

Alla Anisimova

Oles Honchar Dnipropetrovsk National University

ANGLICISMS AND LATINISMS IN MULTILINGUAL CONTEXT

(on the material of higher education leaflets)

ABSTRACT

The purpose of the research is to show the importance of Anglicisms and Latinisms in multilingual context and to ground the principles of their functioning in modern higher education terminology. The research also highlights the reasons for English being a lingua franca of the contemporary world and Europe. The leaflets from the leading universities of such European countries as Belgium, Germany, France, Italy and Spain have been taken as a factual material for the research. All the information in the analysed leaflets is presented in the state language of each of the mentioned countries. To achieve the main purpose of the article, several methods of linguistic analysis have been used. The analysis of the lexis that the web-sites contain, allows us to single out three groups of terms, which have been “ingrained” into the texts under consideration: 1) Proper Latin borrowings (Latinisms); 2) Higher education terms in English (Anglicisms); 3) Non-education terms in English. In the process of the research it has been found out that both Latinisms and Anglicisms are widely used in all the leaflets of the European universities under consideration. The use of Latinisms and Anglicisms “ingrained” in the analysed higher education leaflets in Dutch, German, French, Italian and Spanish has been stated and examined. We have come to the conclusion that this phenomenon is connected with an attempt to unify the terminological apparatus of the modern higher education system, to make it homogeneous, and to avoid the incorrect semantic interpretations.

Keywords: lingua franca, multilingualism, Latinisms, Anglicisms, higher education terminology.

Introduction

Language and communication are an indispensable part of our everyday lives. We use language everywhere: for exchanging information, for establishing and maintaining relationships, for structuring and coordinating social actions and for shaping our individual and social identity. For many people of the modern world mastering the challenges of their everyday and working lives involves the use of two or even more languages.

It should be noted that a language is not only a means of communication. Any language possesses three interconnected dimensions which are expressed at different levels in the process of communication. Firstly, any language is a bearer and a creator of the word meanings. It is closely connected with a person’s mental activity. Secondly, it is a device for exchanging information and cooperating with other people. We influence others by means of the

thoughts or feelings we express. Finally, any language is a device for developing and sharing skills, ideas and values.

All these factors influence the process of language development, and can be clearly seen in higher education terminology, which is marked with multilingual aspects that find their reflection in the use of Latinisms and Anglicisms in the leaflets of modern European universities.

Theory

All the languages of the world must, and do contribute to the brotherhood of the mankind. Contrary to what many people used to believe, a language is not only a grammatical structure, a set of interconnected words, in agreement with a syntactic code, but also, and especially, a creation of meaning based upon our senses. Thus we observe, interpret and express our world from a specific personal, geographical and political context [0].

It should be mentioned that a language is a complex system which unites different interconnected aspects: semantics, style, syntax, vocabulary, grammar. They are all essential and should be taken into account when analyzing some linguistic peculiarities. Each of the aspects can be examined from various standpoints. As a result, there is a great number of linguistic theories, and every linguist offers his own

ideas concerning some particular phenomenon.

As far as our research is concerned, we touch upon such theories as the nature of the linguistic sign, territorial variants of the English language, English as a European lingua franca and multilingualism.

When discussing the nature of the linguistic sign, it should be emphasized that it is one of the basic theories of linguistics. The first linguist to develop it was a Swiss linguist Ferdinand de Saussure. Later his ideas were revised and updated by some other linguists, including R. Keller, who emphasized that “signs are clues with which the speaker “furnishes” the addressees” [0], M. Foucault, who offered a link between a linguistic sign and the culture it is functioning in [0], C. Ogden and I. Richards, who developed a three-side model of a linguistic sign called “the triangle of references” [0], and others. However, de Saussure’s model is considered to be the classic one, and in our research we rely on this very theory.

The core idea of the classic Nature of the Linguistic Sign theory consists in the fact that any language is made up of signs, and each sign has two inseparable sides – the signifier (shape of a word) and the signified (mental concept) [0]. When the balance between these two sides is broken (for example, when transmitting a word into

another language) a word loses its quality of being a linguistic sign, and it becomes no more than a row of letters. This factor may result in some misunderstandings or even conflicts [0]; and it may become a problem for intercultural communication, which has taken leading positions among the issues demanding special attention because of the spread of globalization.

This is also one of the reasons for the world and Europe to have a *lingua franca* – a uniting language that would facilitate mutual knowledge and put aside the problems of non-adequate translation and misbalance between the word-shape and word-meaning.

