

A comparative Study of English Loans in Russian and Swahili

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■ ABSTRACT ■

This paper is a comparative study of English loans in Russian and Swahili. In the twenty first century, due to the advantage of English as a global language, a language of technology and business, it has had contact with many languages of the world and has become a major source of loans to many languages. Though very different from each other, both Russian and Swahili currently have English as their main source of loanwords. This study reports the extensive adaptation of English loans by Russian and Swahili and examines how these loan items are assimilated into the two languages. It concludes that besides the adaption of pure English loans they have both employed other strategies such as loan translations, semantic extensions and loanblends for vocabulary expansion.

Key Words

English loans Russian Swahili adaptation loan types

1. Introduction

Today, English is used as a global language (Crystal 1997; Tonkin 2003). It is used in science, technology, academia, sports and other disciplines. Many languages of the world have been known to borrow from English through language contact. Russian and Swahili are languages that have borrowed from it over the years. In this study we deem it important to demonstrate that countries from different continents with different historical experiences and language affiliations do adopt many common items from English. It is also logical to point out that consequent to this heavy adoption of English items globally is the cross-linguistic dimensions which some English items are assuming, especially in the disciplines mentioned above. For instance it has been inferred that to some extent some football terminologies tend to be cross-linguistic stemming from the fact that many languages borrow football vocabulary from English (Kachru 1989: 9, cited in Sepek 2008: 53).

The main objectives of this comparative study of Russian and Swahili are to report the historical background of English borrowing into the two languages and to establish that they share both similarities and differences in their adaptation of English items. Secondly the paper attempts to examine various borrowing phenomena adopted by the two languages in the bid to expand their vocabulary and how these loanwords are assimilated into their phonological and morphological systems. The sources of data for the study are several; they are standard Russian and Swahili dictionaries, newspapers and selected scholarly publications on borrowing.

The paper is organised in 8 sections. Section 1 is the introduction. Section 2 reports the historical

background of English loans in Russian and Swahili. In Section 3 we discuss the language affiliation and characteristics of the two languages. Section 4 discusses briefly attitude towards English Loans. Section 5 looks in detail at English loans in the two languages, illustrating the common areas of borrowing to the two languages. Section 6 illustrates the various borrowing strategies employed for vocabulary expansion. Section 7 discusses the processes of assimilation of English loans into the languages and Section 8 is the conclusion.

2. Historical background of English loans in Russian and Swahili

In the ancient times Asian nations, such as China, India, and Greece and Europe Roma were the most developed nations. As a result many languages borrowed from their languages directly or indirectly.

In Russia up to the sixteen century most borrowed words came from Latin, Greek, Scandinavian and Asian languages. According to Belyayeva (1973) the beginning of rapprochement of England and Russia can be dated to 24 August, 1553, when the English ship “Edward Bonaventure” docked at Northern Dvina. The Russian government welcomed English traders, specialists etc. some of whom did not only visit Russia but also settled there. These people brought into Russian the first stream of English words. At the beginning of the 1700s Peter the Great decided to build a sea port for Russia and westernise the country. For these he needed to have a strong fleet and people who knew the western way of life. Because at that time, Western European countries, such as Holland, England, Germany, Spain and others had well developed governments, cultures, military, fleets, etc. He sent people to study in those countries. Those who came back to build ships and westernise Russia for Peter the Great brought to Russia not only the knowledge of those areas, but many words as well. That is the period, when a high percentage of English words were borrowed into the Russian language. This is understandable because many of those words were part of the vocabulary of the areas of military, ship, government, culture, lifestyle etc.

After Peter the Great, the French language became the main source of borrowing. Up to today there are many words of French origin used in the Russian language. English resumed as the major source of borrowing again after the 1917 revolution. However the largest stream of English loan words were adapted after perestroika and have continued to date.

