиці. This DJ is good in choosing the music (Guten Morgen, 2008, July). MC(Master of Ceremonies) * * – the person, conducting the parties or any cultural event, entertaining the audience Бути MC дуже важко: ти повинен працювати всю ніч (Xoroshow, 2008, March).	

Being an MC is really very difficult: you should work all night long. Сет* – a set (the songs, performed during the concert or a party) Я не розумію, чому тобі не подобається цей ді джей. Адже його сет був чудовим! (2009) I do not understand why you do not like this DJ. His set has been great! PJ* * – a dancer at the night club Щоб бути пі джеєм, потрібна добра фізична підготовка (Visiting a celebrity, 2009, August). One should be really fit in order to be a PJ. Денс* – a dance Під час енергійного денсу я забуваю про всі проблеми (2007). During an energetic dance I immediately forget about all problems. Денсер* ** – a dancer Те, що він є гарним денсером, є невід'ємною частиною його іміджу (Fakty, 2008, № 18). Being a good dancer is an integral part of his image.	

Сейшн (session) * * – festival	
На сейшн зібралась публіка з усіх куточків країни (ТСН, 2009, July).	
This festival has gathered the people from all the corners of the country.	
Клабер (clubber) * * – (club) a frequent customer at night clubs	
Справжній клабер не пропустить жодної вечірки (Visiting a celebrity, 2009, November).	
A real clubber will never miss any party.	
Клабленд* ** – a clubland (the totality of night clubs in the particular area)	
Цей клабленд величезний, і кількість відвідувачів постійно зростає (Stolytsya, 2008, № 9).	
This clubland is huge and the number of its customers is constantly increasing.	
Андерграунд* * – the underground (rock-stream)	
Андерграунд в цьому місті настільки потужний, що його вважають столицею року (Guten Morgen, 2009, August).	
The underground in this city is so powerful, that it is considered to be the rock-capital.	

Ейсід джаз* – acid jazz (a mixture of hip-hop, soul and jazz) Цей виконавець спеціалізується в основному на ейсід джазі (2008). This performer mostly specializes in acid jazz. Драм ен бас* * - Drum'n'bass (the type of music with the use of drums) Драм ен бас – найулюбленіший стиль багатьох підлітків (2008). Drum'n'bass is a favourite style of many teenagers. Фрістайл * ** - freestyle (the rap song, in which the performer improvises) Він вважав, що фрістайл-це найкращий спосіб проявити себе (The Kyiv Post, 2009, № 11). He was considering freestyle as the best way to show himself. Фрістайлер*** – freestyler (the person who performs rap songs, improvising) Фрістайлери– це люди зі своєю особливою культурою, одягом та розумінням світу (Cosmopolitan, 2009, April). Freestylers are the people with their own culture, clothes and world-perception.	

Гангста реп** - gangsta rap (the music about the drugs, violence and life in the poor blocks) Як це не дивно, але ганста реп набуває все більшої популярності у великих містах (Society Life, 2008, September). It is strange, but gangsta rap is becoming more and more popular in big cities. Гередж* – garage (the type of electronic music) Вчора я придбав останню колекцію гережових хітів (2007). Yesterday I bought the latest collection of garage hits. Грувер* – a groover (a musician, playing the music in "house" style) Цей хлопець – найкращий грувер у місті (2007). This boy is the best groover in the city. Хаус*** – house (the dancing music with a repetitive quick rhythm, which is created with the help of the computer programs). В міжнародних чартах хаус музика займає найвищі позиції (ELLE Ukraine, 2008, December). The house music occupies the top	

positions in the international charts.	
Хіп-хоп** - hip-hop (the	
youth culture, which includes music, dancing and graffiti)	
Хіп-хоп настільки увійшов у життя сучасних підлітків, що я не уявляю великі міста без малюнків на стінах та підлітків у широких штанах (Guten Morgen, 2009, December).	
Hip-hop has become such an integral part of the teenagers' life that I cannot imagine big cities without paintings on the walls and young people in loose pants.	
Джем* – jam (a fragment of the song)	
Якщо змішати ці три джема, може вийти неперевершена нова пісня (2008).	
If one mixes these three fragments, there will be an incredible new song.	
Джангл (jungle)* – a type of music with the excessive use of drums	
Якщо тобі подобається джангл, ти розумієшся на сучасній музиці (2007).	
If you like jungle, you are good at modern music.	
М'юзо (m'yuso)** – the person	

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who likes music or is good at it	
Бути м'юзо – це значить завжди бути у курсі всіх музичних подій (ТСН, 2010, January).	
Being m'yuso means being aware of all music events.	
Семпл*** – a sample (a fragment of a song, used in a new piece of music)	
В її останньому альбомі використовуються семпли з різних джазових треків (Glamour, 2010, February).	
In her latest album have been used the samples of different jazz tracks.	
Трек* – a track (a song on the disc or tape)	
Постав, будь-ласка, восьмий трек (2008).	
Could you, please, play the 8th track?	
Скретчі (scratchy)* – scratching (the production of the music by turning the plate)	
Цей ді джей справжній король скретчів (2007).	
This DJ is the real master of scratching.	
Драмси (dramsy)** – drums	
Драмси в цій пісні звучать по собливому (Visiting a celebrity,	

2009, August).	
The drums sound very special in this song.	
Транс** – trance (the type of a dancing music)	
Транс є особливо популярним серед клаберів (ТСН, 2008, December).	
Trance is especially popular among clubbers.	
Лузер* – looser	
Твій новий хлопець – справжній лузер (2008).	
Your new boy-friend is a complete looser.	
Перенси (parentsy)* -parents	
Моїх перенсів вчора не було вдома, отже, ми використали нагоду і влаштували вечірку (2007).	
My parents have not been at home yesterday, thus we had a splendid opportunity to arrange a party.	
Джоббер (jobber)* - employer	
Ну все, я побіг, в мене зустріч з джоббером (2009).	
Okay, it is high time I ran away, I have a meeting with the employer.	
Райт (right)* – rightness,	

correctness, accuracy Ми написали цей твір, але не впевнені щодо райту написання деяких слів (2008). We have completed the essay, but still not sure as for the correct spelling of some words. Релакс (relax)*– rest, relaxation Я так втомився після пар, що пішов до басейну. Це був справжній релакс! (2007) I was so tired, that immediately headed to the swimming-pool after the classes. It was a real relaxation! Смайл* –smile Ти б побачила йоги в той момент! Натягнув смайл по самі вуха! (2007) You should have seen him at that moment! He was smiling, showing all his teeth! Фейс* – face Ну і задоволений в тебе фейс! Що трапилось? (2008) Your face is too satisfied! What is the reason? Фейс-контроль** – face-control Якщо ти не пройдеш фейс-контроль, ти ніколи не попадеш в цей клуб (Xoposhow, 2007, December).	