The last fifty years have been marked with the development of information technologies and modern system of communication. This process results in the spread of the English language in the global scale. Nowadays English is the main candidate for becoming a *lingua franca* because it is used in almost all the spheres of the society and takes the second position (being a native language for about 350 million people around the world) in the top-twenty languages list, making way only for the Chinese language. Besides, more than 423 million people speak English as their non-native language [0, p. 65].

The idea of English being a contemporary European *lingua franca* may be further

developed in terms of the theory about territorial variants of the language, which has been studied by a number of linguists, such as B. Kachru [0], J. Jenkins [0], B. Seidhofer [0], S. Mollin [0] and others.

Modern linguists, who deal with the study of the territorial variants of the English language, agree with the theory developed by B. Kachru, who offered three circles of the English language use: the inner circle, the outer circle and the expanding circle [0].

According to this theory, the inner circle is limited by the “native” context of the use of English in those countries which are considered to be the English-speaking ones: Great Britain, the USA, Australia, New Zealand, Canada, Ireland, and South Africa. The outer circle includes the national varieties of the English language (World Englishes): Malaysian, Singaporean, Kenyan, Nigerian and other “local” varieties of English. As for the third circle – the expanding one – it describes English as being a foreign language in those countries where it does not perform any state functions (political, juridical, social etc.). This circle includes the countries of Asia, Africa and Latin America, where English is considered to be the means of integration into the common political, economic, informational and educational areas [0]. In our opinion, Europe can be included into this group as well. This thought has also been supported

by such linguists as A. R. James [0], P. Jesenská [0], A. Wilton and A. de Houwer [0]. Besides, English takes the leading position in the list of the official languages of the European Union (EU). All the business letters and documents are written in this very language. According to Eurostat, English is the most widespread language in the EU countries [0].

On the other hand, from the very beginning of its existence, the European Union has been supporting the spread of multilingualism and tolerant attitude towards the language and cultural diversity. That is why the study of the issues connected with multilingualism has been engrossing the researchers' minds more and more. The distinctive features of this phenomenon have been described in the works of such linguists as A. Wilton [0], J. Dewaele and L. Wei [0], N. Hornberger and V. Vaish [0] etc.

It is worth mentioning that in 2004 a position called the European Commissioner for Education, Training, Culture and Multilingualism was established. The official EU policy actively promotes the spread of multilingualism amongst its citizens. A key part of this initiative is close monitoring – as part of its regular Eurobarometer surveys – of language knowledge, practice and attitudes. The most recent results seem overwhelmingly positive, with high levels of reported

multilingualism, and a generally positive view towards languages [0; p.4].

It is necessary to point out that linguistic diversity is a key property of Europe's identity, and both the EU Institutions based in Brussels and the Council of Europe (CoE) based in Strasbourg have been active in promoting language learning and multilingualism/plurilingualism. The major language policy agencies in these two institutions are the Unit for Multilingualism Policy within the Directorate-General of Education and Culture in the European Commission and the Language Policy Unit of the Directorate of Education in the Council of Europe.

Multilingualism is a common and increasing phenomenon in a present day society which can be studied from different perspectives. The CoE makes a distinction between plurilingualism as a speaker's competence (ability to use more than one language) and multilingualism as the presence of various languages in a given geographical area. The EU uses multilingualism for both (sometimes specifying 'multilingualism of the individual') [0; p.14].

Besides, multilingualism is one of the competences that a modern specialist should possess in order to be successful in his career. This idea has been a central one in the European policy since the very

beginning of the European Union existence. However, the first official guidelines on multilingualism were highlighted by the European Commission only in 2005.

It is worth emphasizing that a way towards multilingualism is a set of actions aimed at supporting educational programs; it presupposes learning at least two foreign languages and performing activities aimed at preserving language diversity, increasing the time for learning foreign languages. Not a single official document mentions obligatory learning of one particular language. As a result, the language policy of every state should be balanced and reasonable. The language totalitarianism is impossible in our modern multinational global community.

As a democratic organisation, the EU has to communicate with its citizens in their own language. The same goes for national governments and civil services, businesses and other organisations all over the EU. Europeans have a right to know what is being done in their name. They must also be able to play an active part without having to learn other languages [0].

As for our research, we understand multilingualism to be the presence of various languages in a given geographical area, and consider this very definition to be the key one for the present paper.