Swahili on the other hand came into contact with the English language at a much later date; at the turn of the nineteenth century, when Britain became interested in East Africa. Until then the major source of borrowing for the Swahili language had been Arabic. Swahili came into contact with Arabic not too long after the death of Mohamed (SAW) and as a result of conversion of the Swahili people to Islam. It had also borrowed from Portuguese, Hindu, and German. Swahili started borrowing from English when European missionaries began establishing missionary stations in East Africa and later when it became a British colony. By independence in 1963, Swahili had already borrowed substantially from English and the rate of borrowing from it increased drastically after independence when President Nyerere directed that the Swahili language be promoted and developed in order to replace English where ever and whenever possible. Harries (1969: 276) states that the direction in which Swahili was moving was towards an approximation of English expression and idiom and thought. Harries (1969:277) further comments on a post-independence linguistic revolution in which there was *‘the immediate necessity for translation into the mass media of material dealing with matters that are completely foreign to East African society and which do not fit easily into Swahili idiom results in constant process of change*

and adaptations within the language. It is in this process of change and adaptation that English played and still plays a major role. Vocabularies from English, covering various areas, such as education, politics, sports, etc have been adopted into Swahili. Apart from lexical items, other linguistic processes have been adapted from English.

It is clear from the above that English plays a major role in the expansion of the two languages as a main source of borrowing.

3. Language affiliations and characteristics of Russian and Swahili

Russian belongs to the Indo-European language group. It is an East-Slavic language. Russian is a highly inflectional language; therefore a word can have many overlapping morphemes that are difficult to segment. Again as a result of this very long words such as the following are found in Russian: *Преподавательница* [prepodavatel'nitsa] 'female lecturer'. *Преподавательница*, the first part of the word corresponds to 'lecturer', and the second part 'female' *достопримечательность* [dostoprimechatel'nost] 'sight'. Another important peculiarity is the declension of nouns, adjectives and pronouns (such as personal, demonstrative, possessive etc.) according to their gender and number. Word stress is very essential in Russian. It is not only the case that each word has a fixed stress, but that the stress can be shifted to express different grammatical meanings. Russian is a SVO language but generally word order is free; that is any change in word order may affect meaning. Meaning is also affected by intonation.

Russian uses the Cyrillic alphabet system. There are thirty three (33) letters in Russian: ten (10) vowels, twenty one (21) consonants and two (2) signs. From these there are five (5) letters, which are similar in English and Russian: K, M, T and O, A. Seven (7) letters of the Russian alphabet look like English letters, but they have different sounds: B (=V), H (=N), P (=R), C (=S), X (=H), E (=YE), Y (=OO). There are sixteen (16) letters in Russian which have sounds familiar in English: Б (=B), Г (=G), Д (=D), З (=Z), Ё (=Y), Л (=L), П (=P), Ф (=F), Ц (=TS), Ч (=CH), Ш (=SH) and И (=EE), Ё (=YO), Э (=E), Ю (=U), Я (=YA).

And finally there are letters which exist in the Russian alphabet, but which have no graphical or neither phonetic resemblance in English and Russian languages: Ж Ц Ъ Ь Ъ. The last two letters have no sound; they are used to softening a hard consonant Ъ or as separation Ъ,Ъ. The others can be pronounced as Ж (=S in pleaSure), Ц (=SHCH welSH Sheep), Ъ (=I bIt).

Apart from the differences between the alphabets in English and Russian, there are rules, which play roles during the graphical integration of loan words, for example two hard vowels are not used side by side in Russian words. However they can be seen in loans.

Swahili is a Bantu language belonging to the Niger Congo Family of African languages. It shares the basic characteristics of Bantu languages. It is agglutinative; that is words are made up of affixes and stems/roots. It is an SVO language, but very flexible in terms of word order. As a typical Bantu language its nouns are divided into eighteen grammatical classes (genders) guided somewhat by certain semantic features and each class has a set of concords it agrees with. Sentence construction is based on agreement. Agreement is shown in noun classes, grammatical persons, and number.

Swahili is also a stress language. It has a fixed stress on every word and the stress falls on the penultimate syllable. Swahili unlike Russian shares all except two alphabets of the English language. The two alphabets are q and x.

The characteristics of the two languages become very important in the borrowing processes as is demonstrated in Section 7.