If you do not meet the rules of the face-control, you will never enter this club.	
Флейм (flame)* – absurdity, nonsense	
Я б на твому місці навіть і слухати його не стала. Це ж справжній флейм! (2009)	
If I were you, I would not even listen to him. It is real nonsense!	
Треш* – trash (absurdity, nonsense)	
Як я можу довіряти людині, яка жодного серйозного слова не каже, один треш? (2008)	
How can I trust the person whose speech consists only of nonsense?	
Френд, френдище (friendische)** – friend	
Мій кращий френд – справжній спец у сноубордах (Visiting a celebrity, 2009, November).	
My best friend is a real expert in snowboards.	
Сесаяті* - society, community, company	
Мені вчора дуже сподобалось. Сесаяті підібралось класне! (2008)	
I really liked yesterday's meeting. The company was awesome!	
Мен* – man	

Він справжній мен! (2007)	
He is a real man!	
Гел* – girl	
Запитай оту гел, куди нам покласти документи (2007).	
Ask that girl where we should leave the socuments.	
Бой** – boy	
Цей бой колись стане зіркою журналістики (Guten Morgen, 2009, July).	
This guy will become a star of journalism one day.	
Хаус* – house, home	
Вже пізно, я піду на хаус (2007).	
It is getting late, I am going home.	
Гріни (greeny)* – US dollars	
Я не поїду на море, в мене не вистачає гринів (2009).	
I am afraid I will not be able to get to the seaside, I do not have enough money (dollars).	
Вайф* – wife	
Після того, як Саша одружився, він став зовсім іншою людиною. Мабуть, вайф змінила його (2008).	
After the marriage Alexandr	

became an absolutely different person. His wife must have changed him. Лайф*** – life Якщо лайф не влаштовує, потрібно щось міняти (Fakty, 2008, № 31). If you are not satisfied with your life, you have to start changing something. Імадженейшн* - imagination Я думаю, тобі треба бути дизайнером. В тебе дуже гарний імадженейшн (2009). I think you should have become a designer. Your imagination is great. Бойфренд* – boy-friend Я думаю, вона не прийде сьогодні. Я бачила, як вона гуляла з бойфрендом (2007). I do not think she will drop by today. She must be seeing her boy-friend. Гелфренд* – girl-friend Уявляєш, його гелфренд з іншого міста. Стосунки на відстані – це досить важко (2007). Just imagine, his girl-friend is from another city! It must be very difficult to have relations at distance.	

Івнінг* – evening Вчорашній івнінг був дуже веселим (2008). Yesterday's evening was really great. Мані** – money Підробляючі після занять, можна заробити непогані мані (Xoposhow, 2009, October). Working part-time after classes, one can earn good money. Кеш* – cash, money Якщо добути десь кеш, то можна піти на концерт (2009). If I can find the money, we can go to the concert. Паті* – party Паті закінчилась пізно, і ми вирішили повернутись додому вже вранці (2008). The party was over too late, and we decided to come back home already in the morning. Промоушн (promotion)*** – promotion, advertisement Промоушн цього магазину був настільки потужний, що на відкриття зібралась ціла юрба людей (ELLE Ukraine, 2009, June). The promotion of this shop has	

been so tremendous, that the opening has gathered a real crowd of people. Піпл* – people, company Привіт, піпл! Як справи? (2008) Hi, people! What is up? Бразе (brother)* – friend Бразе, чому ти такий сумний? (2008) My friend, why are so sad? Бейбі (baby)* – appeal to a girl Бейбі, як тебе звати? (2007) Baby, what is your name? Байк* - bike Де ти залишив свій байк? (2008) Where have you left your bike? Байкер*** – biker В нашому місті кількість байкерів зростає з кожним роком (Stolytsya, 2008, № 11). The number of bikers in our city is increasing each year. Блейдер (blader)** – a roller-skater У блейдерів є своє місце зустрічі (ТСН, 2010, January). The roller-skaters in our city have	

a special meeting point.	
Креш*** – crash (failure)	
Весь цей задум з самого початку був суцільним креш (The Kyiv Post, 2009, № 26).	
This entire plan has been a complete failure from the very beginning.	
Респект* – (respect) greeting	
Респект! Куди підемо сьогодні? (2008)	
Hi! Where are we going today?	
Бізнес* – business	
Не встрягай. Це взагалі не твій бізнес (2008).	
Do not interfere. This is not your business.	
Меседж* – message	
Ти отримав мій месадж? Це було дуже важливо (2009).	
Have you received my message? It has been very important.	
Драйв** – (drive) joy, excitement	
Я зрозумів, що таке справжній драйв – це бути успішним! (Guten Morgen, 2008, May)	
I have understood what real drive is – it is all about being successful!	

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Мейкап*** – make-up Ти вважаєш, що справа в її неперевершеній красі? Ти помиляєшся, це все – досконалий макіяж (ELLE Ukraine, 2008, September). Do you think that it is all about her incredible beauty? I am afraid, you are mistaken, it is all about her immaculate make up. Фріланс** – freelance Я вважаю, що фріланс – це найкращий вид заработку, тому що він дає змогу реалізувати креативність та відчувати незалежність (Society Life, 2010, January). I really believe in freelance, since it helps you implement the creativity and feel really independent. Фрілансер (freelancer)* – freelance, the person who is working freelance Так як він фрілансер, він може мати декілька робіт одночасно (2009). As he is working freelance, he can have several jobs simultaneously. Фест (fest)** – festival Цей фест був незвичайним через велику кількість іноземців (ТСН, 2009, July).	

This fest has been special because of the large number of foreigners.

Івент*** – event (fact, occasion)

На цей івент зібралась ціла юрба народу, тому що було повідомлене про присутність деяких VIP персон (Glamour, 2008, April).

This event has gathered the whole crowd of people, as the presence of some VIP-people has been announced.

Креативність (creatyvnist')*** – creative approach

Цей молодий дизайнер відомий своєю креативністю у створенні нових колекцій (Cosmopolitan, 2009, December).

This young designer is known for his creative approach to new collections.

Дедлайн* – deadline

В мене починається справжня паніка, так як дедлайн завтра, а стаття зовсім не готова (2009).

 I feel really panic-stricken, as the deadline for the submission of the article is tomorrow, and it is completely not ready.

Брейнсторм** – brainstorm

У нас молода команда, в якій поняття «брейнсторм» має особливе значення (Guten

Morgen, 2009, August).	
In our young team the concept of "brainstorm" has a special meaning.	
Тікет* – ticket	
Не потрібно купляти квитки заздалегідь, ми купимо їх перед концертом (2009).	
No need to buy the tickets in advance, we will buy them just before the concert.	
Сек'юріті*** – security	
Сек'юріті на цьому заході було на високому рівні, без запрошення не міг пройти ніхто (ELLE Ukraine, 2008, May).	
The security level of this event has bee really high: no one could enter without a ticket.	
Тайм* – time	
В мене не так багато тайму, щоб я тратив його на дурниці (2009).	
I do not have that much time to spend it for trifles.	
Демедж* – damage	
Його репутації було завдано стільки демеджу, що він виїхав з міста (2010).	
His reputation has been so much damaged, that he left the city.	

Нон-стоп* – non-stop	
Якщо ти будеш працювати нон-топ, в тебе не залишиться часу на те, що ти дійсно цінуєш (2007).	
If you are working non-stop, you will not have enough time for the things you really appreciate.	
Опініон** - opinion	
Після цих слів я кардинально змінила опініон про нього (Guten Morgen, 2009, April).	
After these words I have completely changed my opinion about him.	
Дестрой*** – destroy	
Через розлучення її життя більше схоже на дестрой (Stolytsya, 2008, № 36).	
Because of the divorce her life merely resembles destroy.	
Креза (craza)* – the state of being crazy	
В цьому дивному світі у кожного своя креза (2008).	
In this weird world everybody is crazy in his own way.	
Хінт* – hint	

Дай мені хінт, що я не так зробив (2009). Give me a hint, what I have done wrong? Камбек* – come back (return) Я думаю, ми все з'ясували. Мені не потрібні твої камбеки (2010). I think we have figured everything out. I do not need your coming back . Девелопмент* – development Найголовніше для тебе – не зупинитись у своєму девелопменті (2010). The most essential thing for you is not to stop in your self-development. Комплікація (complicatsiya)* – complication Я не хочу ніяких комплікацій, мені потрібно, щоб ця зустріч пройшла добре, тому потурбуйся про все (2009). I do need any complications, I want this meeting to be perfect, and thus you really have to take care of everything. Секріфайс* – sacrifice	

Я знаю сама як будувати своє життя і ніяких секріфайсів робити не збираюсь! (2008)

I know the way I should live my life and I am not going to sacrifice anything for anyone.

Інтенція (intentsiya)* – intention

Якщо чесно, в мене ніякої прихованої інтенції бачити його не було, це випадково сталось (2007).

