

The Process of English Internationalization in the Ukrainian Educational Paradigm

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Abstract. The research is devoted to the study of the problem of English loanword adaptation in the Ukrainian youth slang as a result of innovative processes in the educational system caused by the flow of language globalization. The globalization of the English language as a result of the information revolution and of all human activity is an unprecedented phenomenon in the world language system that is altering widely held beliefs about literacy and foreign languages. The main hypothesis of the study is an increase in the number of borrowed words in the speech of the Ukrainian youth. The paper attempts to analyze the trends in the use of the loanwords that have Ukrainian one-word equivalents over 5 years, from 2016 to 2021. To obtain data on the use of loanwords, respondents aged 15–17 (school pupils), 18–20 (university students), and 21–23 (university graduates) have been interviewed. According to the problems mentioned, the article aims to describe the use of English loanwords in the Ukrainian language caused by language globalization. The study intends to explore whether Ukrainian speakers prefer to use English loanwords instead of the Ukrainian equivalents that are connected with

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the role of English in the educational system and whether gender is a significant factor in the use and further assimilation of English loanwords.

Keywords: English internationalization, language globalization, loanwords, assimilation, youth slang, educational system.

Процес інтернаціоналізації англійської мови в українській освітній парадигмі

Анотація. Дослідження присвячене вивченню проблеми адаптації англійських запозичень в українському молодіжному сленгу внаслідок інноваційних процесів у системі освіти, спричинених перебігом мовної глобалізації. Основний об'єкт дослідження – збільшення кількості запозичених слів у мові української молоді. У статті зроблено спробу проаналізувати тенденції використання запозичень, які мають українські однослівні еквіваленти, за 5 років (2016–2021 рр.). Для отримання даних про використання запозичень було обрано респондентів віком 15–17 років (школярі), 18–20 років (студентів університету) та 21–23 (випускників вузів). Відповідно до зазначених проблем, метою статті є опис вживання англійських запозичень в українській мові, спричиненого мовною глобалізацією. Дослідження дозволяє з'ясувати, чи воліють носії української мови використовувати англійські запозичені слова замість українських еквівалентів, що пов'язано з роллю англійської мови в системі освіти, і чи є стать важливим фактором у використанні та подальшій асиміляції англійських запозичень.

Ключові слова: інтернаціоналізація англійської мови, мовна глобалізація, запозичення, асиміляція, молодіжний сленг, система освіти.

Anglų kalbos internacionalizavimo procesas Ukrainos švietimo paradigmoje

Santrauka. Straipsnyje aptariama skolinių iš anglų kalbos adaptacija ukrainiečių jaunimo žargone kaip naujoviškas procesas švietimo sistemoje, sukeltas kalbos globalizacijos. Pagrindinė tyrimo hipotezė – Ukrainos jaunimo kalboje daugėja anglų kalbos skolinių. Straipsnyje analizuojama skolinių, turinčių atitikmenis ukrainiečių kalboje, vartojimo tendencija per 5 metus, nuo 2016 m. iki 2021 metų. Gauti duomenis iš 15–17 metų (moksleivių), 18–20 metų (universitetų studentų) ir 21–23 metų (universitetų absolventų) respondentų. Straipsnio tikslas – išnagrinėti globalizacijos nulemtą anglų kalbos skolinių vartojimą ukrainiečių kalboje, taip pat išsiaiškinti, ar ukrainietiška kalbantieji linkę vartoti angliškų skolinius, o ne ukrainietiškus atitikmenis, tokiu būdu nustatyti sąsają su anglų kalbos vaidmeniu švietimo sistemoje; atsižvelgiama taip pat į tai, ar lytis yra reikšmingas veiksnys vartojant ir toliau įsisavinant anglų kalbos svetimžodžius.

Reikšminiai žodžiai: anglų kalbos internacionalizacija, kalbos globalizacija, skoliniai, asimiliacija, jaunimo slengas, švietimo sistema.

1. Introduction

The globalization of the English language as a result of the information revolution and of all human activity is an unprecedented phenomenon in the world language system that is altering widely held beliefs about literacy and foreign languages. The implicit recognition of a new educational paradigm, according to which English is considered not as a foreign language but as a prerequisite for ensuring participation in a new society, is relevant nowadays [Bodapati 2016].

Ukraine is developing contacts and cooperation with many countries around the world and therefore requires a large number of specialists who speak English, which is necessary for negotiating and concluding agreements.

For a successful career in almost every field, knowledge of English becomes a prerequisite for survival because it is impossible to find a well-paid job without knowing English [Beskemer et al. 2021]. A typical student of today is a young, developing specialist who demands career growth and travels a lot. English is taught at preschool age. Almost all parents realize that knowledge of a foreign language is extremely important. That is why they are intensively engaged with their child in this direction.

