
The tendency of using borrowings among English language students: A case study

GRESA BUJUPAJ

PhD Candidate

University of Prishtina “Hasan Prishtina”, Kosovo

Part-time lecturer

Abstract

Perhaps the most frequently encountered outcomes of language change are due to borrowing. Hence, this study focused on exploring whether the usage of English borrowings is increasing, the reasons behind this occurrence and the effect of borrowings on translated texts. The issue was deemed worth exploring since it represents a contemporary problem that linguists deal with.

To conduct this research a mixed method was applied where questionnaires were distributed to fifty students of the University of Prishtina, English Language and Literature Department, who had attended or were attending translation courses.

The outcomes of the research suggest and support the idea that the practice of using Anglicisms is increasing, students are among those who use borrowings in their translations, regardless of being aware that it can affect the quality of translation. Amongst other significant outcomes, it was concluded that the exposure to media has the greatest impact on increasing the productivity of borrowing English words in Albanian.

Keywords: borrowing, Anglicisms, students, translation quality, texts, media

1. INTRODUCTION

Languages change continuously over time. The results of these changes are due to different processes that languages go through. Language changes can be of a grammatical, lexical, semantic or phonological

level. One of the main characteristics of languages is the creation of new words. Based on Evripidou (2001), the basic founts for linguistic change are borrowings. Borrowing is a common phenomenon where speakers of one language use features of other languages (2001).

The reasons for importing words from other languages are various. Sometimes it is the lexical fund of a language that allows borrowing words since there is no equivalent expression in the target language for a word in the source language. Yet, there are cases when the word exists and the borrowing is still used. This is why it was considered needful to conduct a study with a younger population of future translators. It would be beneficial to disclose and determine whether the process of borrowing words, particularly English words, is still on-going as in the past few decades, whether borrowed words are re-shaping their translated texts and what they identify as the main cause for the use of borrowings.

1.1. Problem description

In the last decades English language has become one of most spoken and influential languages. It has been turned into the language of media, internet, books, and of everything we can relate nowadays. The impact of English is also felt on the Albanian language amongst others. Midst various language processes that can influence, alter or enrich a language, Albanian is one of those languages which has undergone through the borrowing process and is known for the vast number of borrowings or loanwords. The causes behind borrowings are many, yet as noted in Kapo (2011) the large number of English borrowings does not derive due to any invasion from English speaking countries, or any extended trade history with those places (2011).

Yet, Hoffer (2002) found that borrowings derive from the direct contact of two languages, and by direct contact are understood occupation or colonies, migration and other forms that would lead a nation to be in contact with another language. Nevertheless, one of the forms of word borrowing is also cultural contact. Through the introduction of radio, television and internet another practise in the spread of linguistics was introduced in communicative elements (2002). According to Filipovic (1983) as cited in Hoffer (2002), Anglicisms have become part of the vocabulary of most languages (2002). Based on Piccone (1996) as stated in Georgieva & James (2010), Anglicisms are any borrowing from English that constitute a new word in another

language, regardless of being a British or American borrowed word (2010). The introduction of the computer, its frequent use together with many other words that come along with it have suffocated the Albanian language with expressions that already exist (Nuhiu, 2008). Therefore, the issue of borrowing is deeper than just the simple use of an international word.

1.2. Research motivation/aim

The primary objective of this research is to focus on revealing how much English language students, respectively translation majors, of the University of Prishtina use English borrowed words while translating. Moreover, the study will show how this attitude affects the quality of translation, if there are any shortages when using borrowed words, and finally what influences or leads students to the usage of borrowings.

After a small research on the internet, it was concluded that earlier studies and articles of various scholars have discussed borrowings in general, what borrowed words are and how they derive. Nevertheless, this study will concentrate on genuine English words that are borrowed and used by native speakers of Albanian, specifically the younger generation, how these borrowings are becoming parts of Albanian's standard language, and how the texts translated by students, who are studying to become future translator, are affected by this phenomenon. This research is required because of its educational context since it will point out how borrowings are influencing language in general, whether the usage of borrowings is increasing, and what leads students to use borrowed words.

1.3. Research hypothesis/questions

Considering how Albanian language is spoken and presented in national informing channels, it can be stated that the language used by journalists or public speakers is not standard Albanian. Moreover, having in mind that citizens and the society in general is in touch with media on daily bases, and almost everyone is part of online social networks it is considered that these are the causes for borrowings use. Therefore, by contemplating how often borrowings can be found or read on different translations, and how their usage impacts the Albanian language it can be stated that the major hypotheses of the study are:

1. Usage of borrowings is increasing
2. Borrowings decrease the quality of a translation

3. Internet influences students to use borrowings

Although the study will attempt to reveal other points, the main aspects or research questions that this study will focus on are:

1. How much do English language students use borrowings?
2. Do students consider that borrowings affect the quality of translation?
3. What leads students to the usage of borrowings?

While conducting this study various methods were incorporated. The data were mainly gathered through the research tool, whereas other relevant information used for additional parts in the research were taken from relevant online resources, books and articles.