Frankly speaking, I have not had any hidden intention of seeing him. It had happened accidentally.

Конфірмація (confirmatsiya)* – confirmation

Мій університет потребує конфірмації моєї участі в конференції (2008).

My school needs a confirmation of my participation in the conference.

Пейпер* – paper

Якщо я не встигну вчасно здати цю пейпер, я провалю курс (2009).

If I do not submit this paper in time, I will fail the course.

Аплікація (aplicatsiya) * – application	
Щоб встигнути подати на стипендію, ти маєш подати аплікацію вчасно (2008).	
In order to apply for the scholarship, you have to fill in the application in time.	
Комунікація (comunicatsiya)* – communication (relations)	
В мене ніяк не складається комунікація з нею, ми занадто різні (2009).	
I cannot manage the communication between us, we are too different.	
Лайфстайл* – lifestyle	
Лайфстайл, який він веде, абсолютно відмінний від мого, я не марную час на дрібниці (2009).	
The lifestyle he leads is absolutely opposite to mine; I do not waste my time for nothing.	
Екшн* – action (action-movie)	

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Я хотів піти на той екшн, але квитків вже не було (2007). I wanted to watch that action-movie, but all the tickets had been bought in advance. Скріпт* – script Для того, щоб актори краще підготувались, я віддав їм скріпт за декілька днів до репетиції (2009). In order for the actors to be well-prepared for the rehearsal, I gave them the script several days before it. Пуш** – push Більшості людей важко бути ініціативними: їм потрібний своєрідний пуш для дій (Society Life, 2009, July). It takes much pain for most people to be initiative: they need a special push for the action. Ток-шоу** – talk-show Ніхто не може визначити точну кількість ток-шоу на наших екранах, але правдою є те, що вони збирають найбільше глядачів (ТСН, 2010, February). Noone can estimate the exact	

number of talk-shows in our screens, but it is definite that they collect the greatest number of the spectators.

Саппортер* – supporter

Ти знаєш, що я твій найвідданіший сап -портер! Якщо потрібна допомога, звертайся в будь-яку хвилину! (2009)

You are aware of the fact that I am your most faithful supporter, if you are in need of help, I am here for you any moment!

Трабл* – trouble

Я не знаю, в чому була проблема, але я під'єднався до сіті без особливих траблів (2007).

I do not know where the trouble spot had been, but I managed to get connected to the network without any problems.

Ескейпізм*** – escapism

Більшість відомих людей займаються ескейпізмом і ховаються від реальних проблем (Fakty, 2009, № 38).

Most celebrities are practising escapism and neglect the real

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problems.	
Прайс* – price	
Прайси в цьому магазині настільки гарні, що навіть студент може собі дозволити оновити гардероб (2009).	
The prices in this shop are that good that even a student can afford renewing his stock of clothes.	
Само деструкція(samodestructsiya)* – self-destruction	
Перестань займатись само деструкцією і поглянь на життя по-новому! (2008)	
Stop the self-destruction and have a new look at the life around!	
Данс-шоу** – dance-show	
Багаточисельні данс-шоу залучають молодь до мистецтва (Society Life, 2010, January).	
Numerous dance-shows make the youth be interested in art.	
Бетл** – battle	
Мені здається, що політичний бетл в нашій країні ніколи не	

припиниться (Xoroshow, 2008, December). I have the impression that the political battle in our country will never finish. Медіа*** – media Сьогоднішнє життя було б неповним без медіа (Glamour, 2010, February). The absence of media in the contemporary life could definitely make it incomplete. Ліміт* – limit Ну має ж бути ліміт його егоїзму! (2009) There should be a limit to his selfishness! Флетуха (flatuha)* – flat Саме в той момент, коли в мене буде своя квартира. Я зрозумію, що я повність самостійна (2007). The moment I have my own flat I will face the fact that I am completely independent. Флеттер (flatter) * - (flat) landlord Мій флеттер категорично проти	

будь-яких вечірок у квартирі (2007).	
My landlord is absolutely against all parties in the flat.	
Постер* – poster	
В її кімнаті всі стіни завішані постерами груп, мені здається, потрібно вже щось змінити, вона ж не тінейджер! (2008)	
The walls in her room are all covered with posters. Is not it time to change something, she is not a teenager anymore!	
Кастинг* – casting	
Уявляєш, їй запропонували роль навіть без кастингу! (2009)	
Just imagine, she has been offered the role even without a casting!	
Конгратуляції (congratulyatsii)* – congratulations	
Я настільки був втомлений після закінчення проекту, що ніякі конгратуляції не замінили б мені сну (2008).	
I was so tired after the accomplishment of the project that no congratulations could substitute some normal sleep.	
Хаєр* – hair (long hair)	

Ти бачила, який він відростив хаєр? (2007)	
Have you seen the length of the hair he let grow?	
Смелл* – smell	
Я не можу бути на кухні, смелл просто нестерпний! (2008)	
I cannot stand the smell in the kitchen while she is cooking!	
Н'юс* – news	
Він мене просто приголомшив цією н'юс (2008).	
He has really overwhelmed me with this news.	
Овертайм* – overtime	
Працювати овертайм за такі гроші просто смішно! (2009)	
Working overtime for such money is ridiculous!	
Н'юс – мейкер** – newsmaker	
В сучасній політиці все більше і більше харизматичних н'юс – мейкерів (Xoposhow, 2009, October).	

In the contemporary politics there are more and more charismatic newsmakers.	
Сабурбія (saburbiya)*** – suburb	
Все більше людей переїжджають у сабурбію через надмірну кількість народу у місті (The Kyiv Post, 2009, № 17).	
More and more people move to suburbs because of the crowds in the centre of the city.	
Трафік* – traffic	
Я завжди потрапляю у пробки в цьому місці. Там такий жахливий трафік! (2009)	
The traffic jams always trap me in this place, the traffic is just awful there!	
Adjectives	Emotionally coloured words
Блековий (blackoviy)* - black	Хаюшки (hayushky)* – hi
Блекова куртка набагато практичніша ніж світла (2007).	Хаюшки, як справи? (2008)
The black coat is much more	Hi, what is up?

practical than the light one.

Прайсовий (pricoviy)* – expensive (price)

Цей ресторан занадто прайсовий, в нас не вистачить грошей (2008).

This restaurant is too expensive; we will not have enough money to pay.

Олдовий (oldoviy)*- grown-up (old)

Ця компанія дуже олдова для мене, я не можу знайти з ними спільну мову (2007).

This society is grown-up enough; I cannot find the common language with them.

Тейстовий (tastoviy)* – tasty

Я і не знав, що ти вмієш готувати таку тейстову їжу (2007).

I did not even suspect that you could cook such tasty food.

Райтовий (rightoviy)* – correct (right)

Потрібно порадитись щодо райтового виходу з цієї ситуації (2008).

I need your advice as for the right way out of this situation.

Релаксовий (relaxoviy) * * – good for the relaxation

Хелоу* - hello (used for attracting the attention)

Хеллоу, мене хтось слухає? (2007)

Hello, I anybody listening to me?

Упс* – oops (an exclamation of surprise or of apology as when someone drops something or makes a mistake)

Упс, вибачте, я штовхнув вас ненавмисно (2008).

Oops, I am sorry, I have pushed you unintentionally.

Вау* – wow (an exclamation of surprise, excitement, joy)

Вау, оце дійсно сюрприз! (2008)

Wow, it is really a great surprise!

Бай* - bye

Бай, я вже пішов додому (2007).

Bye, it is the right time for going home.

Які* – yuck (an exclamation of disgust)

Як, тут стільки бруду! (2009)

Yuck, it is too dirty here!

Окей, окейно* – okay (okayno)

Окей, якщо ти з самого початку знав, що не підеш з нами, навіщо обіцяв? (2008)

Okay, if you have known from the very beginning that you will not be able to join us, why you have promised then?