It is not just knowledge of the English language, but understanding and the ability to use the skills acquired in the process of studying in everyday life. Now, the world standards of modern education are aimed at preparing an educated, thinking, and creatively developed person who can adapt to the rapidly changing world and modern social and economic environment [Bazaluk et al. 2017]. Lexical borrowing occurs when the lexical material of a donor language influences the lexical system of a receiving language, which has an effect on vocabulary by acquiring a new word form, word meaning, or both [Qreshat 2019]. Studies have been undertaken on the influence of the English language on the terminologies of the lexical systems of many languages [Lavric and Bäck 2008].

The English language also affects preschool education. Even in kindergarten, children are prepared for entering school; they study mathematics, reading, and writing in Ukrainian and English. At school, children continue to learn English. It is a compulsory subject in the school curriculum. The pupils are required to learn English from the first grade of elementary school until the end of their schooling [Moldabek et al. 2016]. Many parents consider it necessary for their children to attend private English lessons.

The changing world reality motivates changing perceptions, which leads to the changing mission of the language. This area of study is no longer the study of language diffusion or distribution but the study of the language of mobility [Chaoyuan 2016; Khanal and Gaulee 2019].

The purpose of this thesis is to examine the role of Anglo-American loanwords in the language of the Ukrainian youth, the motives of English loans' usage, and the attitude of young people towards loanwords in the Ukrainian language during 5 years (2016–2021). According to the problems mentioned, the article attempts to describe the use of English loanwords in the Ukrainian language. The study intends to explore whether Ukrainian speakers prefer to use English loanwords instead of Ukrainian equivalents and whether gender is a significant variable in the use and language adaptation of the loanwords. By the set goal, an attempt to solve the following tasks has been made: to define the phenomenon of Anglo-Americanization of the Ukrainian language; to determine the assimilation process of Anglo-American loanwords in youth slang

from 2016 to 2021; and to single out the age and gender dimensions of Anglo-Americanisms in the modern Ukrainian youth slang during the past 5 years.

2. Theoretical Overview

The use of English loanwords in different languages has been discussed from various perspectives by many scholars [Sender 2015; Hans 2017; Kiramba 2018; Bista et al. 2018]. Although this phenomenon has been regarded as enriching and creative by some [Crystal 2003; Altbach 2016; Chaoyuan 2016], it has encountered opposition in many parts of the world [Corradi 2017], for instance, as a phenomenon that has offended users of other languages for more than a century [Altbach 2015; Qreshat 2019].

It has been observed that the number of Anglo-American loanwords in Ukrainian has recently increased in an unprecedented manner due to the dominance of English as a global language, which has resulted in what can be called the linguistic expansion of the Ukrainian lexical system [Leleka and Moskalenko 2018]. One of the key components of globalization is English. Approximately 1.8 billion people speak English, making it the world's third most spoken language because it is highly valued as a necessity for better opportunities in employment, access to knowledge, higher education, and international communication [Corradi 2017]. English is considered the Latin of the 21st century and a language that plays a relevant role in the internationalization of the language [Rostan 2011]. We can make use of this language to develop our worldview and spiritual heritage and promote cultural and traditional aspects across the globe [Bodapati 2016].

The number of English loanwords in the Ukrainian language has greatly accelerated in recent years as a result of the fundamental political, social, economic, and cultural changes that started in Ukraine in the mid-1980s, as well as the change of regime and transition to an economy in the early 1990s that caused the new trends in education. The changes in the education system are affecting the use of English in Ukrainian society. Young people use Anglo-American loanwords instead of the Ukrainian equivalents.

The Ukrainian youth slang has traditionally relied heavily on loanwords, and this is also characteristic of present-day youth speaking [Rudenko et al. 2018]. The youth have a leading role in making new English loanwords popular because they follow the changes in musical and computer trends better than their predecessors could, and consequently, their slang reacts more sensitively to them [Dossymbekova et al. 2016]. In the process of the adaptation of foreign elements, it is a turning point when not only bilinguals but also monolingual speakers of the recipient language begin to use them actively.

The role of media in the modern world is one of the most important facts causing the spread of English and the evolution of media-bound varieties of

language [Rostan 2011]. Youth language should be understood as translingual not only due to their varied recombination of linguistic and cultural resources, genres, modes, styles, and repertoires, but also due to their direct subtextual connections with wider social, cultural, historical, and ideological aspects [Sias 2020]. The article is devoted to the analysis of the language problem in the context of globalization, focusing on the tendency of the transformation of the English language into a single global language of international communication through the standards of education.