2. LITERATURE REVIEW

The phenomenon of lexical borrowing is a common issue for numerous languages. Some findings shed light on language alteration and came up with important ideas about the origination of borrowing. Such studies started some centuries ago when linguists wanted to know the relation between languages and how they impacted each-other. Because language change includes mostly includes vocabulary, conclusions drawn from different studies made it possible to present the features of borrowings and the process they undergo before they enter a language, the motivation for borrowing words, as well as the first evidences of borrowings in Albanian, particularly English borrowed words.

2.1. Characteristics of borrowings

While borrowing new words or expressions from one language to another, those particular words have to undergo some changes firstly. The modifications mostly occur on morphological and phonological level in order to match the structure of the language that is borrowing. Borrowed words might have sounds that do not match the recipient language; therefore, they need to get altered to correspond with the native sounds (Kulla, 2010). According to Aitchison (1991) as cited in Evripidou (2001) there are four characteristics of borrowing related to the rules of borrowing such as:

“1. Detachable elements that are easily and commonly adopted,

2. *Borrowed words are likely to be changed to fit in with the main structure of the recipient language,*
3. *Languages tend to choose at least when it comes to borrowing those aspects of the donor language which supposedly correspond moderately closely to aspects existing already in its own, and finally,*
4. *In a case where a language seems to have massively affected another, it is discovered on closer examinations that the changes have come out in a series of minute steps, with each one of them having a very small alteration” (2001:4).*

2.2. Reasons for borrowing/ creating new words

Languages have certain reasons for borrowing words from other languages. Nevertheless, according to (Winford, 2003) as cited in Kulla (2010), if these reasons are categorized it results that need and prestige are the main ones. For instance, if a concept in a particular field is borrowed from a language, new words need to be associated with that concept. On the other hand, prestige would be constituted when a less prestigious language would borrow words from a major cultural language such as Latin or Greek (2010). For nations who are linguistically insecure about their language forms, prestige seems to be of a higher significance. These societies tend to adopt foreign language structures which might symbolise foreign superior groups (Evripidou, 2001). Based on Katamba (1994) as cited in Nunnemann (n.d) there is no limited number for words that can be created in a language. Borrowing seems to be the easiest way out to find a term for an unknown thing or phenomenon. Another reason for borrowing is bilingualism. During the process of code switching if a word is used continuously, it might become integrated also in the other language (n.d). According to the Concise Oxford Companion to the English Language (1998) as cited in Prifti (2009), general reasons for borrowing words are:

- “1. *Close contact in especially multilingual situations, making the mixing of elements from different languages more or less commonplace.*
2. *The domination of some languages by others (for cultural, economic, political, religious, or other reasons), so that material flows ‘down’ from those ‘high’ languages into ‘lower’ vernaculars.*
3. *A sense of need, users of one language drawing material from another for such purposes as education and technology.*
4. *Prestige associated with using words from another language.*

5. A mix of some or all of these. Individuals may use an exotic expression because it seems to them to be the most suitable term available, the only possible term (with no equivalent in any other language), or the most impressive term” (2009:8).

2.3. First traces of English borrowings in Albanian

The phenomenon of language change and language evolving dates back centuries ago. As stated above one of the processes which contributes to language alteration are borrowings.

Albania language remained under restriction of the Turkish language for five hundred years, secluded from influences around. As stated in Kulla (2010), throughout the 19th century, when most European countries would be affected by French culture and language, Albania was still under Turkish rule. The influence of the French language would come later on, under the 20th century, coinciding with the Italian rule over Albania. During the 20th century, Albania was either under Italian rule, or the communist regime which kept the country isolated from the rest of the world for half a century. This resulted in a lack of loanwords from the English language compared with words taken from other languages. The few words that Albanian borrowed from English were mainly technical being related to the new technology borrowed from the West (2010). According to Nuhui (2013) the first signs of English language influence on Albanian were noticed at the end of the 19th century when England experienced an industrial growth, while another flash of Anglicisms followed after World War II (2013). While the idea supported by Titini (2013) study was that before the 1990s Albanian mostly borrowed from Italian and French, whereas after that period English terms were borrowed especially in legal institutions. Kapo (2011) approved that due to the tumultuous situation within the country everything “foreign” was considered best, and people who emigrated in time recognized that English was the language of modern technology and global progress. As such, they started to promote and overuse and English words and phrases (2011).

2.4. Borrowings in translation

The fact that borrowing and translation are interrelated cannot be denied. According to Achyar (2008) as cited in Suryasa (n.d) the technique of translation when an expression is taken over from the first to the second language without any great change is called pure

borrowing. The meaning of the word remains the same, only the form alters by adjusting to the grammatical structures of the target language. However, based on Klos, Maternik, Matulewska & Piontek's study (2006), everything created in another language is due to the effect of translation or the failure of translating something in the target language (2006). Yet according to Zakhir's article (n.d), borrowing in translation is not always justified by the lack of words in the target language, but it can be also used as a form to preserve the original nature of a word, or out of fear from using the cultural authenticity of the expression when translating (2008). Yet, when translators tend to use only native words, pure words, they should stick to that version, translating even the old Latin terms (Gërmizaj, 2005). In addition to this subject, Dorjee (2007) indicated that language purists attempt to stop borrowing through "loan translation". In this type of translation, the meaning of the word is borrowed from the source language yet the form is native (2007).

