



СВІТ МОВИ – СВІТ У МОВІ

МАТЕРІАЛИ VII Міжнародної наукової конференції

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**Міністерство освіти і науки України
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Збірник містить тези доповідей учасників наукової конференції, де розглядаються актуальні проблеми історичного розвитку мови, взаємозв'язку мови та мислення, мови як феномена культури, її ролі в міжкультурній комунікації, мовної семантики, лексико-граматичних інновацій, функціонування мовних засобів у різних типах дискурсу, сутності мовної особистості, прикладні аспекти вивчення мови.

Призначено для філологів – учених, викладачів, студентів.

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MODERN CHINESE BORROWINGS IN ENGLISH

Mobility, variability, the drive for change, and the growth of vocabulary constitute the most significant distinctive aspects of any language. To a greater or lesser extent, every language is regenerated with new words (developing its vocabulary) either through loans or its tools. Every language tends to be the enriched vocabulary internally and externally namely, borrowed words.

The issue of borrowing is has been elaborated in numerous works of domestic and foreign scholars (V. N. Yartseva, R. S. Ginzburg, S. S. Khidekel, G. Y. Knyazeva, A. A. Sankin). The functioning and the degree of foreign word adaptation are mentioned by E. Haugen and I. N. Bahinska, who did not only discover the way of loanwords transformation, but also showed the difference between the original meaning and the developed meaning, the latter being a straightforward result of loanword adaptation. Others such as A. V. Bulakhovsky, M. H. Dahokova, L. P. Krysin, T. H. Linnik, E. F. Volodarskaya made a detailed overview of foreign language vocabulary.

In defining the principle of borrowing, there are numerous opinions. L. Bloomfield describes borrowing as a certain form of linguistic change: 1) lending of ideas of culture; 2) «external» borrowing arising from direct contacts in languages; 3) dialectal borrowings integrate into the literary vocabulary.

Linguists L. P. Krysin and R. M. Butina approach borrowing, as a transition of different components (linguistic units) from one language to another (to another linguistic environment), as well as the product of this process, namely, a loanword.

The East Asian Chinese borrowings in English have been studied by many foreign scholars such as Boyé Lafayette De Mente, Garland Cannon, N. N. Bykhovets, Z. G. Proshina and others. Culture dictionaries of Chinese, Japanese and Korean languages were collected by the famous American linguist Boyé Lafayette De Mente, who was the first to introduce Asian terms to the Western part of the world.

The report aims to analyze the language contacts between Chinese and English languages in 21st century by studying modern Chinese borrowings which entered or may be entered to Modern English thesaurus. We intend to examine the- recent studies about about Chinese borrowings; to investigate modern Chinese borrowed words and their frequency of use in language-receiver, namely, in English.

The object of the study entails borrowed vocabulary, which entered Modern English in the process of language-contact. The adaptation and frequency of borrowed Chinese constitutes the subject of our research.

The Oxford English Dictionary is a prime resource with additional materials such as the Merriam-Webster Dictionary, Collins Online Dictionary, the Great Chinese-Russian Dictionary (GCRD), and Etymologeek.com.

To complete the objectives, we used the following methods: the definition analysis to study the meanings of lexical units; the etymological method for studying the origin of Chinese borrowings in English; the descriptive method for characterization and classification of semantically adapted borrowings; the quantitative method for processing the obtained results and determining the level of semantic adaptation of Chinese words to the norms of the recipient language; the contextual method to identify features of the semantic component of Chinese words in different English texts; the comparative method helps to identify differences between the compared values of Chinese borrowings in the language-donor and the language-recipient.

The novelty of the investigation lies in the analysis of the degrees and history of semantic adaptation of Chinese borrowings within Modern English. The classification of Chinese words in terms of the chronology of their entry into the recipient language has been improved. For the first time,

semantic changes (metaphorical and metonymic transfers) and their consequences (narrowing and extension) of Chinese borrowings' meanings were studied.

The practical value of the research is that its results can be used in teaching courses (Lexicology, Translation Theory, Language History and Linguoculturology of English or Chinese).

Professor Garland Cannon at Texas A&M University is considered the first linguist who did a detailed investigation about the adaptation of Chinese borrowing in English. In 1987, he illustrated that General English has already borrowed 196 words from Chinese. The study of Chinese borrowings by Cannon includes language origins, linguistic morphology, language grammar, and general views on the discrepancies between Chinese borrowings and their meanings.

The contribution to the development of Chinese borrowings issue did such scholars as Andrey J. Moody, Chan M. & Kwok, Fan Fang, Megan Eaves, Zhichang Xu, S. M. Ichnatova and others.

In 1996, Professor of University Macau Andrey J. Moody claimed «the relevant linguistic transmissions and semantic fields where these borrowings create» and eventually shortened than half of the Chinese loanwords from Cannon's investigation, only 92 of them were left.

