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### **КОРЕИЗИРОВАННЫЕ АНГЛИЙСКИЕ СЛОВА В СОПОСТАВЛЕНИИ С КОНГЛИШ**

Давно ведутся споры вокруг таких понятий, как кореизированные английские слова и конглиш. В статье автор исследует границы между кореизированными английскими словами и феноменом "конглиш". Конглиш можно рассматривать как речь необразованных корейцев и как интеръязык. Напротив, кореизированные английские слова являются лексическими единицами, которые могут функционировать в двух матрицах: в корейской и английской. Автор приходит к выводу, что кореизированные английские слова входят во все лектальные уровни, включая базилектный (Конглиш).

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Источник

### **Филологические науки. Вопросы теории и практики**

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/формообразующих элементов, создающих пространственно-временную симметрию формы. Учебный текст стремится к обретению симметрии, гармонизирующей форму и оптимизирующей ее для взаимодействия с концептуальной системой коммуникантов в рамках учебно-педагогического дискурса. Форма вторичных текстов предопределяет наличие структурообразующих повторов.

Проанализировав учебные тексты, мы приходим к выводу, что при самоорганизации учебно-педагогического дискурса поддерживается общая тенденция организации формы учебного текста – гармоничное распределение элементов симметрии и сохранение доминантного смысла. Результатом самоорганизации является «форма учебного текста, обладающая свойством тождественности самой себе: по тема-рематической структуре и внутренней форме дискурс подобен тексту, текст подобен отдельному структурно-смысловому сверхфразовому единству, который, в свою очередь, подобен отдельной фразе. Таким образом, самоподобие учебно-педагогического дискурса обеспечивает преемственность развития учебных текстов на разных уровнях дискурса при постепенном усложнении организации системы» [8, с. 200].

Лежащая в основе учебного текста-полилога форма характеризуется подобием и предопределяет расположение повторов как структуро-/формообразующих элементов в наиболее оптимальных для адекватного восприятия интервалах, содержащих доминантный смысл.

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#### INVARIANT CHARACTERISTICS OF SELF-SIMILAR STRUCTURES OF EDUCATIONAL AND PEDAGOGICAL DISCOURSE

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The objective of the article is in the identification and characterization of self-similarity of educational and pedagogical discourse. Self-similarity is revealed by separating the symmetrical and asymmetrical sections of the texts of textbook author of and participants of the communicative situation in the classroom – teachers and students – with the help of identification of concentration areas of repetition as text-forming factors. Repetitions determine the structural properties and the similarity of the academic text which is a system-forming unit of discourse and the self-similarity of which is an indicator of increasing probability of adequate perception of the educational text.

*Key words and phrases:* educational and pedagogical discourse; educational text; self-similarity; symmetry; repetition.

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*There has been a long debate around such notions as Koreanized English words and Konglish. The author separates the categories of Konglish and Koreanized English words. Konglish can be regarded as a speech of uneducated Korean community and also can be viewed as an interlanguage. However, Koreanized English words are lexical units that can function within two language matrices: Korean and English. Based on the findings, the author suggests that Koreanized English words are naturally incorporated in all lects, including the basilect one (Konglish).*

*Key words and phrases:* World Englishes; language contact; Konglish; lexical innovations; Koreanized English words.

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#### KOREANIZED ENGLISH WORDS VS KONGLISH

The global spread of English in diverse sociolinguistic and sociocultural situations has resulted in the development of a number of localized varieties as well as other linguistic phenomena that spur much debate. The pluricentricity of the English language has been expressed in a number of models, Kachru's theory of three concentric

circles being the most popular [4]. According to this theory, English functions as a native language (ENL) in the Inner Circle, as a second language (ESL) in the Outer Circle and as a foreign language (EFL) in the Expanding Circle. Language contact between English and local languages in the Expanding Circle countries, such as Korea, Japan and China, has become a field of academic inquiry.

The focus of this article is placed on Korean-English language contact in the form of Koreanized English words and Konglish. Many linguists consider Konglish to be a specific set of lexical items [2, p. 23; 5; 16] and combine both Konglish and Koreanized English words together. In this article we intend to draw a demarcation line between Konglish and Koreanized English words. Our purpose is not to provide a comprehensive inventory of Koreanized English words or linguistic patterns of Konglish but rather to give a critical analysis of functional aspects of Korean-English language contact.

### I. Koreanized English words

English vocabulary in the Korean language comprises a word stock that consists, on the one hand, of real English words derived either from American and British English or via Japanese and on the other, of the so-called pseudo-English words that have no equivalents in American or British English.

Speaking about the first group, the Korean language imports many English (mostly American English) words which reflect various aspects of the Western culture.

- (1) 카메라 / camera
- (2) 마우스 / mouse
- (3) 피자 / pizza
- (4) 마스터 / master
- (5) 땡큐 / thank you [5; 14].