Цей новий клуб настільки релаксовий, що там забуваєш про всі проблеми (Guten Morgen, 2009, June).

This new club is so right for the relaxation that one immediately forgets about all problems.

Фейсатий (facatiy)* – plump (face)

Хто такий Макс? Це той фейсатий хлопець, що сидів у кутку цілий вечір? (2007)

Who is Max? Is this that plump guy who has been sitting in the corner the whole night?

Найсовий (nicoviy)* – nice

Я ніколи в житті не бачив таку найсову дівчину (2008).

Never in my life have I seen such a nice girl.

Гудовий (goodoviy)* – good, appropriate

Це рішення гудове, ти зрозумієш це пізніше (2009).

This decision is good, you will understand it later.

Файновий (finoviy)* – fine, nice, great

З цього місця відкривається файновий краєвид (2007).

A great landscape can be seen from this place.

Ол райт* - all right (agreement)

- Я зголоднів. Може підемо поїмо? (2007)

- Ол райт, я б не відмовився від піци.

- I am hungry. Shall we go and eat anything? (2008)

- All right, I will not refuse from having pizza.

Окі – докі* - okay-dokey

На жаль, мені вже потрібно йти (2008).

Окі-докі, побачимось завтра.

I am so sorry, but I have to leave.

Okay-dokey, I will see you tomorrow.

Єс* –yes (used in order to express agreement or satisfaction)

Єс, нарешті я розв'язав цю задачу! (2007)

Yes, at last I have solved this problem!

Ноу* – no (used in order to express surprise and disappointment)

О ноу, ми спізнились! Доведеться чекати на інший потяг (2007).

Oh no, we are late!

Соу-соу* - So-so

-Як твої справи? (2008)

- Соу-соу.

- How are you doing?

Менов́й (manoviy)* * – (man) masculine, men's, gentlemen's

Дівчата завжди чекають від хлопців справжньої менової поведінки (Xoposhow, 2007, September).

Girls always expect men to display the real men's behaviour.

Драйвовий (drivoviy) * * – (drive) lively, active

Займатись спортом завжди легше під драйвову музику (Visiting a celebrity, 2009, June).

Going in for sport is much easier to active music.

Беднутий (badnutiy)* – (bad) injured, damaged

Я не можу піти з вами грати у футбол: в мене беднута нога (2007).

I cannot join you for playing soccer, my foot is injured.

Крейзі* - crazy

Ти зовсім крейзі! Навіщо ти це зробив?(2007)

You are absolutely crazy! Why have you done it?

Бест* – the best

Цей концерт був просто бест! (2007)

This concert has been the best!

-So-so.

Йо* – yo (used for the greeting or attracting attention)

Йо, хлопці! Підемо на вечірку? (2007)

Yo, guys! Shall we go to the party?

Бла-бла* – blah-blah (used instead of "et cetera")

Він обіцяв мені і квиток і найкраще місце біля сцени, бла-бла… (2007)

He has promised me both a ticket and the best place next to the stage, bla-bla…

Соррі** – sorry (used for apology and asking for the repetition)

Сорі, я не зрозумів питання (Guten Morgen, 2009, June).

Sorry, I have not understood the question.

Велком* – welcome

Ти завжди валком у мою нову домівку, місця на всіх вистачить (2008).

You are always welcome to my new apartment; there is enough space for everybody.

Кульно* – cool (great, awesome)

-Завтра занять не буде, професор поїхав закордон читати лекції (2009).

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Топ (top)* – the best

Мені подобається цей хлопець. Він просто топ! (2008)

I like this guy a lot. He is really the best in all aspects.

Поюзаний (pousaniy)* – (use) second-hand

Навіщо мені поюзаний телефон? (2007)

Why should I need a second-hand phone?

Релятивний (relativniy)* – relative

Не вір його словам. Вони достатньо релятивні (2008).

Do not trust his words. They are relative enough.

Пропірсінгований (propirsingovaniy)* * – the person who has a lot of piercings

Ми не бачили людину, пропірсінговану більше, ніж цей хлопець (Guten Morgen, 2008, March).

We have not seen a person, who has ever had more piercings than that guy.

Брендовий (brendoviy)*- the authentic one

Вона витрачає величезні гроші

-Кул, в мене буде час заглянути в спортзал.

-We will have no classes tomorrow; the professor is giving a lecture abroad.

- Cool, I will have some extra time to drop by the gym.

Бедово (badovo)* – bad

Я не знав, що в неї настільки все бедово (2008).

I have not known that everything was that bad about her.

на речі, тому що купляє тільки брендовий одяг (2009). She spends great money for the clothes, because she is buying only the brand things. Фешеновий (fashionoviy)* * – in fashion Довге волосся вважається зараз фешеновим серед хлопців (Xoposhow, 2009, August). The long hair is very fashionable among guys this very moment. Лейбловий (labloviy)* * – a label (designer's clothes) Ці джинси є насправді лейблові (Visiting a celebrity, 2010, January). These jeans are really from the designer's collection. Гламурний (glamurniy) * * – glamorous Наші вулиці заповнені гламурними дівчатами, які витрачають на одяг набагато більше, ніж заробляють (Society Life, November, 2009). Our streets are full of glamorous girls, who spend on clothes much more than they earn. Саундовий (soundoviy)* – loud Не балакай так саундово, в	

мене страшенно болить голова (2008). Do not talk that loud, I have a terrible headache. Денсовий (dansoviy)* – dancing Ця музика така денсова, що я не можу встояти на місці (2009). This music is so much dancing, that I cannot keep staying at one place.	

* - the Anglicisms, taken from the everyday speech;

** - the Anglicisms, taken from TV programs and talk-shows, such as Xoposhow, Guten Morgen, В гості до зірки (Visiting a celebrity), ТСН (TV news service), Світське життя (Society Life);

 *** - the Anglicisms, taken from the printed media (Cosmopolitan, The Kyiv Post, Столиця (Stolytsya), Glamour, ELLE, The Computer World, Факти (The Facts)).

APPENDIX B – THE QUESTIONNAIRE (UKRAINIAN VERSION)

Це опитування проводиться для тезису магістерського ступеня, навчання англійської мови як іноземної, Middle East Technical University. Будь ласка, прочитайте речення і виберіть варіант, який на вашу думку найбільше пасує до контексту. Якщо у вас виникнуть питання щодо проведеного опитування, будь ласка, не вагайтесь надіслати мені листа.

Контактна інформація:

vika_polyarush@yahoo.com

1. Ми можемо дістати інформацію, …. систему.

- a) взломавши;
- b) крекнувши;
- c) змінюючи

2. Ти зовсім…! Навіщо ти це зробив?

- a) несповний розуму;
- b) навіжений;
- c) крейзі

3. Ти підеш завтра на …?

- a) вечірка;
- b) зустріч;
- c) паті

4. Ти отримав …? Це було дуже важливо!

- a) повідомлення;

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b) меседж;

c) звістку

5. Цей модний …з'явився зовсім нещодавно.

    a) напрямок;

    b) тренд;

    c) захоплення

6. Все, що він сказав – повний/а/е…

    a) маячня;

    b) треш;

    c) непорозуміння;

7. Під яким … він у чаті?

    a) ім'ям;

    b) прізвиськом;

    c) ніком

8. Як тобі концерт? Тобі сподобався /лось…?

    a) звук;

    b) саунд;

    c) звучання

9. Я завжди потрапляю в пробки в цьому місці. Там такий жахливий/а…!

    a) трафік;

    b) рух;

c) транспортна розв'язка

10. Як тобі мій …?

a) хлопець;

b) бойфренд;

c) парубок

Яка ваша думка щодо використання англіцизмів в українській мові?

Якщо ви їх використовуєте, що є мотивом для цього?

Якщо ви категорично проти використання англійських запозичень, що є підставою для такого ставлення?

