

## Research Issues

### Teaching English through Borrowings<sup>1</sup>

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#### Background

We teachers know that learners respond favorably to what is already known and that knowledge of the familiar can serve as the basis for further learning. (see Note 1) Oller (1993) describes this previous knowledge as 'scaffolding', or something which supports learners and provides the means for them to 'reach for' further knowledge. Oller's definition of scaffolding is very wide in scope; it includes entire language teaching methodologies like Total Physical Response (TPR) and classroom techniques like jazz chants as well as the notions of episodic organization of materials, content and formal schemata, and cloze. All of the above-mentioned ideas in some way utilize prior knowledge which learners bring to the classroom and can hence serve as scaffolding.

Language teaching practitioners also recognize the advantage which learners have in learning a language that is 'closer' to their own. Hence, the learning of Spanish by a speaker of English will be facilitated in ways that the learning of Chinese by the same English speaker would not be since English and Spanish are both Indo-European languages and share numerous features, including sounds and structure. The United States Foreign Service Institute, for example, predicts it will take an English speaker twenty weeks to 'learn' Spanish, but over double the time (forty-four hours) to learn Chinese

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(Bialystock and Hakuta 1994:34). Another important factor in determining so-called 'language distance' is shared lexis. English contains a large Latinate word stock, and so the English speaker learning Spanish (or the Spanish speaker learning English) will already 'know' many words, i.e. cognates.

Language teachers have long favored the use of cognates as a pedagogical aid. Hatch and Brown (1995:128), for example, write: "When we find cognate forms in a language we want to learn, we are usually delighted. It makes the language seem familiar and offers us a break—we already know the new vocabulary item." Berman, Buchbinder and Beznedezych (1968, cited in Palmberg 1987:69-70) make the important distinction between potential and real vocabulary. Potential vocabulary includes those words a learner will recognize even though they have never before been encountered in the target language, i.e. cognates; real vocabulary, on the other hand, includes those words the learner must acquire through exposure. Both Ringbom (1986) and Palmberg (1988) have shown how materials containing large amounts of potential vocabulary can enhance learning. And in a much-cited 'language distance' study, Ard and Homburg (1983) found that the mechanical carryover of cognates from Spanish to English allowed speakers of Spanish more time to concentrate on those items of English vocabulary (as well as other areas) where there was no such carryover, thus increasing their general language learning rates as compared to those of speakers of a more linguistically distant language, such as Arabic. Lengeling (1995) has also aptly demonstrated the pedagogical usefulness of cognates in English classrooms in Mexico. This prior knowledge of shared lexis, or cognates, is yet another form of scaffolding.

Both research and practice appear then to support the use of potential vocabulary in the classroom to provide much-needed scaffolding for lower-level learners, and while much of the applied linguistics literature has concentrated on how cognates can effectively fill this role, there is another large source of lexical commonality in English and Spanish which is often overlooked as potential vocabulary and hence scaffolding—direct borrowings, or loanwords. (see Note 2) Berns, for example, notes that in the Federal Republic of Germany, first-year English textbooks for fifth-graders are prefaced with a list of 115 English borrowings: "This list was compiled and presented on the assumption that most of the learners would already be familiar with most of the words" (Berns 1988:2). Japanese is another language that contains a large stock of English borrowings, and Kimura (1989) found that Japanese learners of English

...were better able to offer definitions for English words if there were corresponding loanwords in Japanese than if no loanword existed. After giving the definitions, the students were also asked to rate their confidence in the definitions. Again, they were more confident of the definitions they had given for words for which there were corresponding loanwords in Japanese. Kimura therefore asserted that teachers of English to Japanese speakers ought to give special attention to loanwords in instruction (cited in Hatch and Brown 1995:186-187).

Like Japanese and German, Mexican Spanish also contains a large number of English borrowings. Santamaría's (1959) seminal *Diccionario de Mejicanismos* contains over two hundred English entries, and Lara's (1996) recent corpus-based dictionary of Mexican Spanish includes over two hundred and fifty. Recent studies of Mexican Spanish lexis (Baumgardner, 1997) have shown, furthermore, that as the result of the signing of the North American Free Trade Agreement (NAFTA) in 1993 between Mexico, the United States, and Canada, English borrowing in Mexican Spanish is on the increase.

The pedagogical use of potential vocabulary was the topic of a paper by Jaime Antonio Solís Hinojosa at the 1984 MEXTESOL meeting in Monterrey: "One of the techniques the teacher can use in the classroom is the use of words that are in our environment, words that we use and are also part of the foreign language we are studying" (our emphasis). These words, according to the Solís, enable students to comprehend and produce the target language more quickly. His list of thirty (30) words included both cognates (animal and social) as well as established borrowings (bar, clóset, corner [as used in football], light [as in low fat], pants, and jeans). Baumgardner and Venegas (1998) have shown that Mexican preparatory-school and university students in the northern Mexican city of Monterrey have high comprehension not only of established English borrowings like those included in Solís, but also more recent borrowings like backpack, brunch and mall (see Note 3 for complete word list). In a similar vein, Palmberg (1988) found that beginning Swedish learners with no previous exposure to English were able to read a text that maximally utilized English 'potential' vocabulary (cognates and borrowings). The efficacy of the use of cognates and borrowings in the classroom is supported by an ever-growing body of empirical research; we thus believe that this 'built-in' scaffolding can provide learners with a sense of accomplishment and motivation conducive to rapid progress in the task of English language teaching and learning.