4. Attitude towards English Loans

In many countries there are two different attitudes towards loans. Some linguists believe that they are necessary, for example the names of new items or in some special areas (Krysin 1994). Others believe that loanwords may not have exact synonyms in the recipient language, so the use of the loans is necessary or supported (Styblo 2009). Others suggest that, the use of loans is important, because in certain contexts the local word may not be effective. (See Mohideen (2009) about Japanese studies or Styblo (2009) on the use of adjectives with loanwords and their counterparts). In Russian for instance, some loans are used, because the Russian synonyms are not suitable replacements (Yoshizumi, 2008). However, purists advocate that loanwords should not be used at all; speakers should express themselves using the already existing vocabulary (Romanov 2000:124). As noted in Mohideen (2009), in Malay many borrowed words are spreading and they are used not only in the educational or other special areas, or to describe the Western world but also in those cases where there exist Malay equivalents. Similar situations are observed in Russian and Hungarian (Csajbok, 1999) as well as in Swahili (Dzahene-Quarshie 2010).

As noted above, both Russian and Swahili have borrowed many words from different languages. However the influx of English loans in the past twenty years or so has been phenomenal. It is no wonder that in February 2003 the Russian parliament passed a law that forbade the use of words of foreign origin, if a Russian alternative is already in use. Attitude towards foreign loans in Russian whether positive or negative, depended on the Russian/Soviet political situation in the past. The attitude of young laymen towards the use of English borrowings is positive (Svirenkova, 2011). In the language of the youth, English words are used instead of Russian because they are trendy. Many of these English words will never be part of the corpus of Russian language, simply because their use is limited. There are several words of English origin, which have become catchwords in the language of the Russian youth in our days. However, the attitude of older laymen towards the use of English borrowings is negative (Svirenkova, 2011). With Swahili, on the other hand, the general attitude towards English borrowings is positive. Although during the immediate post independent era, the Late President Nyerere encouraged that indigenous Tanzanian languages should be the first point of call whenever there was the need to borrow; there are not many loans from indigenous languages in Swahili. Significant adaptations from an indigenous language are *bunge* 'Parliament' and *ikulu* 'State House' adopted from Kinyamwezi (Chimera 2000). Currently English is the main source of loan adaptation by both formal and informal agencies of loan adaptation. This attitude towards borrowing has been described as convenience borrowing (Petzell, 2005).

5. English loans in Russian and Swahili

Today English plays various roles in many countries all over the world. It is said to be the Language spoken by the greatest number of non native speakers (Ethnologue, 2005) and it is the official language of about 74 countries worldwide (Tonkin, 2003: 7, citing Skutrub-Kangas). As mentioned in the introduction, many languages of the world today borrow from English. This process has been termed “Englishization” (Kachru, 1994, in: Mohideen, 2009). It is therefore not surprising that today many African languages as well as many well developed European languages such as Spanish, German, Dutch and Asian languages like Hindu and Chinese show evidence of borrowing from English (d’ Aribale et al. 2008; Yun & Deng 2009).

In recent times, loanwords usually find their way into the borrowing language by two general means: through the print media (Styblo 2009) or by oral means. In Russian initially borrowed words were adopted through written forms. When English borrowings came into Russia due to British-Russian contacts, most of the words were borrowed according to their pronunciation. Nowadays English loans are borrowed orally and through written forms as well.

In Swahili, loanwords from English are adopted generally by formal state institutions or agencies such as BAKITA (*Baraza la Kiswahili la Taifa*) and TUKI/IKR (Institute of Kiswahili Research) (Petzell 2005; Legère 2006) as well as informal means such as the print media. There is always the need to expand the capacity of a language to express new and foreign concepts (Winford 2003: 37-38). In Swahili the influx of English loans is motivated by the elevation of the Swahili language as a national and official language, the medium of instruction as well as the medium of communication in the Tanzanian parliament.