APPENDIX C – THE QUESTIONNAIRE (ENGLISH VERSION)

This experiment is administered for Master Thesis, English Language Teaching Programme, METU. Your participation is totally volunteering. Read the statements, please, and fill in the blank with the most appropriate variant. The sentences do not have impolite, disturbing and violent contexts. Please, do not hesitate to contact me. If you are interested in the result, leave the mail and the analyzed data will be sent to you.

Contact info:

vika_polyarush@yahoo.com

1. Ми можемо дістати інформацію, …. систему.

                  We can get the information by…the system.

a)   взломавши;

b)   крекнувши (to crack);

c)   змінюючи;

2. Ти зовсім…! Навіщо ти це зробив?

                 You are absolutely…! Why have you done it?

a)   несповний розуму;

b)   навіжений;

c)   крейзі (crazy)

3. Ти підеш завтра на …?

                 Are you going to attend tommorow's …?

a)   вечірка;

b)   зустріч;

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c)   паті (party)

4. Ти отримав …? Це було дуже важливо!

                    Have you got my …? It was very important!

a)   повідомлення;

b)   меседж (message);

c)   звістку

5. Цей модний …з'явився зовсім нещодавно.

                 This fashion…has recently appeared.

a)   напрямок;

b)   тренд (trend);

c)   захоплення

6. Все, що він сказав - повний/а/е…

                    Everything he said is a complete…

a)   маячня;

b)   треш (trash);

c)   непорозуміння;

7. Під яким … він у чаті?

                    Which … does he have in the chat?

 a)   ім'ям;

 b)   прізвиськом;

 c)   ніком (nick)

8. Як тобі концерт? Тобі сподобався /лось…?

How did you like the concert? Did you like the …?

a)   звук;

b)   саунд (sound);

c)   звучання

9. Я завжди потрапляю в пробки в цьому місці. Там такий жахливий/а…!

I am always trapped in jams at this place!

The…there is terrible!

a)   трафік (traffic);

b)   рух;

c)   транспортна розв'язка

10. Як тобі мій …?

Do you like my….?

a)   хлопець;

b)   бойфренд (boy-friend);

c)   парубок

1. What is your attitude towards English borrowings used in the Ukrainian language?

2. If you use them, what are the main reasons?

3. If you are opposed to them, what makes you consider these words as a threat to the vernacular language?

APPENDIX D – THE TRANSCRIPT OF THE AUDIO-RECORDINGS

Table 28. The Transcript of the Audio-Recordings

[1]

1
Speaker 1 [v] Я учора з опен-еару (open-airu) повернулась. Класна була паті (party)!!!
Speaker 1 [v] I came back yesterday from the open-air. The party was awesome!
Speaker 1 [v] Опен-еар – open-air (open-airu – takes the Ukrainian case ending)

 [2]

2
Speaker 2 [v] Да просто супер! Погода була погана, дощ лив як з вїдра. Але в цілому
Speaker 2 [v] Super! The weather has been really bad, it was raining cats and dogs, but in overall it's been really great.

..
Speaker 2 [v] дуже класно. Справа в тому, що до цього був дійсно потужний промоушн
Speaker 2 [v] The thing is that there used to be a huge promotion, that's why people came from all over Ukraine.

..
Speaker 2 [v] (promotion), тому піпл (people) з'їхався з усієї України.
Speaker 2 [v]

[3]

3
Speaker 1 [v] А скільки тікет (ticket) коштував?
Speaker 1 [v] How much did the ticket cost?

[4]

4
Speaker 2 [v] Я думала, то був маленький фест (fest).
Speaker 2 [v] I have been thinking it was a small fest.

[5]

5
Speaker 1 [v] Досить дорого. Але й то правильно, бо був серйозний сейшн (session), на
Speaker 1 [v] Pretty much. But it is absolutely right, as the session was serious, with the face-control at each entrance.

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..	

Speaker 1 [v]	кожному вході фейс-контроль (face-control), охорона всюди. Але я
Speaker 1 [v]	But I have nothing against paying too much for the security; this is not the issue to save up on.

..	

Speaker 1 [v]	абсолютно не проти переплатити за сек'юріті (security), чесно. На цьому
Speaker 1 [v]	

..	

Speaker 1 [v]	не зекономиш.
Speaker 1 [v]	

[6]

6	

Speaker 2 [v]	Та я все це розумію. Але, сама подумай, коли ще можна знайти трошки
Speaker 2 [v]	All that is understandable. But when will you be able to find some time for yourself? I have been thinking
Speaker 2 [v]	Тайму (timu), демеджу (damagu) - take the Ukrainian case ending.

..	

Speaker 2 [v]	тайму (timu) для себе? Я теж про це довго думала. Ніякого демеджу
Speaker 2 [v]	much about it. Believe me, it will not damage your work. At least, you will have some rest. Sorry, you

..	

Speaker 2 [v]	(damagu), повір, для твоєї роботи це не принесе. Але хоч трошки
Speaker 2 [v]	cannot work non-stop!

..	

Speaker 2 [v]	відпочинеш. Соррі (sorry), ти ж не можеш працювати нон-стоп (non-stop)!

[7]

7	

Speaker 2 [v]	Мені здається, що просто треба прагнути до балансу. Ти ж не можеш
Speaker 2 [v]	I think, one should try to manage balancing the life. You should have some time for the relaxation;
Speaker 2 [v]	Релакснути (relaxnuty) – to relax
Speaker 2 [v]	працювати безперервно, має бути період, коли необхідно

	релакснути
Speaker 2 [v]	otherwise you might turn into the machine. You understand it yourself; the money won't buy you the

..

Speaker 2 [v]	(relaxnuty), інакше тобі загрожує перетворення у машину. Сама розумієш,
Speaker 2 [v]	health and real friends. Well, this is my opinion.

..

Speaker 2 [v]	ніякі гроші не куплять тобі здоров'я і компанії справжніх друзів. Ну, це

..

Speaker 2 [v]	мій опініон (opinion).

[8]

8

Speaker 1 [v]	Якби моє начальство поділяло твою позицію, я була б найщасливішою
Speaker 1 [v]	If only my boss shared your position, I'd be the happiest person ever. I like my job, it's not some trash you

..

Speaker 1 [v]	людиною в світі. Я свою роботу дуже люблю, і це не треш (trash) якійсь,
Speaker 1 [v]	have to deal with mechanically, but a real pleasure. But we really have the policy of exploitation, as for

..

Speaker 1 [v]	який механічно треба робити, а справжнє задоволення. Але в нас дісно
Speaker 1 [v]	the extra hours - more than welcome, but asking about the vacation or at least some days to rest - never.

..

Speaker 1 [v]	політика експлуататорів, щодо додаткових годин - завжди велком

..

Speaker 1 [v]	(welcome), а відпустка, чи хоча б декілька днів за свій рахунок - ніколи.

[9]

9

Speaker 2 [v]	Ну, як тобі сказати, якби стосувалось лише моїх прямих обов'язків, все
Speaker 2 [v]	Well, if I have been doing only my direct duties, there would have been no problem. For example, I have
Speaker 2 [v]	Сканити (scanyty) – to scan; прінтувати (printuvaty) – to print

Speaker 2 [v]	..
Speaker 2 [v]	просто було б. Наприклад, я маю налаштувати певний сетап (set up), а
Speaker 2 [v]	to set up some equipment, but why should I scan or print anything out? I am not an assistant.

Speaker 2 [v]	..
Speaker 2 [v]	чому я ще маю сканити (to scan) чи прінтувати (to print) щось? Я ж не

Speaker 2 [v]	..
Speaker 2 [v]	секретарка.