When it comes to borrowing issues from Chinese to English and the Collision of Cultures, it is necessary to refer to N.H. Bohachenko «History of East Asian loanwords in English», who researched terms of chronology and semantic adaptation of Asian loanwords and classified foreign words according to their historical period, namely, analyzed the chronology of their entry into the English language, as follows: 1000 (*galingale*); 1577–1598 (*Japan, li', litclii, Tangut, te*); 1613–1620 (*cha, sampan, tutang*); 1671–1699 (*Ming, Shang, yang, yin*); 1701–1747 (*kaolin, longan, pekoe*); 1755–1798 (*chin chin, feng-shui, kang*); 1804–1848 (*kalanchoe, kongsi, kow-tow*); 1850–1874 (*Canton, foreign devil, Hakka, hoey. Hong Kong*); 1876–1899 (*kwai-lo, Lapsang souchong, likin*); 1900–1925 (*Min, pai-hua, pai-kau*); 1925–1950 (*tangpu, Tao Kuang*); 1951–1976 (*Capitalist road, Capitalist roader, cheongsam*). Analyzing Bogachenko's classification of Chinese loanwords, we can see that mostly new arrivals to the English language were from the eastern and southern regions of China, especially from such Cantonese and Guangdong dialects, since England and the USA had the greatest influence in this part of China and most immigrants came to the English-speaking countries from the southeastern regions of China.

Chinese borrowed words belong to the field of linguistic phenomena because their history of development underwent more than a thousand years. The beginning of maritime commerce between England and China became the first precondition of developing the Chinese English language contact.

In the time from 1570 to 1639, nine Chinese loanwords were used in the English language belonging to the following subject groups: flora (*litchi*), drinks (*tea*), natural phenomena (*typhoon*), measures (*li*), transport (*junk*), history (*Ming*), clothing (*silk*), society (*Tangut*) [1].

In the period of 1730s, Chinese borrowings, which were usually connected with merchandise, began to enter the English language system. There were just hundreds of words, like *silk* and *porcelain*, derived from it. In the early 18th century there was the intensive enlargement of Chinese borrowings, especially with the trade words e.g. *tea*, *Wuyi tea*, *ginseng*, *galingale*, *litchi*, *nankeen*, etc. After tea became popular in the UK, the Chinese vocabulary of famous teas entered English: *oolong*, *bohea*, *congou*, *hyson*, *twankay tea*, *brick tea*, *lungching tea*, etc. [2].

China became a semi-colony of Western powers after the defeat in the First Opium War (1839-1842), which was triggered by the Chinese government's ban on production and trade of opium in the region. The words that entered the English language from the beginning of the Opium Wars until the end of the nineteenth century are very thematically diverse - a large number of geographical names that have passed into the category of nouns in English: religious and philosophical concepts (*Lohan* - a Buddhist saint); new varieties of tea (*oolong*, *oopack*); names of various plants (*ling* - water chestnut, *pakchoi* - a kind of cabbage) and many others [3].

By the 20th century, a big amount of Chinese loanwords was connected with such cultural fields as teas and food. Various teas, including *bohea*, *pekee*, *congou*, *hyson*, and *souchong* are the major origins of Chinese borrowings in English. Aside from numerous teas, food such as *jiaozi* and *loquat* is popular Chinese cuisine also borrowed to the west. Besides, in the 1900s Chinese borrowing of culture, currency, language, arts were also included in General English, for example, *Confucian*, *Pinyin*, *fen*, *renminbi*, *yuan*, *Tai Chi*, *Kung Fu*.

Chinese borrowings experienced the greatest decline in the 20th century, namely during the period of formation and development of the People's Republic of China. According to the Oxford Dictionary, the English language enriched its vocabulary with such Chinese borrowings as: *semi-proletariat* (1951), *Acupuncture point* (1932), *functional* (1990), *barefoot doctor* (1971), *gang* (1976), *dragon* (1981), *snakehead* (1965), *martial arts* (1920), *meridian* (1959), *money tree* (1934), *pillow book* (1906), *moon gate* (1924), *potsticker* (1968), *war-lord* (1922), *reform through labor* (1957), *to ride a tiger* (1902), *capitalist road* (1966), *struggle meeting* (1966), *running dog* (1937), *splittism* (1962), *capitalist roader* (1967).

Due to the rapid popularization of the Internet and cultural communication, Chinese words continue to be borrowed into modern English. In the 21st century, according to Urban Dictionary and English-

Corpora.org, such modern Chinese borrowings as *tuhao* (2013), *hukou* (2010), *diaosi* (2013), *hongbao* (2011), *dama* (2013), *jiaozi* are beginning to be actively used among English-speaking youth. Although the aforementioned Chinese loanwords have been entered into the Urban Dictionary and Oxford Dictionaries Online, unfortunately they are not yet included in the Oxford English Dictionary. According to the editor of the dictionary Jula Kliman, the «trendy words» *tuhao*, *hukou*, *dama* must go through a series of attestations and a period of time before being included in the Oxford English Dictionary.

Studying the main types of adaptation of borrowings, we analyze various statements about the distinction between the concepts of adaptation, assimilation and development. Moreover, semantic assimilation deserves special attention in our research. The latest definition of semantic assimilation was proposed by the Chinese scientist Zhou Ying, who defines it as «semantic regeneration» of the recipient's vocabulary, which leads not only to the acquisition of new words, but also to the possibility of arming the borrowed word with new meanings.