3. METHODOLOGY

The methodology section will provide information related to the two main stages of the research process: piloting and main study. It will describe the whole procedure of collecting the data. Firstly, it will give basic information about participants such as the total number of the target group and their gender and field of studying and afterwards it will describe the whole process that took place for the accomplishment of this study. After the topic was chosen, it was continued with the collection of different materials regarding the subject. After different materials related to the subject matter were collected, such as: articles, research papers and books, it was continued with analysing the materials, and doing summaries of relevant information. All the data for the empirical research were collected through questionnaires.

3.1. Piloting

Before starting with the distribution of the questionnaire, it was regarded as essential to test the research tool beforehand. Five translation majors from the English Department of the Faculty of Philology accepted willingly to be part of the piloting procedure. Among these respondents four of them were females and one male. All of them

were third year students who attended translation courses. The students were mainly approached in the Faculty classrooms.

A mixed method was used in order to conduct this research. It was decided to use this method since it would ensure the needed data to determine whether the usage of borrowings is increasing, and whether students themselves are amongst those who use Anglicisms. The questionnaire in total consisted of thirteen question of two types, open-ended and close-ended questions, whereas one part of the questionnaire included a test where the respondents would have to translate some words from English into Albanian. The time was measured during the piloting process and it was concluded that it would not take more than ten minutes for the respondents to fill in the questionnaire. Moreover, the respondents did not encounter any major problem while filling in the questionnaire. Only some technical mistakes were encountered and corrected afterwards making the questionnaire eligible to be distributed.

3.2. Main study

After testing the research tool followed the distribution of the questionnaire. In total fifty students participated in this study. As mentioned previously, the target group were students who were attending or had attended in the past translation classes. Thirty-five of the respondents were third year students, while the remaining part were first-and second-year Master students who had attended translation courses in their Bachelor studies. Among those fifty respondents, thirty-seven were females and thirteen males. As in the piloting process, the respondents were approached mainly at the English Department in the Faculty hall or classrooms, before classes and without interrupting professors during their lectures. Only five questionnaires were distributed and filled in online because it was more challenging to contact second year Master students in the Faculty, considering that they have finished their lectures already. Nevertheless, there were no major difficulties that would impede the research process.

4. RESULTS

This section will present and analyse the findings of the questionnaire that was compiled in order to get a glimpse of the views of future

translators on how they perceive the usage of borrowings. Although the usage international words, mostly borrowings from English, are widely criticized as inaccurate, they are still used by almost everyone, including here future translators. Therefore, the results confirmed some of the hypotheses on which this research paper was based on.

One of the first questions that the research tool consisted of was an open-ended question which made it possible to identify what respondents think that borrowings are. Amongst many responses, the most common one indicated that almost half of the research population, particularly 43% of them, believe that borrowings are international words used in another language without being translated. In addition to that, a group of responders, nearly 28%, suggested that borrowings are foreign words that people use because there is no equivalent expression for a particular word in their native language. A similar attitude related to the question what borrowings are, was affirmed by 22% of the respondents who stated that borrowings are words taken from other languages to fill the gap for the lack of words in the other language. Nevertheless, in the smallest number of responses, there was a slight change in the definition of borrowing. From around 7% of the answers, it was considered that borrowings are words taken from another more advanced language in order to enrich the less advanced language and develop it over time. Through their answers the respondents not only gave their definitions to what borrowings are, but also managed to mention some the motives that lead them to the use of borrowings, such as lack of words or the enrichment of lexical fund. Yet, further responses elaborated in the following sub-headings will expose detailed issues concerning borrowings.

4.1. The sources of influence in the use of borrowings

With the development of technology, borrowings became easily accessible. As it can be seen in the figure below (**Figure 1**), when asked about that is the source from which they get most of the borrowings, it was figured out and ascertained that media is the foundation for the usage of borrowings, succeeding internet with a slight percentage, and followed by books and magazines, and professors with a lower number.