All the factors mentioned above explain

why the issue about the dominance of the English language in Europe is one of the most topical ones nowadays. The usage of English as an international language under the process of globalization is fundamentally altering the nature and usage of the language. In a world under transformation by globalization, English is increasingly becoming used as a medium of communication. This process finds its reflection in all the spheres of social life; and the field of higher education is not an exception here.

Method

In the process of our research we have used several methods of the linguistic analysis. In order to single out the higher education terms that would be the factual material for our research, a continuous sampling method was used. The next step was to state the etymology of the terms (etymological method). Further we had to define the exact meaning of the terms we were dealing with; and at this stage we used such methods as the vocabulary definitions analysis method, a descriptive method and a contextual method, because the terms we singled out, were functioning in the texts of the leaflets of the European universities. Later on the structural method was used which helped to identify the balance between the signifier and the signified in the

semantic structure of the higher education terms. The use of the Latinisms and Anglicisms in the higher education texts in Dutch, German, French, Italian and Spanish can be explained by some extralinguistic factors (which will be described in the present paper), and to find out their peculiarities we turned to the complex analysis method. We concentrated on the contemporary higher education texts, which are functioning in the modern system of education (a synchronic method); however, the use of Latinisms and Anglicisms in the leaflets of the analysed universities is caused to some extent by the experience of people (an empirical method). To check the tendency of functioning of Latinisms and Anglicisms in the texts presented in the university leaflets we used the functional and the paradigm methods; and in order to distribute the higher education terms within the categories, we went to the distributional method.

Discussion and Results

In order to check the tendency considering English being a lingua franca in modern Europe and the importance of multilingual competence that a modern specialist should possess we conducted our own research in the sphere of higher education terms. The language material for the present research has been selected from

the official web-sites of the universities from five European countries: Belgium, Germany, France, Italy and Spain. We have found out that there are several languages functioning on the official web-sites of European universities. This factor proves that a tendency to multilingualism is a really topical and burning issue in modern Europe.

The research has been conducted in three stages. At the first stage we have chosen the top universities of five countries of the European Union: Belgium (*Katholieke Universiteit Leuven; Universiteit Gent*), Germany (*Technische Universität München; Ruprecht-Karls-Universität Heidelberg*), France (*Ecole normale supérieure, Paris; Ecole Polytechnique*), Italy (*Universita di Bologna; Sapienza – Università di Roma*) and Spain (*Universitat Autònoma de Barcelona; Universidad Autónoma de Madrid*). The choice of the higher educational institutions can be explained by their leading positions in Europe according to the rating presented by the TopUniversities service [0].

The second step was to single out the higher education terms from the web-sites of the above mentioned universities. It should be noted that all the information on these web-sites is presented in the state language of each country (i.e. German in Germany, Italian in Italy etc.).

Finally, at the third stage we have

analysed the peculiarities of the English language functioning in the higher education terminology and defined its role in the process of higher education terms building.

A very essential fact about multilingualism being spread in Europe and the dominance of the English language in the European higher education area, which has already been mentioned above, is that all the web-sites are presented not only in the state languages of the mentioned countries. Each of the web-sites has an option of switching the official language (Dutch, German, French, Italian or Spanish) into English. Thus, each newcomer or site visitor will be able to find all the necessary information in European lingua franca – English. We suppose that this phenomenon is connected with launching the European Higher Education Area by the Bologna Process, when students got an opportunity to choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures [0].

The examination of the multilingual texts of the web-site leaflets, allowed us to single out three groups of terms, which have been “ingrained” into the texts under consideration:

- 1) Proper Latin borrowings (Latinisms);
- 2) Higher education terms in English (Anglicisms);

3) Non-education terms in English.

The analysis of the factual material allows us to state that higher education terms in the Latin language (Latinisms) are widely used in all the leaflets presented on the web-sites of the universities that were chosen for our research. The list of these terms includes such words as: *alma mater*, *campus*, *curriculum*, *agenda*, *minor*, *major*, *alumni*. Quite an interesting fact is that, though having correspondences in target languages, the terms are not translated and are used in their initial form and bear their initial meaning, for example:

1) *El campus principal de la UAB, situat a Cerdanyola des Vallès, és la seu de la majoria de facultats, departaments, instituts i serveis, i també d'un important cluster científic i tecnològic... (Universitat Autònoma de Barcelona, Spain);*

2) *Ala part específica, l'estudiant pot examinar – se de qualsevol matèria, sempre i quan figurin enel curriculum... (Universitat Autònoma de Barcelona, Spain);*