These examples may be characterized as transparent phonetic loanwords. Many of English loanwords besides referring to particular aspects or objects of the Western culture may carry connotations of being Westernized, modern and fashionable that can be explained by their recurrence in TV commercials, pop songs and other mass media resources. J. S. Lee has already thoroughly examined and tracked the use of English mixing in media formats such as Korean popular songs [7] and TV commercials [6], arguing that the use of English (or English mixing) is associated more with younger generations' modern identity [Ibidem, p. 88]. Besides many English words entered the Korean language through Japanese. The importation of Japanized English words to Korean was discussed by many linguists [11; 14; 16; 17; 19].

Analyzing the English vocabulary in Korean one can observe an interesting layer of English, or pseudo-English words that could hardly be called loanwords. These 'English' words are uniquely Korean. They are usually created by Korean speakers using the English material for their own communicative purposes. These words have a local flavor. We will call them Koreanized English words. Some of these words do not have equivalents in American or British English. They are created with the help of English material but they are particularly Korean and are used to reflect uniquely Korean aspects of culture.

One of the examples might be illustrated as follows. A married woman in her thirties is called **Missy**. Unlike *ajuma* (아줌마) which is usually described as wearing baggy pants, mismatched clothes and little makeup, **Missy** continues to look fashionable [18]. **Gold miss** means *unmarried woman* or *old spinster*, although it has less negative connotation than *old spinster* and denotes "a young lonely but successful woman who enjoys her life and does not plan to get married" [3]. Following the pattern of **gold miss** two more expressions were formed: **platinum miss** and **silver miss**. There is one more concept, **old miss**, who unlike **gold miss** wanted to get married but has failed.

Other words, after they were borrowed by Korean, have changed or altered their meaning to the extent they are not easily recognizable for native speakers of English. For example, **mind control** is used in the meaning of *self-control* [8; 13]. However, for English native speakers and other English speaking people this expression may mean the desire to control other people's minds. **Free ticket** is used in sense of *one-day ticket* and means that it can be used within the selected area of validity for as many trips as one likes on one day [13; 15]. For English native speakers and other English speaking people this expression may mean a ticket that is free of charge.

It should be noted here that Koreanized English words, though, show surprising similarity with Japanese English (JE) vocabulary. J. Yoneoka states that 'approximately 40% of "Konglish" in Huh (2002) is virtually identical to JE' [19, p. 40]. The historical background, when in colonial Korea many English loanwords were introduced via Japanese, and linguistic similarities between Korean and Japanese explain the shared local vocabulary.

For example, to keep customers happy and to keep them coming back again, many businessmen will give free things (complementary extras), called 'service' (서비스) [13]. The Koreanized 'service' does not correspond to other basic meanings of 'service' in British or American English but there is a Japanized 'service' with a similar if not the same meaning.

Koreans can be creative in blending English and Korean words making new notions. Most of the Koreanized English words are made by young people, who are more exposed to the globalization and new technologies, so these words cannot be easily understood by older Korean generation.

For example, **saladent(s)** is formed by blending *salary* and *students*. Saladent(s) means "working student". "I became a saladent mom this spring semester. It is extremely tough to follow up the class in addition to the childcare after work every day" [12].

This scope of Koreanized words comprises a word stock that caused a debate around the notions of Koreanized English words and Konglish. We consider it wrong to group Konglish and Koreanized English words together. Koreanized English words are lexical entities that are represented at the linguistic level and they can function in two matrices: English and Korean. Koreanized English words will have different status when they are used in Korean

and English. Speaking in terms of matrix language and embedded language, we can examine two situations. Firstly, when used in Korean, some lexical fragments of L2 (English) in form of Koreanized English words are embedded into the matrix language, L1 (Korean). However as it has already been discussed, Koreanized English words, though having the resource material from the donor language, L2 (English) are created by Koreans for their own communicative purposes, so we will argue that they cannot be considered loans. In this case these lexical fragments from L2 (English) become the part of the matrix language, L1 (Korean). Secondly, when used in English, Koreanized English words are embedded into the matrix language, L2 (English), being activated through and motivated by the embedded language, L1 (Korean). So there is a reason to assume that they are borrowed from Korean into Korean learners' interlanguage (English). On the contrary Konglish will be applied to a complex language phenomenon. The notion of Konglish will be looked at in some details in the following section.

## II. Konglish

The word Konglish is a mixture of the words 'Korean' and 'English' and is used informally with a derogative meaning. There is no yet a generally agreed definition of Konglish. Many linguists consider Konglish to be a specific set of lexical items [2, p. 23; 5; 16] and combine both Konglish and Koreanized English words together.

Colloquially Konglish is viewed as poor English used by Koreans. In 'Kyobo', a very popular bookstore in Korea, there are many books aimed at curing Konglish ('Goodbye Konglish set', 'Konglish vs English', 'Konglish clinic') where Standardized English equivalents are provided for English linguistic items specific for English spoken by Koreans. These specific English linguistic items are actually those 'Koreanized English words' that we have already mentioned.