In the literature, many reasons have been given as the reasons for borrowing. Key among these reasons is the need to fill lexical gaps and to label foreign items and concepts that have come to stay in the language community. Another reason given for borrowing is for prestigious effects – especially among the youth (Krysin 2000; Winford 2003). Contact with a dominant language tends to lead to the adoption of vocabulary from it. Also borrowing may ‘be motivated by the need for modernization in areas such as science, technology and higher learning.’ (Winford 2003: 32).

The nouns borrowed into the two languages cover a wide range of areas including especially business, information and communications technology (ICT), sports and entertainment. To a high extent Russian and Swahili share quite a large number of borrowings from English. Table 1 below displays several such English lexical items that have been borrowed by both languages. It contains a list of borrowed items from English that cover areas such as sports and entertainment, ICT, business etc. The borrowed items are English words that have been subjected to some level of assimilation into the Russian or Swahili language structure.

Table 1: List of common English loans in Russian and Swahili

Areas	English words	Swahili rendition singular/plural	Russian	Phonetic transcription of Russian items
Sports				
	coach	<i>kocha/ makocha</i>	<i>тренер</i>	[tren'er] eng.
	goalkeeper	<i>kipa/ makipa</i>	<i>вратарь голкипер</i>	[golkiper]
	match	<i>mechi/mechi</i>	<i>матч</i>	[match]
	team	<i>timu/timu</i>	<i>команда</i>	[kamanda] fr.
	league	<i>ligi/ ligi</i>	<i>лига</i>	[liga]
	penalty	<i>penati/penati</i>	<i>пенальти</i>	[pinalti]

	corner	<i>kona/kona</i>	угловой удар корнер	[korn'er]
	baseball	<i>besiboli</i>	бейсбол	[beisbol]
	camp	<i>kambi/ kambi</i>	кемп(инг)	[kemping]
	club	<i>klabu / klabu</i>	клуб	[klub]
	cricket	<i>kriketi</i>	крикетт	[krikett]
	croquet	<i>krokei</i>	крокетт	[krokett]
	hockey	<i>hoki</i>	хоккей	[hakej]
	record	<i>rekodi/ rekodi</i>	рекорд	[rekord]
	round	<i>raundi /raundi</i>	роунд	[round]
	rugby	<i>ragbi</i>	регби	[regbi]
	skibob	<i>baisikeli ya ski</i>	скибоб	[skibab]
	yacht	<i>yoti/yoti</i>	яхта	[jahta]
ICT				
	computer	<i>kompyuta/kompyuta</i>	компьютер	[kampjut'er]
	diskette	<i>disiketi / desketi</i>	диск/дискета	[disketa]
	e-mail	<i>imeli/barua pepe</i>	имейл/мейл/ е-майл	[imeil]
	file	<i>faili/faili</i>	файл	[fail]
	internet	<i>intaneti</i>	интернет	[intern'et]
	modem	<i>modemu/modemu</i>	модем	[mod'em]
	mouse	<i>mausi</i>	Мышь, моус	[maus]
	program	<i>programu/programu</i>	программа	[programma]
	scanner	<i>skana/skana</i>	сканнер	[skann'er]
	printer	<i>printa/ printa</i>	принтер	[print'er]
	server	<i>seva/ seva</i>	сервер	[server]
	software	<i>data/programu ya kompyuta</i>	софтвер	[softver]
	speaker	<i>spika</i>	спикер	[spiker]
Science				
	laser	<i>leza</i>	лейзер	[leizer]
	radar	<i>rada</i>	радар	[radar]
	superstar	<i>staa/mastaa</i>	суперстар	[superstar]
	poster	<i>posta</i>	постер	[poster]
Miscellaneous				
	voucher	<i>vocha /vocha</i>	ваучер	[vaucher]
	cakes	<i>keki</i>	кекс	[keiks]

Table 1 illustrates that a large number of English loans are commonly adopted by both languages. It is also worth noting that it is not always that the two languages adopted the same items from English. Sometimes the two languages adopt different but synonymous English items for the same object or idea. Examples of such adaptations are *тренер* [tren'er] 'coach' in Russian and *kocha/ makocha* 'coach' in Swahili and *футбол* [futbol] 'football/soccer' in Russian and *soka* 'football/soccer' in Swahili. While Russian adopts the English word 'trainer' for 'coach', Swahili adopts the English word 'coach'. And again while Russian adopts 'football' for football Swahili adopts 'soccer'. Thus the English items 'coach' and 'soccer' are not adopted by Russian while 'trainer' and 'football' are not adopted by Swahili.