3) *In sommige bacheloropleidingen kan je je voorbereiden op een niet-aansluitende master via keuzepakketten uit een ander studiegebied of 'minors'... (Universiteit Gent, Belgium).*

In our opinion, the second example is of great interest. Underlined are the terms belonging to the second group – Higher

education terms in English (Anglicisms) – that we have singled out in the process of our research: *bachelor* and *master*. The use of the terms, which compose this group, in their initial meaning and having an “English-looking” shape is not a spontaneous one. There have been three objectives of the Bologna process: introduction of the three cycle system (bachelor/master/doctorate), which quality assurance and recognition of qualifications and periods of study [0]. These objectives ground the use of such terms unchanged as *Bachelor*, *Master*, *PhD*, *postdoc*, *quality assurance*, *awards*, *certificate*, etc, for example:

1) *Sulla base degli accordi stabiliti con le istituzioni partner, i programmi dottorali congiunti potranno sfociare in titolo conferito congiuntamente da due o più istituzioni partner (congiunto, joint PhD degree) oppure conferito separatamente da due o più istituzioni partner (titolo doppio/multiplo, double/multiple Degree) (Sapienza – Università di Roma, Italy);*

2) *També és possible realitzar estades a d'altres universitats encara que no organitzin específicament setmanes Erasmus per al PAS sempre i quan la instrucció de destinació ho accepti i lliuvi el Work Plan i el Bilateral Agreement (Universitat Autònoma de Barcelona, Spain).*

In the process of our research we have

also found out that in the Bucharest Communiqué [0], April 2012, which is based on the the Leuven Communiqué of 2009 [0], the Ministers identified three key priorities of the modern Bologna process – mobility, employability and quality, and emphasised the importance of higher education for Europe's capacity to deal with the economic crisis and to contribute to growth and jobs. These key concepts are verbalized on the official web-sites of the analysed universities by means of such English higher education terms as: *Teaching Staff Mobility*, *Staff Mobility Week*, *Lifelong Learning*, *ECTS*, *visiting lecturer*, *visiting student* (“free mover”), *Erasmus for Study*, *visiting professor*, *researchers in motion*, *career service*, *Erasmus study visit* etc. These terms are also included in their “English-looking” shape into the text written in the official language of the country the university is situated in, for example:

1) *Per diventare "free mover" (o "visiting student") si devono seguire le seguenti modalità (Sapienza – Università di Roma, Italy);*

2) *50 Postdocs besuchen die TUM fünf Tage lang auf der Research Opportunities Week - vollfinanziert durch die TUM mit dem Postdoc Mobility Travel Grant (Technische Universität München, Germany).*

In the process of our research we have found out that the higher education terms in

English can be subdivided into several subject subgroups: some of the terms are connected with international activity of the university, for example *Erasmus outcoming/incoming Studenti, International Office, International Curricula, un programma overseas, partnership, External Cooperation Window, exchange student, study visit*; with some aspects of the learning process, for instance *le Summer e Winter School, workshop, fields of focus, focus area, graduate school, Institute for Advanced Study*; some higher education terms in English verbalise the names of the positions, for example *Head of Networks Section, HR manager, Senior Research Fellow, Senior Vice President für Internationale Allianzen und Alumni, Senior Project Manager*. These lexical units, which form the subgroups, name the realia in the English language. Thus, in order to keep the balance between the signifier and the signified, the original shape of the word has been preserved.

As it has been mentioned above, the third group of the terms that has been singled out in the process of our investigation is entitled as *non-education terms in English*. This group is the least numerous one. It includes such non-education terms as *job vacancies, welfare, patent library, events, online, download, home page*.

Conclusions

Thus, having analysed the texts containing in the web-site leaflets of the

chosen European universities, we may suppose that the use of the Latinisms and Anglicisms “ingrained” in the Dutch, French, German, Italian and Spanish texts may be explained by the necessity to unify the terminological apparatus of the modern higher education system, to make it homogeneous, and to avoid the incorrect semantic interpretations. We may suppose that this will lead to the proper functioning of common European educational area, and the students from every country of Europe will be able to use all the opportunities prescribed by the Bologna process to their fullest, which will result in the formation of a multilingual community.

To crown it all, we might say that nowadays English may really be considered to be the lingua franca of Europe. Besides, it is one of the components of multilingual abilities of a modern specialist who wants to succeed. A tendency towards multilingualism can clearly be seen in modern Europe, which is influenced by the process of globalization. However, multilingualism is a quite a young and multi-sided phenomenon, and each of its aspects needs further analysis.