3. Materials and Methods

The subject of the study is represented by the peculiarities of the use of loanwords in the Ukrainian language. The respondents at the ages of 15–17 (school pupils), 18–20 (university students), and 21–23 (university graduates) have been interviewed. An attempt to analyze the peculiarities of the loanwords according to gender differences has been made. The frequency of the loanwords and ratios of their use by male and female speakers were graphically represented in the tables. The results of the interviews in 2016 and 2021 have been compared to characterize Anglo-American loanword assimilation and the results of English globalization in the Ukrainian language. In Study 1, we provide an analysis of loanwords, determining the degree of their novelty. In Study 2, we represent the results of loanword use according to gender. In Study 3, we compare the results shown in 2016 and 2021. We assume that word frequency and the age of the speakers are quite connected. Also, we have determined the loanword status in the Ukrainian language.

Interviewing is widely used in sociolinguistics and shows the linguistic picture of the world in any language community. On the basis of the experiment, we can talk about the peculiarities of the culture, mentality of the language, personality, and community [Sias 2020]. Analytical coding was done to identify the frequency and repetition of the loanwords in all the types of groups. This method helped to understand the language adaptation processes. Methods for analyzing data are the procedures that are used to characterize the source material obtained in the course of research. For processing the data, most often, varieties of correlation analysis are used to study the relationships between variables, dependent and independent items.

In the survey, respondents have been surveyed to characterize a specific language phenomenon. The study involved 300 people – 150 women and 150 men. They were divided into three age groups, namely 15–17, 18–20, and 21–23. The first stage of the study was conducted in 2016, and the second in 2021. The survey included 4 questions and was aimed at identifying: the knowledge of the meaning of Anglo-Americanism; the frequency of use of words of English-speaking origin in the daily speech of young people and the

scope of their use; and the attitude toward the availability of the loanwords in Ukrainian.

Among the researched Anglo-Americanisms that have duplicate forms in the Ukrainian language there are various parts of speech – nouns: *бренд* – *brand*, *булінг* – *bulling*, *вікенд* – *weekend*, *дьюті* – *duty*, *кеш* – *cash*, *конекшн* – *connection*, *лук* – *look*, *паркінг* – *parking*, *пати* – *party*, *пранк* – *prank*, *пресинг* – *pressing*, *пруф* – *proof*; *респект* – *respect*, *репіт* – *repeat*; *селфі* – *selfie*, *спіч* – *speech*, *тюнінг* – *tuning*, *фейк* – *fake*, *френд* – *friend*, *хейтер* – *hater*; *шузи* – *shoes*, *юзер* – *user*; adjectives: *екс* – *ex*, *кежуел* – *casual*, *ізі* – *easy*, *крезі* – *crazy*, *кул* – *cool*, *рандомний* – *random*, *трешовий* – *жахливий*; *топовий* – *top*; verbs: *спікати* – *to speak*, *чилитись* – *to chill*, *юзати* – *to use*; interjections: *бай* – *bye*, *Вау!* – *Wow!*, *сопі* – *sorry*, *окей* – *okey*, *Унс!* – *Oops!* (Table 1).

Table 1. Anglo-Americanisms and their Ukrainian equivalents

Anglo-Americanism	Ukrainian equivalent
бренд (brand)	марка (brand)
булінг (bulling)	насилля (bulling)
вікенд (weekend)	вихідні (weekend)
дьюті (duty)	обов'язок (duty)
кеш (cash)	готівка (cash)
конекшн (connection)	зв'язок (connection)
лук (look)	вигляд (look)
паркінг (parking)	стоянка (parking)
пати (party)	вечірка (party)
пранк (prank)	розіграш (prank)
пресинг (pressing)	тиск (pressing)
пруф (proof)	доказ (proof)
репіт (repeat)	повторення (repeat)
респект (respect)	повага (respect)
селфі (selfie)	автопортрет (selfie)
спіч (speech)	промова (speech)
тюнінг (tuning)	удосконалення (selfie)
фейк (fake)	підробка (fake)
френд (friend)	друг (friend)
хейтер (hater)	ненависник (hater)
шузи (shoes)	туфлі (shoes)
юзер (user)	користувач (user)

екс (ex)	колишній (ex)
кежуел (casual)	повсякденний (casual)
кул (cool)	прохолодний (cool)
ізі (easy)	легкий (easy)
крезі (crazy)	божевільний (crazy)
рандомний (random)	випадковий (random)
топовий (top)	вищий (top)
трешовий (trash)	жахливий (trash)
спікати (to speak)	говорити (to speak)
чилитись (to chill)	розслабитися (to chill)
юзати (to use)	використовувати (to use)
бай (bye)	Пока! (bye)
Вау! (Wow!)	Ух! (Wow!)
сорі (sorry)	вибач (sorry)
окей (okey)	добре (okey)
Упс! (Oops!)	Ой! (Oops!)