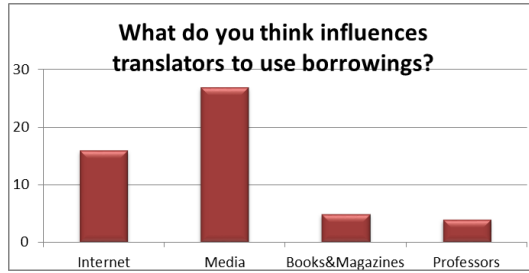


Figure 1. Sources that influence the use of borrowings

4.2. Influence of borrowings in the quality of translation

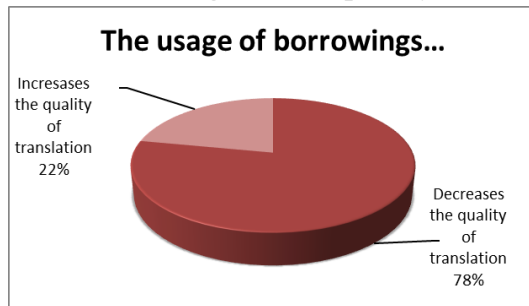


Figure 2. Responses about how borrowings affect the quality of translation

The participants were asked whether they consider that using borrowings can affect the quality of translation, and surprisingly all participants agreed unanimously that the usage of borrowings affects the quality of a translated text in one or in another way. Nevertheless, whether they considered that borrowings affect translated texts in a positive or negative way can be noticed in the figure above (See Figure 2). Around 78 % were of the opinion that borrowings decrease the quality of translation, while the remaining percentage considered that by using borrowings one increases the quality of a text.

4.3. Translation of English words

English word	English borrowing	Albanian word
Draft	Draft 91%	Skicë 9%
Partner	Partner 75%	Bashkëpuntor 25%
Perform	Performoj 69%	Luaj 31%
Electoral	Elektoral 27%	Zgjedhor 73%
Weekend	Vikend 14%	Fundjavë 86%
Humanitarian	Humanitar 23%	Bamirës 77%
Negligence	Neglizhencë 34%	Mospërfillje 66%
Define	Definoj 49%	Përcaktoj 51%
Connect	Konektoj 6%	Lidh 94%
Tolerance	Tolerancë 89%	Lëshim 11%
Consensus	Konsensus 91%	Marrëveshje 9%
Kidnap	Kidnapoj 11%	Rrëmbej 89%
Manager	Menaxher 48%	Udhëheqës 52%
Narrator	Narrator 2%	Tregimtar 98%
Leadership	Lidership 36%	Udhëheqje 64%
Resistant	Rezistues 68%	I qëndrueshëm 32%
Mentality	Mentalitet 77%	Mendësi 23%
Eventually	Eventualisht 28%	Përfundimisht 72%
Linguistic	Linguistikë 13%	Gjuhësor 87%
Parameter	Parametër 97%	Faktor kufizues 3%

Table 1. English words and their translation into Albanian

As one of the aims of the research was to find if young translators use borrowings, the questionnaire consisted of a part where the respondents had to deal with the translation of some English words. The percentages in the table above (Table 1) show how future translators have managed to translate those words. Though the highest percentages are ranked in the Albanian word list, there are still words that were translated as they are in the original form in English.

4.4. Exceptions when translators can use borrowings

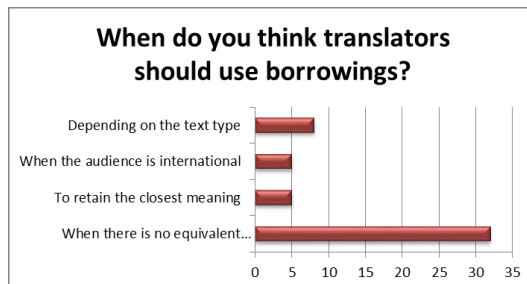


Figure 3. Responses to when translators should use borrowings

An attempt of this study was also to reveal in which cases translators should make exceptions and use borrowings. The largest part of the

respondents agreed that borrowings should be used only when there is no equivalent translation for that particular word. A smaller portion stated that it is the text type that determines the usage of borrowings, whereas the minority believed that borrowings should be used when the audience is international, or in order to retain the closest meaning of the word (See Figure 3).

4.5. Borrowings in different text types

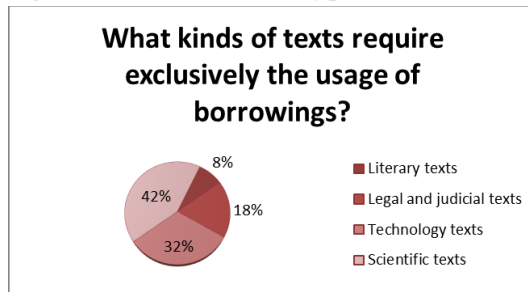


Figure 4. Evaluation of text types that require the usage of borrowings

Considering that the Albanian language does not have equivalent expressions for some words, especially when it comes to technical translation texts, the respondents were asked for which text types there should be exceptions when it comes to the usage of borrowings. Less than half of the answers supported scientific texts, as one of the text types that require exclusively the usage of borrowings. One third of the respondents affirmed that technology texts need the usage of borrowings. One sixth of the answers leaned toward legal and judicial texts, while surprisingly, more than expected, there was a portion of respondents that claimed that even in literary texts one needs to use borrowings.

4.6. Increase of the usage of borrowings

Even though the respondents tended mostly to use borrowings when they were asked to translate the English words, when they were asked if they consider that the tendency of using borrowings is increasing, round 76% were of the opinion that the usage of borrowings is increasing, while the less remaining percentage showed the opposite.