[10]

10

Speaker 1 [v]	Да сесаяті (society) підібралось гідне. Народ весь працьовитий, кожен
Speaker 1 [v]	The society around is really good enough. They are all hard-working; everybody is a real expert in his
Speaker 1 [v]	Дедлайн – deadline (deadliny – takes the plural ending)

Speaker 1 [v]	..
Speaker 1 [v]	дійсно знавець своєї справи. Але ніхто не намагається зробити з себе
Speaker 1 [v]	own area. But the point is that no one is trying to show off, if we have some rest after the work, we are all

Speaker 1 [v]	..
Speaker 1 [v]	велике цабе. Якщо потрібно відпочити після роботи – весь дрінкін
Speaker 1 [v]	drinking together, getting through deadlines together as well.

Speaker 1 [v]	..
Speaker 1 [v]	(drinking) разом. Дедлайни (deadliny) також разом переживаємо.

[11]

11

Speaker 2	[v]	Це дійсно просто професіональна команда, якщо у вас немає заздрощів,
Speaker 2	[v]	This is really a very professional team, if you do not face envy and intrigues. Means, you, guys are lucky
Speaker 2	[v]	Креза (crasa) - crazy

..

| Speaker 2 | [v] | підсиджувань, то у вас просто чудова атмосфера. Це велика рідкість. |
| Speaker 2 | [v] | to have a great atmosphere, which happens very rarely. For example, my company is a complete mess. We |

..

| Speaker 2 | [v] | Повір мені, я такого мало бачила. В мене, наприклад, на роботі справжній |
| Speaker 2 | [v] | also have a great team, but everybody is crazy in his own way. I really do not know what kind of |

..

| Speaker 2 | [v] | дестрой (destroy). У нас також чудова команда, але у кожного своя креза |
| Speaker 2 | [v] | explanation is valid enough for it. Most probably, all people are really gifted and everybody considers |

..

| Speaker 2 | [v] | (crasa). Я не знаю, чим це все можна пояснити. Можливо, люди дійсно |
| Speaker 2 | [v] | himself being a genius. I think, the most essential point is to find a compromise, but this society is too |

..

| Speaker 2 | [v] | зібрались дуже талановиті, і кожен вважає себе генієм. Я вважаю, що |
| Speaker 2 | [v] | arrogant and no one wants to concede. |

..

| Speaker 2 | [v] | потрібно просто знаходити компроміси, але це сесаяті (society) занадто |

..

| Speaker 2 | [v] | пихате і ніхто не хоче поступитись. |

[12]

Speaker 1 [v]	Це дійсно просто професіональна команда, якщо у вас немає заздрощів,
Speaker 1 [v]	This is really a very professional team, if you do not face envy and intrigues. Means, you, guys are lucky
Speaker 1 [v]	Креза (crasa) - crazy

..

Speaker 1 [v]	підсиджувань, то у вас просто чудова атмосфера. Це велика рідкість.
Speaker 1 [v]	to have a great atmosphere, which happens very rarely. For example, my company is a complete mess. We

..

Speaker 1 [v]	Повір мені, я такого мало бачила. В мене, наприклад, на роботі справжній
Speaker 1 [v]	also have a great team, but everybody is crazy in his own way. I really do not know what kind of

..

Speaker 1 [v]	дестрой (destroy). У нас також чудова команда, але у кожного своя креза
Speaker 1 [v]	explanation is valid enough for it. Most probably, all people are really gifted and everybody considers

..

Speaker 1 [v]	(crasa). Я не знаю, чим це все можна пояснити. Можливо, люди дійсно
Speaker 1 [v]	himself being a genius. I think, the most essential point is to find a compromise, but this society is too

..

Speaker 1 [v]	зібрались дуже талановиті, і кожен вважає себе генієм. Я вважаю, що
Speaker 1 [v]	arrogant and no one wants to concede.

..

Speaker 1 [v]	потрібно просто знаходити компроміси, але це сесаяті (society) занадто

..

Speaker 1 [v]	пихате і ніхто не хоче поступитись.

[13]

| Speaker 2 | [v] | Ти знаєш, зараз це досить ризиковано. Ну, сама подумай, в період кризи |
| Speaker 2 | [v] | You know, it is very risky nowadays. Think, where can you go during the crisis? No on is waiting for you |

..

| Speaker 2 | [v] | куди можна податись? Ніхто не чекає тебе з відкритими обіймами. Нам |
| Speaker 2 | [v] | with open embraces. Our boss has immediately dropped a hint, that all the dissatisfied are free to leave. |

..

| Speaker 2 | [v] | начальство одразу дало хінт (hint), що незадоволені можуть одразу йти, то |

..

| Speaker 2 | [v] | не є велика проблема. |

[14]

14

Speaker 1	[v]	Ні, то не діє. Ти сама подумай, кому потрібні такі камбеки (comebacky).
Speaker 1	[v]	No, this is definitely not the way how it works. Think, you used to work for another company, had the
Speaker 1	[v]	Камбек - comeback (comebacky - takes the plural ending); релятивно (relativno)- relative.

..

| Speaker 1 | [v] | Ти вже працювала на іншу компанію, володієш інформацією звідти, але й |
| Speaker 1 | [v] | access to its information, but know much from the previous workplace as well. You will be only |

..

| Speaker 1 | [v] | знаєш багато з минулого місця роботи. Тебе просто будуть вважати |
| Speaker 1 | [v] | considered as a turncoat. Actually, all that is quite relative. |

..

| Speaker 1 | [v] | перебіжчиком. Хоча, це все дуже релятивно (relativno). |

[15]

Speaker 2	[v]	Я думаю, ти мене трошки неправильно розумієш. Я не кажу, що не має
Speaker 2	[v]	I think you get me wrong. I do not claim that there should be no development and you should stay idle,
Speaker 2	[v]	Девелопмент – development (developmentu - takes the Ukrainian

	case ending)

..

Speaker 2	[v]	бути ніякого девелопменту (developmentu), і потрібно просто стояти на
Speaker 2	[v]	but changing something all the time is too complicated.

..

Speaker 2	[v]	місці, але ж постійно щось змінювати також важко.

[16]

16

Speaker 1	[v]	Ну да, ніхто не хоче багато комплікацій (complicatsiy) у житті, то є правда.
Speaker 1	[v]	Well, no one wants any complications in their life. Especially nowadays, when there are a lot of problems
Speaker 1	[v]	Комплікація – complication, complicatsiy – takes the Ukrainian plural and case endings.

..

Speaker 1	[v]	Особливо зараз, коли проблем є багато, а шляхів їх подолання набагато
Speaker 1	[v]	and very few ways of their solution.

..

Speaker 1	[v]	менше.

[17]

17

Speaker 2	[v]	Я просто знаю, що буде занадто багато секріфайсів (sacrificiv), якщо я
Speaker 2	[v]	I know, that there will be too many things to sacrifice with, if I really decide to change my job. Think, I
Speaker 2	[v]	Секріфайс – sacrifice (sacrificiv - takes the Ukrainian plural and case endings); поюзаний – pousaniy - used (second

..

Speaker 2	[v]	вирішу змінювати роботу. Сама подумай, чим доведеться пожертвувати:
Speaker 2	[v]	will have to give up the brand clothes, the normal make up and I will have to buy the second-hand
Speaker 2	[v]	-hand)

..

Speaker 2	[v]	брендовий (brandoviy) одяг, нормальний мейк-ап (make up), доведеться
Speaker 2	[v]	household equipment…disaster!

Speaker 2	[v]	.. купляти поюзану (pousanu) техніку…жах!

[18]

18

Speaker 1	[v]	Сорі (sorry), але ж ніхто не стверджує, що твої інтенції (intentsii)мають
Speaker 1	[v]	Sorry, but no one claims that your intentions have to become worse. You never know, what the end might
Speaker 1	[v]	Інтенція (intentsiya) – intention (intentsii - takes the plural ending)

Speaker 1	[v]	.. йти в сторону гіршого. Ніхто не знає, чим може все скінчитись. Ти не
Speaker 1	[v]	bring. Have you ever thought, that, most, probably, this is the right moment to go on with your education?