There are also quite a large number of English loans that are not common to the two languages. This obviously is due to the different historical experiences of the two languages. The list of examples in Table 2 and Table 3 below illustrate this point.

Table 2. English loans in Russian that are not found in Swahili

English words	Russian words	Phonetic transcription of Russian items
cheeseburger	<i>чизбургер</i>	[chizburger]
rating	<i>рейтинг</i>	[reiting]

shop	<i>шоп</i>	[shop]
baby	<i>бейби</i>	[beibi]
girlfriend	<i>герлфренд</i>	[gerlfrend]
basic	<i>бейсик</i>	[beisik]
production	<i>продакшн</i>	[prodakshn]
remake	<i>рэмаик</i>	[remaik]
horror	<i>хоррор</i>	[horror]
watt	<i>ватт</i>	[vatt]
college	<i>колледж</i>	[koli]
make up	<i>мейкап</i>	[kolledzh]
casting	<i>кастинг</i>	[kasting]
crossword	<i>кроссворд</i>	[krossvord]

Table 3. English loans in Swahili that are not found in Russian

English words	Swahili words
fan	<i>feni</i>
secondary	<i>sekondari</i>
forward	<i>Fowadi</i>
freezer	<i>friza</i>
cabbage	<i>kabichi</i>
cinema	<i>senema</i>
science	<i>sayansi</i>
soccer	<i>soka</i>

5.1 Co-existence of Loan items and indigenous items

It is not always the case that English words are borrowed as a result of the lack of appropriate Russian or Swahili words. Sometimes words are adopted from English despite the existence of their equivalents in the recipient languages. This brings about expansion and choice in the language. Examples of such words are:

Russian	English loan	English gloss
<i>Представление</i> [predsnavlenuyje]	<i>презентация</i> [prezentacija]	presentation
<i>магазин</i> [magazin]	<i>шоп</i> [shop]	shop
<i>меценат</i> [mecenat]	<i>спонсор</i> [sponsor]	sponsor
<i>связи с общественностью</i> [svyazi s obschestvennosty'u]	<i>пиар</i> [piar]	public relations
<i>нехватка</i> [nehvatka]	<i>дефицит</i> [deficit]	deficit
Swahili	English loan	English gloss
<i>Barua pepe</i>	<i>imeli</i>	e-mail
<i>Mchezaji</i>	<i>mwanasoka</i> (hybrid)	footballer
<i>mchezo wa mpira</i>	<i>soka/mechi</i>	Soccer/football match
<i>Sanduku</i>	<i>boksi</i>	box

5.2 Grammatical Categories of borrowed Lexical Items

In the literature it has been established that most often than not recipient languages borrow nouns more than any other grammatical categories.

This is so because the main reason for borrowing is to name new items, concepts and various phenomena that are new to the recipient language community. In both Russian and Swahili, English nouns are borrowed more than other grammatical categories. In the literature various researches have indicated

that some categories of words are more susceptible to borrowing than others, hence the creation of the Hierarchy of borrowability first by (Whitney 1881) then by (Haugen 1950), and (Muysken 1981b). As noted by (Winford 2003: 51), the hierarchy of borrowability as presented by the various researchers may not apply to every language.

In Russian almost invariably only nouns are borrowed directly from English. However, verbs may be derived from borrowed nouns from English. Since the main reason for borrowing is to name new items, things, phenomena etc., most of the loanwords are nouns, such as 'business' *бизнес*, 'basketball' *баскетбол*, some can be adjectives – 'global' or 'mobile' *глобальный, мобильный*, verbs – 'to invest' *инвестировать* or adverbs 'a priori' *априори*. In the Russian language the borrowing of prepositions is very rare – however there is an example from French: 'a-la' *а-ля*.