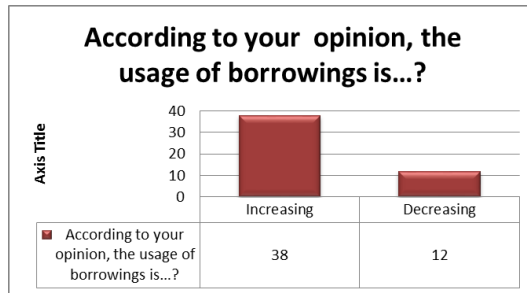


Figure 5. Responses about the increase or decrease of borrowings

After having confirmed that the usage of borrowing is increasing, the respondents were asked whether they believed that this phenomenon is easily accepted by native speakers of Albanian. More than half of the answers affirmed that native speakers of Albanian do not have a difficulty in accepting foreign words in their vocabulary, while less than one-third opposed the opinion that Albanian native speaker do accept easily borrowed words.

4.7. Borrowings in different language aspects

Though this research focused mainly on lexical borrowings, one of the questions that was part of the questionnaire, made it possible to reveal the respondents’ opinion on which parts of language they think that the largest number of borrowings can be found. As it can be seen from the chart, vocabulary is the aspect where the vast number of borrowings can be found, followed by grammar, and finally phonology with an insignificant percentage.

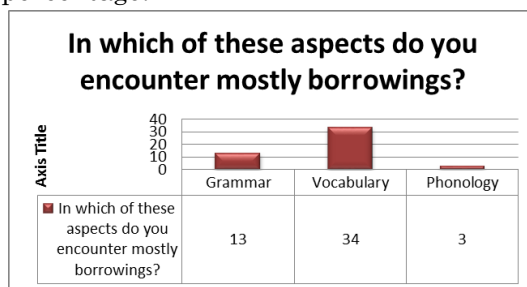


Figure 6. Language aspects with most borrowings

Since this research focused on presenting the borrowings that young translators use instead of using Albanian words, the respondents were asked whether they consider that after some time all Albanian words

could be substituted with English words, which has happened with some words. The respondents were divided in two groups when it came to this question. Round 80% of the responses were negative, while the remaining percentage believed the opposite.

Finally, the respondents had the chance to give their own opinion when they were asked what they considered would be the best solution or would help in avoiding borrowings. Future translators considered that the best ways of avoiding borrowings are to read more Albanian literature and textbooks in general, to consult Albanian dictionaries before using a particular word for a written text, studying or digging more in the Albanian vocabulary rather than finding an easier solution by using borrowings, and so forth. Thus, the responses many suggested to focus on the native language.

5. DISCUSSION

Among various changes that a language goes through, this research focused mainly on the borrowings as a phenomenon that is present in every language. Since borrowings are considered international words that are taking from the source language and used in the target language without being translated, this study concentrated on future translators and their tendency of using borrowings. Along with many other matters, the research primarily dealt with exposing the reasons for words borrowed from English, the sources from which borrowings derive, whether their usage affects the quality of translation, the text types that borrowings can be mostly found, and finding solutions for avoiding borrowings.

These issues have been observed through the results of the research; therefore, the discussion section will comprise a further analysis of the above-mentioned matters.

5.1. Effect of media and technology in borrowings

As technology has lately overtaken and influenced every aspect of people's lives, the effects of technology can be noticed even on language level as the study proved. The results of the study clearly indicated media as one of the main sources for derive of borrowings. When asked in another question to write the most common borrowings that students hear or read in their national informing sources, these were the answers of the respondents: suportoj, koinçidendë, vikend, supervajzer,

independencë, eksperiencë, lojalitet, influencë, fokus, definicion, kualitet, oportunitet, konsideroj, dislokim, satisfaksion, partneritet, kuantitet, investigim, relevant, crucial, diskrepancë, kontinuitet, indinjatë, avancim, impakt, variabël, avantazh, aksent, neglizhencë, spiker, dialog, dedikim, participoj, transferim, implementim, tolerancë, ekuivalent, absorbim, bord, sezonal, komercial, and so forth. Similar outcomes were also found in the study of Nuhiu (2013). As stated in this study conducted with Albanian mass media, nowadays it is impossible to read the press or use other forms of media without coming across English words combined the Albanian ones (2013). According to Daulton (2003), there are many instances in media, especially in advertisements, where we can encounter code switching and a vast number of borrowings just for the sake of creating a special effect (2003). While, based on Ibrahim (2006), media is the source where the most Anglicisms are found. Once media starts to use a borrowed word it is difficult to change it (2006).

Though the main research hypotheses was that internet is the basis for the use borrowings, internet still remains the second most elected option lagging only some percentages behind. According to Prifti (2009), almost everyone who uses internet either for business, as a requirement for their job, or for personal reasons, has English as web information language. This means that they are in continuous contact with English; they understand and use those expressions influencing thus their language (2009).

5.2. Borrowings in language components

Although the cases of borrowing are not always the same, a language can borrow on different language levels. Based on the results that this study has shown, the largest number of borrowings is the vocabulary of a language.

According to Xhina, (2013) borrowing is a word formation process that helps in the enrichment of vocabulary (2013). Albanian has incorporated new English words and phrases such as English has borrowed words from French and other languages. According to Tabari (n.d), the largest number of borrowings is concentrated in the vocabulary of fields such as: religion, army, art, government and administration. Though Albanian is a more inflective language, the results of the study showed that the respondents believe that Albanian language has borrowed from English even in language components.