Speaker 1	[v]	.. думала, наприклад, що саме зараз момент продовжити навчання?

[19]

19

Speaker 2	[v]	Ну, чекаю конфірмації (confirmatsii). Думаєш, то нормально?
Speaker 2	[v]	Well, waiting for the confirmation.What do you think, is it possible?
Speaker 2	[v]	Конфірмація (confirmatsiya) – confirmation (confirmatsii - takes the Ukrainian case ending)

[20]

20

Speaker 1	[v]	Нічого нереального не буває, скажемо так. Можливо, просто потрібно
Speaker 1	[v]	Impossible is nothing. Most probably, you should do your best and keep on dreaming. What papers are
Speaker 1	[v]	Пейпер - paper (papery - takes the plural ending)

Speaker 1	[v]	.. прикласти максимум зусиль і продовжувати сподіватись. Що там за
Speaker 1	[v]	required for the application?

..

Speaker 1 [v]	пейпери (papery) потрібні були для аплікації (applikatsii)?

[21]

	21
Speaker 2 [v]	Я дуже сподіваюсь, що в тебе все буде добре. Великий респект (respect)
Speaker 2 [v]	I sincerely hope that you will be lucky enough. You should be respected only for your efforts. Not
Speaker 2 [v]	Мен – man (mana - takes the Ukrainian case ending)

	..
Speaker 2 [v]	тобі лише за твої намагання. Не кожен згодиться так кардинально все
Speaker 2 [v]	everybody will agree to change everything that pivotal. Have you been thinking about your man, by the

	..
Speaker 2 [v]	змінити. А ти подумала про свого мена (mana)? Як він це переживе? Все-
Speaker 2 [v]	way? How will he come through this situation? The distance does not assist feelings.

	..
Speaker 2 [v]	таки відстань не завжди сприяє почуттям.

[22]

	22
Speaker 1 [v]	Ну, він в мене хлопець дорослий, вже досить олдовий (oldoviy). Крім того,
Speaker 1 [v]	Well, he is grown up and mature enough. Besides, there is always a possibility to use the latest
Speaker 1 [v]	Олдовий - old (grown up); чатитись – to chat; мейли (mail) – maily - takes the plural ending

	..
Speaker 1 [v]	завжди можна підтримувати комунікацію за допомогою останніх
Speaker 1 [v]	technologies, to chat, to send mails…there are a lot of ways for overcoming the problem.

..

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Speaker 1 [v]	технологій, чатитись (chatytys'), мейли (maily) посилати…да багато є

Speaker 1 [v]	.. шляхів вирішення.

[23]

23

Speaker 2 [v]	А ти не думаєш, що він вирішить, що якщо його герл-френд (girl-friend)
Speaker 2 [v]	Don't you think that he might decide that if his girl-friend is that far, no obligations should be considered
Speaker 2 [v]	Лайфстайл – lifestyle (lifestylu - takes the Ukrainian case ending)

Speaker 2 [v]	.. далеко, то, в принципі, ніяких обов'язків не існує? Можна й звикнути до
Speaker 2 [v]	at all? He can easily get used to the lifestyle.

Speaker 2 [v]	.. такого лайфстайлу (lifestylu).

[24]

24

Speaker 1 [v]	Він же в мене не лузер (loser) якійсь, я йому абсолютно довіряю. Я не
Speaker 1 [v]	Well, he is not a loser, and I trust him completely. I do not believe that our life will change that much.
Speaker 1 [v]	Чейнджнеться - changenet'sya (to change)

Speaker 1 [v]	.. думаю, що наше життя чейнджнеться (changenet'sya) настільки

Speaker 1 [v]	.. кардинально.

[25]

25

Speaker 2 [v]	Пробач, будемо вважати, що в мене занадто розвинутий імадженейшн
Speaker 2 [v]	I am sorry, let's assume that my imagination is too developed. You are right, the most important thing is

Speaker 2 [v]	(imagination). Ти права, справа в довірі, якщо вона є, можна пережити все.
Speaker 2 [v]	the trust, if it is mutual, one comes through everything.

[26]

26

Speaker 1 [v]	Ти ж розумієш, наше життя – це не лише паті (party) та фешн (fashion) на
Speaker 1 [v]	You understand that our life consists not only of parties and fashion-shows. There are the issues much
Speaker 1 [v]	Креш – crash (crashy - takes the plural ending)

..

Speaker 1 [v]	показ. Є речі набагато серйозніші. Я сподіваюсь, що ми вже на цьому
Speaker 1 [v]	more serious to be considered. I hope a lot that we are already at this level of seriousness. Every person

..

Speaker 1 [v]	рівні серйозності. У будь-якої людини можуть траплятись креши (crashy),
Speaker 1 [v]	might face definite crashes, and there is always a possibility to lose the faith in a batter future, but this is

..

Speaker 1 [v]	і в певній мірі є підстава, щоб втратити віру у майбутнє, але то є крайній
Speaker 1 [v]	an extreme way out.

..

Speaker 1 [v]	вихід.

[27]

27

Speaker 2 [v]	Мені здається, що ти зараз говориш як справжній геймер (gamer). Але
Speaker 2 [v]	It seems to me you are talking as a real gamer. But as far as I know, that is not what you are addicted to,

..

Speaker 2 [v]	наскільки я знаю, ти цим не захоплюєшся, чи не так? Шуткую. Але твій
Speaker 2 [v]	right? I am just kidding. Actually, I have got your message. I guess, I have to think over all possibilities.

..

Speaker 2 [v]	месідж (message) я отримала. Все одно потрібно обміркувати всі

Speaker 2	[v]	можливості.

[28]

28

Speaker 1	[v]	Я не знаю як щодо можливостей, але смайл (smile) на обличчі в мене
Speaker 1	[v]	I am not sure as for the possibilities, but at least I have started smiling. Maybe, I just have to stop

..

Speaker 1	[v]	з'явився. Можливо, просто треба перестати сприймати життя настільки
Speaker 1	[v]	perceiving life that serious.

..

Speaker 1	[v]	серйозно.

[29]

29

Speaker 2	[v]	Все життя – то екшн (action). Але скріпт (script) пише кожен собі сам, ми
Speaker 2	[v]	All our life is just an action-movie. But everybody writes his script by himself, we do not have to be

..

Speaker 2	[v]	не маємо залежати від навколишнього світу, інакше все це не буде мати
Speaker 2	[v]	dependent on the surrounding world, otherwise all our efforts will be in vain. You are choosing your own

..

Speaker 2	[v]	сенсу. Ти ж сама обираєш собі дорогу.
Speaker 2	[v]	way.

[30]

30

Speaker 1	[v]	Я просто боюсь, що якщо поїду, то просто загублю всі тенденції. Якщо на
Speaker 1	[v]	I am a bit afraid that if I leave, I will overlook all the latest tendencies. All those know-hows I can have at

Speaker 1 [v]	деякий час випав з обійми, то вже не надолужити. Всі ті ноу-хау (know-
Speaker 1 [v]	my disposal will not help catch up with the wasted time.

Speaker 1 [v]	how), які я буду використовувати, не компенсують згаяного
	часу.

[31]

31

Speaker 2 [v]	Чесно? Соу-соу (so-so). Я скажу точно, що смайлік (smilik) в
	кінці
Speaker 2 [v]	Sincerely? So-so. I can claim for sure, that there is no smiley at the end of each sentence, written about my
Speaker 2 [v]	Смайлік - smiley

Speaker 2 [v]	кожного речення, на жаль, поставити не можу.
Speaker 2 [v]	life.

[32]

32

Speaker 1 [v]	От бачиш, тобі згори дається своєрідний пуш (push) до дій. Можна сидіти,
Speaker 1 [v]	You see, you have a special push for the actions from above. You can
	stay idle, or, at least, just try.

Speaker 1 [v]	склавши руки, а можна хоча б спробувати.