In Russian one can notice that there are many words which seem to be borrowed from other languages, however they have Russian affixes. By this means many verbs and adjectives have been created from nouns, for example, meeting *МИТИНГ* noun → *МИТИНГОВАТЬ* verb, *РЕЙТИНГ* noun → *РЕЙТИНГОВАТЬ* verb.

In Swahili for instance, due to the agglutinative nature of the word, where adjectives usually take concords this serves as a constraint to borrowability. In a hierarchy, the categories of borrowed words in Swahili are first nouns, followed by verbs then modifiers (adjectives and adverbs). The other grammatical items such as prepositions, conjunctions and interjections are rarely borrowed. Vocabulary covering diverse socio- economic and technological topics have been borrowed examples are *jaji* 'judge', *spika* 'speaker (of parliament)', *digrii* 'degree', *koti* 'coat', *programu* 'programme'. Relatively fewer verbs are adopted directly from English. Examples are; *faini* 'fine', *saini* 'sign', *pasi* 'pass'. Once verbs are borrowed various verbal extensions may be attached to them to modify their meanings. For instance *pas-ia* 'pass to', *pasi-wa* 'be passed', *pasi-sha* 'cause to pass' *pasi-ana* 'pass to each other' may be derived from *pasi*.

Thus hierarchically, the grammatical categories of borrowed words in Russian and Swahili are first nouns, followed by verbs then adjectives and adverbs. The other grammatical items such as prepositions, conjunctions and interjections are rarely borrowed. The borrowed items are made of English words that have been subjected to some level of assimilation into the Russian or Swahili language structure.

5.3 Standardization of loan items

In Russian words which are adapted into the language are listed in the new dictionaries. Their inclusion in various current dictionaries authenticates their orthographic and phonetic representations as standard forms in Russian. In the case of Swahili, from the onset of independence, the first agency that was charged with the responsibility of ensuring the vocabulary expansion in all areas in order to keep the Swahili language abreast with globalisation, science and technology was the BAKITA (*Baraza la Kiswahili la Taifa*) (National Swahili Council) (Petzell, 2005: 86; Legère, 2006: 176). Another institution that has been involved in the expansion of the Swahili language through borrowing, and standardization is Institute of Swahili Research (IKR) (Sewangi, 2007: 334). Due to the existence of these agencies, standardisation process in Swahili is fairly efficacious and streamlined. Thus a large number of borrowed items are found in the current Swahili dictionaries most of which are also published by IKR. In addition to Standard dictionaries, IKR also publishes lists of vocabularies of special areas such as linguistics, anatomy etc., from time to time as a way of publicising and promoting the use of these vocabularies by all and sundry.

6. Various Loan types adapted by Russian and Swahili

In the literature it is agreed that the term borrowing involves more than just the adaption of lexical items. The terms Mat (matter) and Pat (pattern) have been used to describe two major types of borrowing. MAT-borrowing involves the adaption of morphological material and its phonological shape from one language into another language. PAT- borrowing involves the replication of only the patterns of the other language in terms of the 'organization, distribution and mapping of grammatical or semantic meaning, while the form itself is not borrowed.' (Sakel 2007: 15). In tables 1-3 above the various English loans constitute pure loans. However other forms of adaptations are used by either one or both languages. In this section an attempt is made to illustrate that apart from pure loans, complex kinds of PAT- borrowing such as loan translations, calques and loanshifts as classified by Winford (2003) are employed by the two languages for vocabulary expansion in order to keep them abreast with the global world.

Loanblends (combination of native and imported morphemes; noun stem + imported affix or imported stem + native stem)

Теннисистка 'Female tennis player' [tennisistka] *ТЕННИС+ИСТ+КА* [tennis+ist+ka] (Tennis +affix + feminine affix → 'femaletennis player')
mwanasoka 'soccer player' *mwana+soka* (child+soccer)

Loanshifts /Coinages (loan meanings)

небоскреб [neboskrob]- 'skyscraper' небо = sky скреб=scraper
защитник [zashitnik] - 'defender' (literally saviour)

Loan Translations /Calques (combination of native morphemes in imitation of foreign pattern)

СПИД [SPID] AIDS
 Синдром приобретенного иммунодефицита [Sindrom Priobretonnovo Deficita]
UKIMWIAIDS
Ukosefu wa kinga mwilini 'Lack of resistance in the body'
Mechi za kupasha 'warming up match' (literally match of lighting)

There are various loan adaptations for the word e-mail in Russian as indicated below.