References:

- Dewaele J., Wei L. Multilingualism, Empathy, and Multicompetence / J. Dewaele // *International Journal of Multilingualism*. – 2012. – P. 1–15.
- Foucault M. *This is Not a Pipe* / M. Foucault. – Berkeley and Los Angeles, California, 1983.
- Hornberger N., Vaish V. Multilingual Language Policy and School Linguistic Practice: Globalization and English-language Teaching in India, Singapore and South Africa / N. Hornberger, V. Vaish // *Compare: A Journal of Comparative and International Education*. – 2008. – P. 1-15.
- James A. R. *English as a European Lingua Franca: Current Realities and Existing Dichotomies* / A. R. James // *English in Europe: The Acquisition of the Third Language*. – Stroud, 2000.
- Jenkins J. *World Englishes: A resource book for students*. – London: Routledge, 2003. – 233 p.
- Jesenská P. *Eurospeak and ELF – English as a current global Lingua Franca*. – Matej Bel University. Banská Bystrica, Slovakia. — 21 p.
- Kachru B.B. *World Englishes 2000: Resources for research and teaching* / B.B. Kachru // L.Smith (Ed) *World Englishes 2000*. – Honolulu, 1997. – P.209-251.
- Kamshilova, 2006 - Камшилова О.Н. Английский язык как lingua franca: функция языка или языковая форма?/О.Н.Камшилова//Известия РГПУ им.А.И.Герцена.– СПб, 2006. – с. 61-74.
- Keller R. *A Theory of Linguistic Signs*. / R Keller. – New York: Oxford University Press, 1995.
- Mollin S. *English as a Lingua Franca: A New Variety in the New Expanding Circle?* // *Nordic Journal of English Studies*. – 2006. – Vol. 5, No 2. – 18 p.
- Multilingual Europe: Reflections on Language and Identity* / Ed. by J. Warren and H. M. Benbow. – Cambridge, 2008.
- Ogden C. K., Richards I. A. *The Meaning of Meaning* / C. K. Ogden, I. A. Richards. – London, New York, 1923.
- Saussure Ferdinand de *Nature of the Linguistics Sign* / F. de Saussure // Charles Bally & Albert Sechehaye (Ed.), *Cours de linguistique générale*. – McGraw Hill Education, .
- Seidlhofer B. *Research Perspectives on Teaching English as a Lingua Franca* // *24 Annual Review of Applied Linguistics*, 2004. – P. 209-239.
- Wilton A. *Multilingualism and foreign language learning* / A. Wilton // *Handbook of Foreign Language Communication and Learning*, K. Knapp & B. Seidlhofer (eds). – Berlin: Mouton de Gruyter, 2009. –

P. 45-78

Wilton A., Houwer A. de The Dynamics of English in a Multilingual Europe / A. Wilton, A. de Houwer // English in Europe Today: Sociocultural and Educational Perspectives. – Amsterdam, 2011. – P. 1-13.

Web references

- Bucharest Communiqué // [http://www.ehea.info/Uploads/\(1\)/Bucharest%20Communique%202012\(2\).pdf](http://www.ehea.info/Uploads/(1)/Bucharest%20Communique%202012(2).pdf)
Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28-29 April 2009 // http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/leuven_louvain-la-neuve_communique%C3%A9_april_2009.pdf
- Eurostat // <http://wikipedia.org/wiki/Eurostat>.
- Multilingualism in the European Union // http://www.ecose.org/gr8parents_files/multilingualism_in_eu.doc
- The Bologna Declaration of 19 June 1999 // http://www.bologna-bergen2005.no/Docs/00-Main_doc/990719BOLOGNA_DECLARATION.PDF
- The Bologna Process - Towards the European Higher Education Area // http://ec.europa.eu/education/higher-education/bologna_en.htm
- Tlaxcala's Manifesto // <http://www.tlaxcala.es/manifiesto.asp?section=2&lg=en>
- Top Universities: Worldwide University Rankings, Guides and Events // <http://www.topuniversities.com/>
- Тремблей К. От мультилингвизма/многоязычия к плюрилингвизму // [http://51959387.fr.strato-hosting.eu/plurilinguisme/images/Recherche/multilinguisme_plurilinguisme %20russe.pdf](http://51959387.fr.strato-hosting.eu/plurilinguisme/images/Recherche/multilinguisme_plurilinguisme%20russe.pdf).