 [33]

33

Speaker 2 [v]	Ти зараз говориш, ніби в гламурному (glamurnomu) ток-шоу (talk-show).
Speaker 2 [v]	Right now you sound as a character of a glamorous talk-show. I wish
	you could hear yourself!
Speaker 2 [v]	Гламурний – glamorous (glamurniy – takes the gender ending)

Speaker 2 [v]	Послухала б себе зі сторони.

[34]

	34
Speaker 1 [v]	Не кажу, що мої ідеї вже занадто оригінальні, але й не секонд-хенд
Speaker 1 [v]	I am not trying to resent my ideas as the most original ones, but at least they are my own. I just believe in

	..
Speaker 1 [v]	(second-hand).Я просто вірю в тебе. Хіба то є погано?
Speaker 1 [v]	you. Is it bad?

[35]

	35
Speaker 2 [v]	Ні, дякую, мій улюблений саппортер (supporter). Якби не ти, я б взагалі
Speaker 2 [v]	No, thank you, my devoted supporter. But for your help, I would have been completely lost. It is high time

	..
Speaker 2 [v]	загубилася би у цьому світі. Ну, треба вже потихеньку на хаус (house) збиратись, забовтались ми з тобою.
Speaker 2 [v]	we went home, we have been chatting for quite a long time.

[1]

	1
Speaker 1 [v]	Ти мою смску (smsku) отримала? Я вчора на шоппінгу (shoppingu) була, та
Speaker 1 [v]	Have you got my sms? I was shopping yesterday and in one of the shops heard the track you like so much.
Speaker 1 [v]	Смс – sms, smsku - takes the Ukrainian case ending; шоппінг – shopping (shoppingu - takes the Ukrainian case

	..
Speaker 1 [v]	в одному магазині почула трек, що тобі так подобається. Думаю, чи нам
Speaker 1 [v]	And I am thinking, maybe it is the right time for all of us to get together?
Speaker 1 [v]	ending)

..

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Speaker 1 [v] не зібратися нарешті?

[2]

2

Speaker 2 [v] Вибач, що я тобі одразу не відповіла. Такий день драйвовий (drivoviy) був,
Speaker 2 [v] I am sorry for not having answered at once. The day was so busy, I really did not what to start with.
Speaker 2 [v] Драйвовий – drive (dravoviy – takes the Ukrainian gender ending)

..

Speaker 2 [v] не знала, за що перше вхопитись.

[3]

3

Speaker 1 [v] Ні-ні, ніяких траблів (troubliv), просто зайнята, чесно. Ти ж знаєш в мене
Speaker 1 [v] No-no, everything is fine, just have been busy. To crown it all, my cell phone does not work properly.
Speaker 1 [v] Трабл – trouble (troubliv – takes the Ukrainian case and plural ending)

..

Speaker 1 [v] ще й телефон беднувся (badnuvsya), от іноді і не працює нормально.

[4]

4

Speaker 2 [v] Да все ок, бебі. Я так і зрозуміла, що ти або зайнята, або конекшн
Speaker 2 [v] It is okay, baby (baby). I have made a conclusion that you are either busy or the connection fails to work

..

Speaker 2 [v](connection) як завжди не дуже.
Speaker 2 [v]properly, as usual.

[5]

5

Speaker 1 [v] Зараз того часу не так багато, якщо чесно. Я не знаю, чи то лише для мене
Speaker 1 [v] Well, frankly speaking, I do not have that much free time. Maybe, this is my personal perception, but I
Speaker 1 [v] Клікати – clickaty (to click)

..

Speaker 1 [v] так, але час біжить як пісок крізь пальці. В мене іноді таке враження, що я
Speaker 1 [v] have a feeling that time is running like the sand through the fingers. Sometimes it seems to me that I am

..

Speaker 1 [v] геймер (gamer), який клікає (clickae) на екран, та все, що відбувається
Speaker 1 [v] just a gamer, clicking constantly at the screen, and everything going on around me is just a game, nothing

..

Speaker 1 [v] навколо мене – лише гра, нічого реального. Але я нічого уповільнити не
Speaker 1 [v] real. But I am not able to slow the events down, thus just preferring to escape them.

..

Speaker 1 [v] можу, от і отримуємо один ескейпізм (escapism) навколо.

[6]

6

Speaker 2 [v] Окей (okay), не будемо про сумне. Ну, купила що?
Speaker 2 [v] Okay, let's not talk about the sad things. What have you exactly bought?

 [7]

7

Speaker 1 [v] Забагато не купувала, знаєш, прайси (pricy) то зовсім немаленькі. Трендові
Speaker 1 [v] I have not bought too much; the prices are not small at all. The trendy things are absolutely beyond my
Speaker 1 [v] Прайс – price (pricy – takes the plural ending); крекати – crackaty (to crack); скрінейджер – screenager

..

Speaker 1 [v] (trendovi) речі то взагалі позахмарні, я на таке не розраховувала. Мені
Speaker 1 [v] reach, I did not think it would be that expensive. I will have enough money if only crack the bank system.
Speaker 1 [v] (screenageriv - takes the Ukrainian case and plural ending)

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Speaker 1 [v] вдосталь грошей світить лише у тому випадку, якщо я крекну (cracknu)
Speaker 1 [v] But, unfortunately, I am not a hacker, that is why can rely only on my legal sources.

..

Speaker 1 [v] банківську систему. Але, на жаль, до скринейджерів (screenageriv –

..

Speaker 1 [v] screenager, a young person having good knowledge about IT) я не належу,

..

Speaker 1 [v] тому доводиться жити на чесно зароблені.

[8]

8

Speaker 2 [v] Ти не одна така, не переймайся. Я на минулому тижні хотіла шузи (shoesy)
Speaker 2 [v] You are not alone, do not worry. Last week I wanted to buy a pair of shoes, but their cost was higher than
Speaker 2 [v] Шузи – shoes (shoesy – takes the plural ending); самодеструкція – selfdestruction (samodestructsieyu –

..

Speaker 2 [v] купити, але вони коштували всю мою зарплату. Так ось, щоб не займатись
Speaker 2 [v] my salary. In order not to plunge into self-destruction, I am trying not to think about it.
Speaker 2 [v] takes the Ukrainian prefix "samo-" and the case ending)

..

Speaker 2 [v] самодеструкцією (samodestructsieyu), я про це не думаю.

[9]

9

Speaker 1 [v] Правильно, нерви собі не варто псувати. Воно того не вартує. Іноді думаю,
Speaker 1 [v] You are absolutely right, one should not react that emotionally. Sometimes I am thinking why we are

..
Speaker 1 [v] навіщо жалітись? Всі проблеми ми створюємо собі самі. Замість того, щоб
Speaker 1 [v] complaining all the time. Actually, we usually create all the
problems by ourselves. Instead of being

..
Speaker 1 [v] нервуватись, подивись якесь данс-шоу (dance-show), у світі прекрасного
Speaker 1 [v] nervous you'd better watch any dance-show, observing the beauty
will change your perception.

..
Speaker 1 [v] змінюється все навколо.

[10]

10
Speaker 2 [v] І не кажи, є такі особистості, які сприймають життя як бетл (battle), і їм від
Speaker 2 [v] There is a definite group of people, who see the life as a battlefield, and it makes their existence more

..
Speaker 2 [v] цього цікавіше. Вони по-іншому не можуть.
Speaker 2 [v] interesting. They are not able to live to live differently.

[11]

11
Speaker 1 [v] Я тобі більше скажу. Я, щоб не псувати собі настрій, навіть медіа (media)
Speaker 1 [v] I will tell you more. In order not to spoil my mood I even do not look through the media. Actually, I cannot

..
Speaker 1 [v] не проглядаю. Бо, в принципі, нічого позитивного для себе там побачити
Speaker 1 [v] find there anything positive or beneficial for myself.

..
Speaker 1 [v] не можу.