имейл, мейл [imeil, meil]- these are the transcription forms from English
е-мейл, емейл, емайл [emeil, email]- these are the letter-by-letter calques from English
мыло [mila]- used in youth language, from the English mail. The Russian meaning of the word is 'soap', but its pronunciation is a little similar to the English mail → [mila].
Почта [pochta] -from the Russian e-mail meaning mail.

Native Creations (Use of native words to express foreign concepts)

Utandawazi globalization
Mtandao internet
Barua pepe e-mail

мыло (soap) here for e-mail

Creations made up of only foreign morphemes (combinations of foreign morphemes for new concepts)

Manowari 'war ship' (derived from 'man of war')

Kiplefti 'roundabout' (derived from 'keep to the left')

7. Assimilation of borrowed items

Often loanwords are rendered differently in the recipient language. This is because generally loanwords are made to conform, at least to some extent to the phonology and morphology of the recipient language, that is, the phonotactics, stress or tone pattern, phonetic system, syllable structure as well as word structure.

In the process of borrowing the phonological integration of a word is the first step. In some cases the borrowing of lexical items can also introduce new sounds into a language.

Filipovich (1990) studying English loanwords in Serbian language noted four ways by which phonological integration in the target language is achieved. Three of them apply to Russian. They are: The word will be pronounced as it is in the source language, even if in the target language some of the sounds did not exist previously, for example 'jazz' *джаз* [dzhazz]. (In Russian there is no dzh). The word will be pronounced according to its spelling in the source language, for example 'delivery' *дeливepи* [deliveri] or the pronunciation is partly phonological and partly according to the spelling in the source language, for example 'interview' *интepвьy* [interv'ju].

In addition there are special sounds which are used only as a result of English borrowings, for example William → *Уилиeм* [uiliem]. In Russian sound [ui] is not used.

In Russian three or even four consonant clusters can occur. However consonant clusters that stem from English loans are distinct. Examples of such clusters are: *-тч, -дж* [tch, dg] or *-ва, -ви* [wa, wi/whi] and word final morphemes such as *-ep, -инг, -мен, -бол* [-er, -ing, -men, -bol]: *cпикep* 'speaker'[spiker], *митинг* 'meeting'[miting], *cпортcмeн* 'sportsmen'[sportsmen], *футбол* 'football'[futbol].

Similarly, in Swahili borrowing from English has led to the adoption of new consonant clusters. Though certain consonant sequences such as *fs, bd, fl*, have entered the Swahili language through Arabic by the borrowing of words such as *tafsiri* 'translate', *labda* 'perhaps', *ghafla* 'suddenly', certain sounds that usually would not occur next to each other without an intercepting vowel now exist in Swahili morphology as a result of borrowing from English. Examples of such consonant sequences are *fr, ld, kt* and *sp* found in words such as: *fre/mu* 'frame', *fo/lda* 'folder', *tre/cta* 'tractor' and *ho/spi/ta/li* 'hospital. Consequently this has brought about more CCV syllables in Swahili. The basic syllable structures in Swahili are: C, CV and V, however, some borrowed items affect the basic syllable structure of the language as indicated in the above examples in which CCV constitutes a syllable, but in the Swahili language, in the sequence CCV, the first C ought to be syllabic and also in Swahili, the only syllabic consonants are nasals as in *mgeni* 'visitor', *ndizi* 'banana' (see Dzahene-Quarshie 2010: 64-65). Due to the nature of the phonology as well as the morphology of Swahili, almost invariably all loan words undergo some level of assimilation. While it is pretty tolerable where the adoption of phonetic sounds and certain consonant sequences are concerned, it is more restrictive where the syllable structure and stress are concerned. Borrowed words usually are made to conform to the syllable structure not in terms of sound sequence but rather in terms of openness. All syllables in borrowed items are made

open in conformity with the syllable structure of the language. All borrowed items are made to end with an open syllable; *basi* ‘bus’, *luteni* ‘lieutenant’, *chifu* ‘chief’, *feni* ‘fan’.