When introducing a foreign language, borrowing can be semantically adapted in various ways:

1. Borrowing only one meaning of a multi-meaning word.
2. Narrowing or expanding the value of borrowings.
3. Increasing the number of meanings in the recipient language.
4. Changing the first value to passive, and the second to dominant.

As a rule, during the process of semantic adaptation, a borrowed word can acquire a wide range of new word meanings, which leads to the development of the vocabulary of the recipient language. Semantically adapted loanwords can expand not only their lexical context, but also their syntactic functions. This can be seen in the semantic development of a Chinese loanword such as *Ming*, which entered the English dictionary with two initial meanings, first in 1671 and later in 1982. By *Ming* we mean the dynasty that ruled China from 1368 to 1644 and was the last dynasty controlled by the Han. During the reign of the Ming Dynasty, a significant number of inventions and cultural achievements were achieved, which include Ming porcelain in their list. As a result of metonymic relations, in 1926 the borrowed word *Ming* expanded its semantic meaning, receiving an attributive form in the characteristics of the color features of the porcelain of this dynasty.

Furthermore, the output meaning may even cause the loanword to lose its original meaning, and the identification of this displacement can only be determined after a detailed etymological analysis. It is also often possible to find the displacement of a word from the vocabulary of the recipient language by a new synonym, namely borrowing.

For example, the loan word *sampan* – instead of meaning any type of Chinese boat, has evolved into boats consisting of a flat bottom (made of one plank) tied on two sides (two other planks), as well as boats, who have a house on board as their permanent residence. It can also be seen as a process of word specialization, where a loan acquires a narrower meaning than the previous one.

Numerous foreign borrowings have led to a significant number of etymological doublets and interchangeable pairs (synonyms). Despite this, all borrowings were semantically subordinated to the requirements and features of the English language.

This part of our investigation characterizes the basic types of adaptation of borrowed words (phonetic, grammatical, graphic, and semantic) in relation to the norms and rules of the English language. Most attention is paid to the study of the process and methods of semantic adaptation.

The process of Chinese borrowed words becoming a part of modern English has been examined in details in our research. The main borrowing periods with analysis of their relationship to historical events and phenomena have been distinguished there. On the basis of classified borrowings, two groups of Chinese words have been analyzed: semantically adapted and non-adapted.

Semantic adaptation directly depends on the time of borrowed words' entry into language-recipient, so most Chinese borrowings of the early late periods of modern English adapted their semantics through the metaphorical and metonymic transfer.

The main consequences of semantic word change are considered to be narrowing (specialization) and extending (generalization) of meaning, which are integral components in the study of semantic adaptation of Chinese borrowed words within Modern English.

Despite the geographical variations, it is very difficult for the Chinese to have a direct influence on English. For this very reason, moreover, certain European languages have borrowed English words even more than Chinese. This circumstance has only significantly changed in recent years, with the promotion of commercial communication and the help of media and communication technologies. Since then, the growth of China has been represented and implemented by a large number of news and newspapers, the reach of Chinese language promotion has expanded, and the role of loanwords has been enriched.

The Chinese borrowings in English in the process of economic globalization are increasingly growing in economics, politics, culture, society, and, especially, in the social media. To summarize, the semantic assimilation of Chinese borrowings in English consists of expanding the

compatibility with the words of the recipient language and transforming the semantic structure of some loanwords.

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ФОРМУВАННЯ КУЛЬТУРОМОВНОЇ ОСОБИСТОСТІ СТУДЕНТІВ В УМОВАХ ЗМІШАНОГО НАВЧАННЯ

Загальноприйняті тенденції швидкого розвитку дистанційного, змішаного та онлайн-навчання у світі вимагають перегляду підходів до організації освітнього процесу та актуалізують проблему впровадження сучасних дидактичних методів, засобів і технологій у навчанні на різних рівнях освіти. Змішане навчання, яке поєднує в собі традиційні та дистанційні методи, стає ключовим складником освітнього процесу у вищій школі, відповідно, важливо усвідомити його роль у формуванні та становленні культуромовної особистості здобувачів освіти.

Аспектам формування культуромовної особистості в лінгвістиці, психолінгвістиці та лінгводидактиці приділяли увагу О. Біляєв, А. Богуш, І. Воронюк, М. Вашуленко, О. Горошкіна, І. Зимня, О. Караман, С. Караман, О. Леонт'єв, Л. Мацько, Г. Онкович, Л. Паламар, М. Пентилюк, О. Семенов та ін. Аналіз наукової та науково-методичної літератури свідчить й про значну увагу до впровадження інноваційних технологій в освітній процес закладів вищої освіти. Окремі аспекти мовної освіти на засадах електронної лінгводидактики представлено в працях В. Бадер, Л. Златів, К. Климової, Т. Путій, О. Семенов, Н. Сороко та ін.

Аналіз праць О. Горошкіної, С. Карамана, О. Семенов та інших дослідників свідчить про складність і багатоаспектність поняття