There are perceptible distinctions between Albanian and English in different language levels, including grammar. However, the fact that a language can influence the grammar system of a language is indisputable. Yet, all words belonging to different grammar classes have to enter grammar laws in order to be used in the terminology of another language (Delijorgji & Foci, 2014). After the French invasion the English language lost its gender system (Tabari, n.d). A small percentage of the responses affirmed that Albanian has borrowed from English even in the field of phonology. English language has a smaller number of alphabet letters, but the number of sounds is larger than that in Albanian. According to (Nuhiu, 2008) Albanian language tends to shorten the long sounds of words borrowed from English (2008). Similar results of language change were published in an article about *The influence of invasion on language change through borrowing words*. Vocabulary was considered the level which completely undergoes the utmost changes; phonology was ranked as the second most alterable language level, and finally morphology was regarded as a language level which undertakes the least changes (Salih, 2006). As a result, the findings of this study regarding borrowings in different language levels are supported and sustained by other relevant projects conducted beforehand.

5.3. Text types and borrowings

As it was mentioned earlier in the study, according to the answers of the respondents, borrowings originate mostly due to the non-existence of appropriate words that would translate the exact meaning as the borrowed word. Hence, various text types consist of different terminology, one of the aims of this study was also to reveal the opinion of future translators concerning the text types in which borrowings are mostly found. Texts with scientific terminology were considered the text types where borrowings are mostly found and where translators should be allowed to use borrowings. Relying on Snell-Hornby (1988) as cited in Kashgary (2010) the borrowings from exact sciences was considered to be an illusion because of non-equivalence (2010). While, based on Horikawa, (2013) study, the largest number of borrowings was found in Science and Technology texts on the internet, where people encountered problems in comprehending those texts (2013).

The origin of many words from different fields is from Latin, therefore translators tend to borrow those terms rather than translate

them. The impact of Latin is mostly noticeable in the vocabulary of science, medicine, law, theology and popular literature (Jandova, 2012). In addition, in this study these text types were ranked as the ones that demand particular treatment of borrowings. Moreover, Jandova's study provides information of the impact of other languages. Relying on that study, the largest number of Anglicisms is found in computer science articles and magazines (2012). In the manual for translating Albanian legislation into English it is stated that all Latin should be reproduced, while scientific symbols should remain the same as in the source text (Baçi & Raça, 2011). Since English has merchandised technology and communication, translation or any change of many terms in this field should not be done because they are joined with the western culture (Hall-Lew, 2002). Though round 18% of findings of this paper confirmed that borrowings need to be used in legal and judicial texts, according to Tamo (2009), Albanian suitable words for legal and judicial texts which need not be substituted by borrowings. In this context, the usage of borrowings does not produce any semantic or stylistic value (2009). A smaller percentage of the result on this issue supported the idea of using borrowings in literary texts. Yet, relying on another study, using borrowed words in a novel can make it seem more vivid and awake interest and ideas in the readers' mind (Lohakart, 2009). As it can be noticed the results of this study compared to other studies has similarities, but also discrepancies when it comes to particular texts.

5.4. Impact of borrowings in the quality of translation

A translator's aim is always to give a successful final product. Therefore, the quality of translation is a crucial factor in the translator's job. While translating one might encounter various words, and a translator often struggles whether he is using the correct form for translating a word. As this study mostly dealt with borrowings, one of its main purposes was to find out whether future translators consider that borrowings can affect the quality of translation in any manner, being that a positive or negative influence. According to the 78% of the responses the usage of borrowed words decreases the quality of translation. Similar attitudes are also supported in a study by Heim & Tymowski (2006). The usage of borrowed words might produce texts which would be strange to read. Therefore, it is considered that a translator should introduce or explain that word particular borrowed word through footnotes (2006). On the other, less than 30% of finding

reinforced the idea that borrowing increases the quality of translation. Nevertheless, according to another study, borrowing is considered as one of the most accurate and consistent methods of how render new terminology (Sharkas, 2009). Additionally, though the majority of the respondents have opposed borrowings, classifying them as quality degreasers, their usage is sometimes unavoidable. Relying on Newmark (1988) as cited in Dekker (2014), using borrowings in a text is said to bring the reader closer to the sense of the original text. Though it might seem as the easiest translation method, just by inserting a word from the source to the target text, this form of importing words is necessary for proper nouns of people, locations or companies. However, it is advisable to add an explanation in brackets whenever using them. According to Musacchio (2005) as cited again in Dekker (2014), borrowings can affect the text beyond the lexical level; Anglicisms impact the target text in terms of syntactic construction and cohesion (2014).

6. CONCLUSIONS

Languages undergo continuous processes and changes. Among these processes, some of them, like borrowing words, result with the creation or adaptation of new words and terminologies. Borrowing is considered a process that has impacted languages since the earlier times. This process may come as a result of many factors, like direct contact of two nations or languages through wars or migration, or lately with the development of technology through cultural contact. However, what makes borrowing an issue is that besides incorporating unknown words or words for which there does not exist a proper translation is lately languages, Albanian language being one of those, have adjusted international words which need not to be used since that particular expression already exists in the native language.