We will argue that Konglish is not, in fact, just a specific set of lexical items, but a complex phenomenon. Referring to the lectal continuum model [9] Konglish can be regarded as a speech of uneducated Korean community, as a basilectal<sup>1</sup> form of English which is, in its turn, a part of a functional continuum of language proficiency levels with a great deal of transference from the Korean language at all levels (grammar, lexis, syntax and phonology). In terms of matrix and embedded language, Konglish is based on English matrix (L2) with some embedded lexical, structural and phonological fragments from Korean (L1). It should be specified that local vocabulary or Koreanized English words are naturally incorporated into Konglish, as well as into other lectal forms of English spoken by Koreans since they are Koreans. No matter how well they may speak English, only they (not speakers of other varieties of English) can create these Koreanized English words. Nevertheless the patterns found in basilect (Konglish) do not constitute a new variety of English, but they contribute to the development of a new English variety.

## Conclusion

Konglish can be regarded as a speech of uneducated Korean community, as a basilectal form that is greatly influenced by the Korean language. However, Koreanized English words are lexical entities that can exist and function within two language matrices: Korean and English. Koreanized English words can be incorporated into the everyday Korean language being nativized within Korean culture and can also be used in English spoken by Koreans. Besides, they can be naturally incorporated in Konglish and other lects.

Z. G. Proshina states that in English varieties 'national identity puts on new linguistic clothing' [1, c. 202]. In this regard we can claim that English is now a Korean language as well in sense that English can serve to express a unique Korean culture, in sense that English is actively used for implementing Korean communicative purposes and in sense that English is able to express and transmit Korean identity and values. The Korean speakers have obtained one more garment in their linguistic wardrobe.

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<sup>1</sup> Lectal continuum consists of acrolect (characteristics of educated speech users), basilect (characteristic of uneducated speech users) and mesolect (characteristic of speech users with incomplete education or educated people in informal situations) [10].

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## КОРЕИЗИРОВАННЫЕ АНГЛИЙСКИЕ СЛОВА В СОПОСТАВЛЕНИИ С КОНГЛИШ

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Давно ведутся споры вокруг таких понятий, как корейзированные английские слова и конглиш. В статье автор исследует границы между корейзированными английскими словами и феноменом «конглиш». Конглиш можно рассматривать как речь образованных корейцев и как интерязык. Напротив, корейзированные английские слова являются лексическими единицами, которые могут функционировать в двух матрицах: в корейской и английской. Автор приходит к выводу, что корейзированные английские слова входят во все лексальные уровни, включая базилектный (Конглиш).

*Ключевые слова и фразы:* контактная вариантология английского языка; языковые контакты; конглиш; лексические инновации; корейзированные английские слова.

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*Статья посвящена одной из актуальных проблем современной русской лексикологии – проблеме заимствования. Цель исследования состоит в рассмотрении особенностей процесса заимствования иноязычной лексики арабского и китайского происхождения. На основе анализа наиболее актуальных иноязычных лексем делается вывод, что по сравнению с англицизмами арабизмов и китаизмов в русском языке не так много, что, возможно, связано с уникальностью этих языков и особенностями нашего восприятия. Также отмечается рациональность процесса заимствования из арабского и китайского языков.*

*Ключевые слова и фразы:* современный русский язык; иноязычная лексика; заимствование; ориентализм; арабизм; китаизм.

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## ОРИЕНТАЛИЗМЫ В СОВРЕМЕННОМ РУССКОМ ЯЗЫКЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ

Характеризуя современное состояние русского языка XXI века, исследователи все чаще говорят о проблеме его засорения иноязычной лексикой. Одним из главных факторов, содействующих все более широкому распространению в современном русском языке терминов иностранного происхождения и слов, являющихся производными от этих терминов, становится процесс все более активного воздействия на российское общество западной культуры, который некоторые политологи уже успели окрестить процессом «вестернизации». Основными сферами, в которых этот процесс проявляется наиболее активно, являются массовая культура, экономическая деятельность, или, как теперь все чаще говорят, «сфера бизнеса», политика и информатика [9, с. 225].

Процессу «вестернизации» русского языка активно содействуют средства массовой информации и, в первую очередь, газеты, журналы, радио- и телепередачи, предназначенные для молодежи, т.е. для наиболее активной и наиболее чувствительной к внешнему влиянию части населения России [9, с. 225].

Исследователи [3; 7, с. 37; 10, с. 168] отмечают, что русский язык вбирает в себя иноязычную лексику преимущественно англоязычного происхождения (*питчинг* [33], *гестхаус* [29], *хештег* [35] и др.). Конечно, английский язык – не единственный источник заимствований, также в русский язык проникло немало количество слов французского (*сомелье* [34], *домен* [13, с. 107], *триколор* [Там же, с. 321] и др.) и немецкого (*коллектор* [5, с. 491], *штрудель* [Там же, с. 1149] и др.) происхождения. Кроме этого, встречается иноязычная лексика из итальянского (*бариста* [28], *латте* [31], *капучино* [30] и др.) и испанского (*гаспачо* [13, с. 83], *мачете* [4], *мохито* [32] и др.) языков.