In Russian each word has one stressed syllable. It can be word initial, in the middle or word final position. In some cases the stress of the loanword in the original and recipient languages may differ. Swahili is also a stress language as pointed out in section 3 above. In Swahili there is a stressed syllable in every word. The stress is fixed and falls on the penultimate syllable. Invariably all loan items from English conform to the stress pattern. This is facilitated by the assimilation of the last closed vowel of the English item into an open one. [kampɛ:ni] *kampeni* ‘campaign’, [bo:ksi] *boksi* ‘box’.

In Russian there are three different genders. The animate nouns have their “natural” gender – the meaning of a noun classifies its gender. An inanimate noun depending on its last letter will be masculine or feminine gender; if it ends with a hard consonant, it is masculine; if it ends with an *-a*, it is feminine and if it ends with *-o* or *-e*, it is neutral; and if it ends with a soft consonant it is either masculine or feminine.

According to this classification most loanwords can be integrated and their endings will be changed according to the rules of Russian morphology. However, some of the loanwords will belong to the neutral gender, because they do not fit into the morphological system and they remain indeclinable. For example: *Ура* ‘hurrah’ [ura], *виски* – ‘whiskey’ [viski]. The exception is *кофе* – ‘coffee’ [kofi], which used to be masculine but is now used and accepted as a neutral noun. There are some new loans in Russian which mean female professions, but they are grammatically masculine nouns: babysitter → *бэбэсуммер* [bebisiter] (Marinova 2008).

As mentioned in Section 3, in Swahili each noun class is roughly associated with some semantic features. Also the noun class system of Swahili is such that every noun in the language belongs to a grammatical class, as such each noun that is borrowed into the language is borrowed into a specific class and it takes on all the characteristics and agreements of that class. Various nouns are distinguished by their prefixes and concords in addition to (some extent) their semantic features.

Despite this fact, most borrowed nouns find their way into the noun classes 5 and 6 which have the prefixes *ji-* or *ø* / *ma-* and classes 9 and 10 which have the prefix *n-* or *ø*; The reason for placing borrowed nouns in these classes is that a large number of nouns in class 5 have lost their prefixes and the same applies to class 9/10. It is therefore a matter of convenience that most borrowed words are put in these classes since often they do not share the semantic features of the indigenous nouns in those these noun classes.¹⁾

We observe that, very often, the borrowed nouns which refer to animates are put in class five and they take their plural from class 6 which has the prefix *ma-* as in *kocha* /*makocha* ‘coach/coaches’, *kipa* /*makipa* ‘goalkeeper/goalkeepers’, *daktari*/*madaktari* ‘doctor/doctors’ Inanimate nouns also are often assigned to class 9/10; *benchi*/*benchi* ‘bench’, *manispaa*/*manispaa* ‘municipal’, *tikiti*/*tikiti* ‘ticket’. Once loan nouns are assigned to particular classes, they take all the concords of those classes and therefore become assimilated into the morho-syntactic system of the language. English loan verbs also undergo some level of assimilation; ‘shoot’ becomes *shuti*, ‘pass’ becomes *pasi*.

1) For more information on the Swahili noun class system see Mohammed, M. A., 2001 Modern Swahili Grammar. East Africa Educational Press, or Wilson, Peter. 1999. Simplified Swahili: Longman.

8. Conclusion

Although very distinct from each other and unrelated in terms of geographical location and some historical experiences, both Russian and Swahili have borrowed extensively from English, thus they become related through English. In both languages ample efforts are made at integrating English loans into their phonological and morphological systems. Apart from pure loans, both languages also engage in other forms of borrowing such as loanblends, loanshifts and coinages or native creations as strategies to expand their capacity in order to keep up with global trends in all aspects of life.

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