Therefore, this study mainly concentrated on the usage of borrowings by future translators. The findings provided a clear state of the rate of borrowed words used by the respondents. Some of the outcomes were anticipated before the initiation of the projects. Yet the results provided a clearer and not alarming situation regarding the use of international words, respectively Anglicisms, as it was expected. The outcomes of this research with fifty students, who had perquisite knowledge on translation and translation issues, showed that mass

media is the main source from where borrowings derive, since it is a transmitter of other cultures and languages. Though internet was expected to be the main indicator for importing foreign words, internet is the second most influential source of borrowings reinforced even by works of different scholars. Moreover, scientific and technological texts recorded the largest support for borrowing use. The words that required to be translated showed an ameliorated condition regarding the use of native words instead of borrowed ones. Yet, what remains a concern is that based on the outcomes the usage of borrowings is increasing continuously. Though the study supported the hypotheses that borrowing lowers the quality of a translated text, borrowings still needed to be used due to the lack of equivalent words in the target language and the text types which required specific terminology, as the study confirmed.

Nevertheless, despite the presented results and the discrepancies whether borrowed words are easily accepted or not, or whether it is possible to replace all Anglicisms with Albanian words, what surpasses all expectations is that the awareness of distinguishing between borrowings and native words, the impacts of borrowing in translation and its background are in higher levels than presumed. Future translators are also suggested that the most effective form of opting between borrowing and native word is consulting monolingual Albanian dictionaries. Consequently, regardless of the fact that and the results of the respondents which indicated that borrowing is still increasing until a solution is found by linguists, the tendency of using borrowing only among future translators is not at the excessive rate it was deemed to be, indicating also that this can influence positively in the translation quality. Nevertheless, the findings of the current study cannot be generalized. As such, they remain an indicator only for the context being analysed.

6.1. Recommendations

After analysing and concluding the outcomes of this study, some recommendations were considered to be made. As translators often struggle on what should be translated or not, or how it should be translated, especially when it comes to text types, an Albanian manual composed by linguists, translators, and experts of that particular field, would facilitate and improve the work of future translators. Moreover, further studies by Albanian scholars should be undertaken in order to

determine whether the quality of translation is affected in either way, positive or negative, when borrowings are used, or that borrowings should not be attributed for affecting the quality due to other components.

REFERENCES

1. Baçi, I., & Raça, B. (2011). *Manual për përkthimin e legjislatonit shqiptar në gjuhën angleze në kuadër të integritit të republikës së Shqipërisë në Bashkimin Europian*. Retrieved from http://www.integrimi.gov.al/files/documents_files/manuali_perkthimit_web.pdf
2. Daulton, F. E. (2003). *Loanwords in the Media*. Retrieved from <http://repo.lib.ryukoku.ac.jp/jspui/bitstream/10519/2582/1/KJ0000695971.pdf>
3. Dekker, B. (2014, June 16). *Anglicisms in translation - An analysis of English loans in Dutch original and translated cookbooks*. Retrieved from <https://openaccess.leidenuniv.nl/bitstream/handle/1887/29894/Anglicisms%20in%20Translation.pdf?sequence=1>
4. Delijorgji, S., & Foci, I. (2014, December). *The Paradigmatic Group of the Borrowings in the Modern Albanian Language from Greek*. Retrieved from <http://www.mcser.org/journal/index.php/mjss/article/viewFile/5248/5065>
5. Dorjee, K. (2007). *Cultural Imperialism and Linguistic Change: Impact of Cultural Imperialism on Dzongkha Borrowing*. Retrieved from <http://www.bhutanstudies.org.bt/publicationFiles/ConferenceProceedings/MediaAndPublicCulture/M-8.pdf>
6. Evripidou, D. (2001). *Lexical Borrowing: A Study of English Loanwords in the Greek Cypriot Dialect*. Retrieved from <http://www.lancaster.ac.uk/fss/courses/ling/ling201/res/diss/evripides2.pdf>
7. Georgieva, M., & James, A. (2010). *Globalization in English Studies*. Retrieved from <https://books.google.com/books?hl=en&lr=&id=aEoaBwAAQBAJ&oi=fnd&pg=PA2&dq=media+influence+on+language+borrowings+pdf&ots=1-nW1ncLG9&sig=NUq3vtul3VV58TBWeiSaj1Cd3nM#v=onepage&q=borrowing&f=false>
8. Gërmizaj, S. (2005). *Translation Theory in the Classroom*.
9. HALL-LEW, L. A. (2002, August). *ENGLISH LOANWORDS IN MANDARIN CHINESE*. Retrieved from <http://www.lel.ed.ac.uk/~lhlew/Undergraduate%20Thesis.pdf>
10. Heim, M. H., & Tymowski, A. W. (2006). *Guidelines for the Translation of Social Science Texts*. Retrieved from http://www.acls.org/sstp_guidelines.pdf
11. Hoffer, B. L. (2002). *Language Borrowing and Language Diffusion*. Retrieved from <http://www.uri.edu/iaics/content/2002v11n4/01%20Bates%20L.%20Hoffer.pdf>
12. Horikawa, N. (2013). *English Loan Words in Japanese: Exploring Comprehension and Register*. Retrieved from