4. Results and Discussion

The results for the groups of respondents have been reported below, arranged by necessary characteristics. The survey results have been analyzed anonymously and reflect the opinions of all the participants. The results and discussion of the survey are presented according to the research objectives listed above. The identification of these words did not cause any special difficulties; all the respondents were familiar with the loanwords in 2016 and 2021. They either use them themselves in their speech or hear them in the speech of other people. The study analyzed the gender and age features of the use of the loanwords. At first, our data dealt with the fact that they knew the meaning of Anglo-American loanwords. It should be noted that all respondents know the meaning of at least half of loanword, which indicates a high degree of their semantic assimilation, both in 2016 and 2021 (Table 2).

The results of the preliminary survey showed that young people gave a greater number of affirmative answers to the proposed questions. So, we need to determine the degree of assimilation of loanwords among the Ukrainian youth. It must be mentioned that almost all people know the meaning of Anglo-American loanwords. The respondents are well aware of the fact that they use loanwords in their slang, referring to the fact that they are actively replenishing the Ukrainian language with new words. Even though in the Ukrainian language there are one-word equivalents to the loanwords, young people prefer Anglo-American borrowed items (Table 3).

Table 2. The number of people who know the meaning of the Anglo-Americanisms

2016		2021	
All the words, %	More than half, %	All the words, %	More than half, %
15–17-year-olds			
Male		Male	
62	38	92	8
Female		Female	
58	42	91	9
18–19-year-olds			
Male		Male	
60	40	90	10
Female		Female	
56	44	87	13
21–23-year-olds			
Male		Male	
55	45	88	12
Female		Female	
57	43	90	10

Table 3. The frequency of the use of Anglo-Americanisms

2016				2021			
Always, %	Often, %	Seldom, %	Never, %	Always, %	Often, %	Seldom, %	Never, %
Male				Male			
15–17-year-olds							
24	26	25	16	27	35	33	5
Female				Female			
23	30	30	17	25	34	35	6
18–20-year-olds							
Male				Male			
29	30	30	11	29	49	19	3
Female				Female			
28	29	31	12	31	46	18	4
21–23-year-olds							
Male				Male			
21	32	35	12	22	45	28	5
Female				Female			
20	35	31	14	22	43	29	6

The results of the study have shown that at the age of 15–17, the number of people who use Anglo-American loanwords is greater. In addition, this ratio does not change after 5 years. The indicators concerning the use of specific Ukrainian words and the preservation of language purism count for the most differences in the table. These figures have changed by more than 10 percent in 5 years. The number of men and women who often use loanwords has also increased, which indicates the entry of Anglo-Americanists into the lexical system of the Ukrainian language and their development in it.

Regarding the results in the group from 18 to 20, there have also been changes. The number of males and females who always use English words instead of specific Ukrainian ones is almost unchanged, and the number of people who use Anglo-Americanism has often increased. The indicators showing the use of the Ukrainian equivalents instead of borrowed ones have decreased. In other words, according to the results obtained in this age group, we can also talk about the integration of the English language into Ukrainian youth society, as only 3 or 4 percent of young people do not want to use the loanwords.

The young people aged 21 to 23 have demonstrated a tendency to reduce the number of people who always use Anglo-American loanwords instead of the Ukrainian equivalents, and the number of people who use English words very rarely has increased. However, despite these factors, the number of people who never use loanwords has decreased by 7 and 8 percent over the past 5 years, indicating the same trend in language development. Anglo-American loanwords are gradually increasing the lexical system of the Ukrainian language and becoming an integral part of the youth language. In all three groups of young people surveyed, there is a tendency for men to use borrowed vocabulary more often than women, although these figures differ slightly.

This study has shown that apart from the globally recognized status of English, Ukrainian young people use loanwords because of social or personal aspirations in youth group interactions, facing intersects with identity in the conversation since the former represents how individuals want to introduce the latter [Rostan 2011], where the individuals construct and negotiate all of their lives through their interactions with others. Identity is hence multifaceted [Qreshat 2019] in that people often moderate their identity by the social situation they engage in and their goals for interactions.

Nowadays, there is a tendency among young people to form new words, and most of them are borrowed ones. The Anglo-American loanwords do not always denote new objects or concepts; their psycholinguistic or sociolinguistic significance often overshadows the denoting function, as in the past decades. English has become the language symbolizing novelty in the modern and technically developed world. The use of foreign elements allows professionals to prove their insider status and competence. At the same time, Ukrai-

nian speakers do not always strive to find equivalents for the loanwords in their native language.