- http://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1912&context=open_access_etds
13. I Wayan Suryasa, S. M. (n.d.). *BORROWING TECHNIQUE IN THE TRANSLATION*. Retrieved from http://www.academia.edu/8610818/BORROWING_TECHNIQUE_IN_THE_TRANSLATION_I_Wayan_Suryasa_SS_MHum_
 14. Ibrahim, Z. (2006, June). *Borrowing in Modern Standard Arabic*. Retrieved from http://www.inst.at/trans/16Nr/01_4/zeinab16.htm
 15. Jandová, M. (2012). *English Loanwords in Czech Journalistic Texts*. Retrieved from https://is.muni.cz/th/327353/ff_b/Bakalarka_finalni_2.pdf
 16. Kapo, I. P. (2011). *ENGLISH LANGUAGE INFLUENCE IN THE 21st CENTURY ALBANIA AND ENGLISH*. Retrieved from <http://oaji.net/articles/2014/457-1406576054.pdf>
 17. Kashgary, A. D. (2010). *The paradox of translating the untranslatable: Equivalence vs. non-equivalence in translating from Arabic into English*. Retrieved from <http://www.sciencedirect.com/science/article/pii/S2210831910000068>
 18. Klos, P., Maternik, E., Matulewska, A., & Pionte, P. (2006). *Translation or non-Translation? Borrowings from English in the Polish Language of Biotechnology*. Retrieved from <https://www.repozytorium.amu.edu.pl/jspui/bitstream/10593/4724/1/05.%20K%C5%82os.pdf>
 19. Kulla, A. (2010). *The Albanian Linguistic Journey from Ancient Illyricum to EU -"Lexical Borrowings"*. Retrieved from <http://www.diva-portal.org/smash/get/diva2:326562/FULLTEXT01.pdf>
 20. Lohakart, P. (2009, March 4). *A study of English loan words used in Thai historical novels*. Retrieved from http://www.rsu.ac.th/libarts/new/english/ASP_Work1/ISA_1/Phiangjai.pdf
 21. Nuhiu, M. (2013). *Anglicisms in the Albanian mass media in the Republic of Macedonia*. Retrieved from <http://iassr.org/rs/020303.pdf>
 22. Nuhiu, V. (2008). *Shqipja dhe huazimet angleze sot*. Retrieved from http://aab-edu.net/downloads/01_2008_09_vesel_Dnd9n.pdf
 23. Nunnemann, E. M. (n.d.). *Borrowing in the English Language*. Retrieved from <http://www.eva.nunnemann.com/wp-content/borrowing-in-english3.pdf>
 24. Prifti, E. (2009, November 19). *Language Modernisation vs Language Protectionism*. Retrieved from <http://files.eric.ed.gov/fulltext/ED507223.pdf>
 25. Salih, A. M. (2006). *THE INFLUNCE OF INVASION ON LANGUAGE CHANGE THROUGH BORROWING WORDS*. Retrieved from <http://www.iasj.net/iasj?func=fulltext&aId=53841>
 26. Sharkas, H. (2009). *Translation Quality Assessment of Popular Science Articles*. Retrieved from http://www.trans-kom.eu/bd02nr01/trans-kom_02_01_03_Sharkas_Translation_Quality_Assessment.20090721.pdf
 27. Tabari, T. A. (n.d.). *The French Influence on the English Language*. Retrieved from <http://www.ensani.ir/storage/Files/20110215105551-%D8%AA%D8%A7%D8%AB%D9%8A%D8%B1%20%D8%B2%D8%A8%D8%A7%D9%86%20%D9%81%D8%B1%D8%A7%D9%86%D8%B3%D9%87.pdf>

28. TAMO, D. (2009). *ANGLICIZMAT NË GJUHËN E DOKUMENTEVE ZYRTARE*. Retrieved from http://alpa.mali-it.eu/pub/aktet/vol/vol3/Aktet_Vol_III_Nr_4_pp_561_564.pdf
29. Titini, S. (2013, April). *LEXICAL AND SEMANTIC PRODUCTIVITY OF BORROWINGS INTO THE RECIPIENT LANGUAGE*. Retrieved from file:///C:/Users/acer/Documents/6.%20Sixth%20semester/Translation%20Theory%202/Materials/1388-4391-1-PB.pdf
30. Xhina, O. (2013, May). *The Enrichment of the Vocabulary through Word Formation Processes in both English and Albanian Languages*. Retrieved from file:///C:/Users/acer/Downloads/132-1104-1-PB.pdf
31. Zakhir, M. (n.d). *Translation procedures*. Retrieved from <http://www.translationdirectory.com/articles/article1704.php>