The changes in cultural patterns lead to linguistic changes. In this way, cultural globalization has caused drastic and unprecedented changes in society over the last few years, and the bulk of these changes can be traced to the lexical system [Qreshat 2019]. The reasons why young people prefer to use English words in their speech are as follows: the use of English words is fashionable and is promoted by the media; English words sound unusual and give speech a certain mystery; in addition, they are not understood uninitiated, thereby performing the role of a secret code. Since English is an attractive instrument specifically empowering nonnative people [Corradi 2017], learning it as a foreign language can be a pleasure or a pressure, depending on one's situation.

The particular concern is the fact that in the everyday speech of young people, loanwords from English and their derivatives are more often used. Young people find it easier to express their thoughts and feelings in a foreign language. People around them do not always understand what teenagers or young people are talking about. They speak another language, which is the language of their generation. Even though slang is typical for many social groups, most people restrict its use to young people's priorities. Slang is the most noticeable language component of youth-based identities [Sarsembayeva et al. 2018]. Older generations are not likely to accept changes, including linguistic ones.

The results of the interviews showed that the majority of young people use Anglo-Americanisms in their speech. The number of those who try to use loanwords only in cases where there is no equivalent in the Ukrainian language is not insignificant. Nowadays, a complete replacement of the loans is not possible. The results are also influenced by the tendency of the transition of Ukrainian educational institutions to distance learning. Moreover, many countries around the world conduct their educational policies in the field of foreign language training based on the fact that English is the basic language.

Some scientists argue that globalization has led to the arrival of an unprecedented quantity of English loanwords in other languages. They assert that the emergence of English as a global language can influence the structure of other languages, especially by providing a fresh source of loanwords for use by these other languages [Crystal 2003]. In the research, a loanword refers to a word that has been borrowed from one language and incorporated into another language [Durkin 2014]. In the same way, the term has always been associated with the concept of lexical borrowing. There is a high probability of diffusion of English into education, and it will be an integrated component of education rather than a separate subject, which determines the emergence

of English language courses [Yerahmetkyzy et al. 2022]. In other words, it is about training in a foreign language, not just mastering the language.

This phenomenon seems to be a global one, affecting many languages [Sias 2020]. For instance, it is said that the influence of English on the world languages is significant. It is known that the borrowing of English vocabulary in the language involves the language in the globalization process. One of the most easily observable results of intercultural contact and communication is the set of loanwords, which are a very important part of the lexical system of each language involved. The contacts between cultures and languages [Durkin 2014] have grown a great deal over the past fifty years.

English is a global language that has influenced many languages in their socio-cultural and economic aspects. Most frequently in the Ukrainian language system, words of English origin happen because English takes almost first place among the most common languages. It impacts youth slang, which is constantly updated with new loanwords and phrases. Therefore, the Ukrainian language has changed considerably since 2016.

5. Conclusions

The degree of assimilation of Anglo-Americans in youth speech is quite high. An important role in the borrowing process is played by the need to rise in the rank of any phenomenon of reality. To give this process a positive color for its designation, the loanword is more prestigious than the native language. English plays an important role in Ukrainian society. Despite the difficulties at the beginning of its journey, Ukraine has reached a fairly high level both in education and in other areas. English is present at all levels of the educational system, and not only that, the Ukrainians learn it from kindergarten and continue to learn it after graduating from university. International exam certificates are required when applying for a job.

The phenomenon of globalization is the main topic of several contradictory and polarizing discussions, and undoubtedly, English internationalization is necessary and a fact in today's world, but the question is: what will be the long-term language consequences? The role of the English language in the modern world is obvious. It is the most important communication tool at the international level. A modern person without certain language knowledge cannot use the latest benefits of civilization. All the fields of our lives in one way or another require knowledge of the English language.

Many young people in different contexts often consider their access to English and their knowledge and use of it as something positive. Furthermore, one of the main practical reasons for young people to learn English is to allow them to travel and study abroad. The process of borrowing, as a consequence of the contact between two languages, is one of the most significant means of

lexical enrichment. Recently, in the context of globalization, contacts between English and other (even remote) languages have been strengthened. The hypothesis of the research paper, which predicted a bigger influence and, thus, more Anglo-American loanwords in the Ukrainian language in 2021 than they were in 2016, has been confirmed.

The use of loanwords in the discourse of the Ukrainian youth speech testifies to the natural development of the languages under the pressure of globalization, which makes it impossible for the languages to function in isolation.

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