### **In the Classroom**

In the remainder of our paper, we would like to offer some suggestions as to the types of exercises in which borrowings (and/or cognates) can be utilized in English classrooms in Mexico as well as in projects outside the classroom. They include practice with lexis, morphology, and to a very limited extent syntax, (see Note 4) and with modification can be used in teaching all skills. When the specified goal of an activity or lesson is the learning of vocabulary at a lower level, borrowings can furnish important scaffolding. Solís, Arreguín and Laso (1994:26-27), for example, use four borrowings (compact disc, jeans, shorts, and sweater) among nine new vocabulary items introduced in a listening exercise and pair work practice in *English Two/Communicative*; in this way the cognitive load of the students is reduced (they have only five new items to learn) so they can concentrate more on the learning of new items (real vocabulary) as well as the successful completion of the exercises. Teachers can also write their own supplementary exercises, which contain borrowings (see Note 5). These texts can be utilized as dictations, listening comprehension exercises, or reading exercises, in fact as virtually any type of exercise, from fill-in-the-blank to cloze to crossword puzzles. The inclusion of borrowings in such materials gives the student a head start on the task of vocabulary learning.

Spanish-language newspapers can also serve as an invaluable resource for vocabulary teaching and can be used at all levels. Newspapers are relatively cheap and easily accessible, and are replete with both established (*líder, hot dog*) as well as recent (*gravy, backpack*) English borrowings (Baumgardner 1997). In addition, there is a plethora of publications which exploit newspapers as ELT materials (see, for example, Baddock 1984, Fredrickson and Wedel 1984, and Grundy 1993). Using text, headlines, ads or cartoons, teachers can create exercises built around the recognition of English borrowings in the newspaper. Table 1, a selection of recent headlines from El Norte (Monterrey) and Reforma (Mexico City), shows the wide range of semantic fields in which Spanish has borrowed English words which could be used in classroom exercises. Cartoons too serve as good material and can be fun and timely (the text of the cartoon reads 'They [the political parties] will hold a dialogue for twelve rounds').

**El Norte 24 October 1995**

**Table 1: Headlines from El Norte (Monterrey) and Reforma (Mexico City)**

- 1. Logra Schumacher 'pole position' (R 5/5/96)  
(Schumacher succeeds in pole position)**



2. **Berries: lo rico del postre (N 7/7/95)**  
(Berries: the most delicious part of dessert)
3. **Abren primer outlet (N 28/10/95)**  
(First outlet opens)
4. **El Market Value Added (N 3/7/95)**  
(The value-added market)
5. **Marcus, el "top model" (R 13/12/97)**  
(Marcus [Schemkenberg], the top model)
6. **A preparar muffins (N 29/3/96)**  
(Let's make muffins)
7. **Baby dolls: Para muñecas ingenuas (N 13/8/94)**  
(Baby dolls: for ingenuous girls)
8. **Hará un teatro 'off Broadway' (N 9/1/95)**  
(Off-Broadway theater to be opened)
9. **Atacan hackers el correo de voz (N 19/9/94)**  
(Hackers attack voice mail)
10. **Ya está aquí el "mexican unplugged" (N 6/10/95)**  
(Mexican unplugged is already here)
11. **Les enseñan con ritmo el 'feeling' (N 15/5/95)**  
(They teach them the feeling with rhythm)
12. **Pondrán a Monterrey bien 'heavy' (N 30/8/96)**  
(They [Iron Maiden] will make Monterrey heavy)
13. **Nuggets dietéticos—Menos pan y más pollo (N 2/8/96)**  
(Diet nuggets—less bread and more chicken)
14. **Rebanadas/Hay de brunch a brunch (R 14/3/97)**  
(Cold cuts: you can find them from brunch to brunch)
15. **'Baby Shower': Bella forma de decir ¡bienvenido! (R 2/11/96)**  
(Baby shower: a beautiful way to say welcome!)



Sports is a topic which students often enjoy and which contains a large number of English borrowings—note the borrowing rounds in the cartoon. Consider also the following sentences from the Deportes (Sports) section of El Norte, a daily published in the northern Mexican city of Monterrey:

### Baseball

Archie Corbin, quien con hombre en segunda en la novena inning, lanzó un wild pitch, regaló una base, golpeó a uno y admitió un hit, sacando sólo un out. (21/4/96:7)

[Archie Corbin, with a man on second base in the ninth inning, threw a wild pitch, walked one, hit one batter, and allowed one hit, getting only one player out]

### Cycling

Más de 100 ciclistas de siete estados de la República confirmaron su participación en las etapas nacionales de "mountain bike" que mañana y el domingo se celebrarán en Chipinque. ... La etapa nacional de "cross country", tercera del serial, se efectuará a partir de las 11:00 horas.... La fiesta continuará domingo con el "down hill".... (N 26/4/96:10)

[More than 100 cyclists from seven states in Mexico will participate in the mountain bike competition tomorrow and Sunday in Chipinque.... Cross country racing, third in the series, will be held at 11:00.... The party will continue Sunday with the down-hill racing]

### Golf

Se dice que los terranos están muy cercanos a Valle Alto, y que el diseño de fairways y greens es de acuerdo a las necesidades del mundo golfístico que exigen un mínimo de varias "tees de salida" que permiten a cualquier golfista de cualquier sexo iniciar su juego de acuerdo a su handicap y edad.... (N 2/8/96:9)

[The course is very near Valle Alto and the design of the fairways and greens are in accordance with golf regulations which call for a minimum of various 'starting tees' which permit any golfer of any sex to begin his/her game according to his/her handicap and age....]

### Racing

Es una división donde se corre con autos similares al Dragster, equipados con motor de go-kart que no superan los cinco caballos de fuerza, se compite con salida "handicap", es decir, se corre con ventaja. (N 26/4/96:10)

[In a division in which one races cars similar to dragsters equipped with a go-kart motor no greater than five horse power, one competes with a handicap, that is one starts with an advantage....]

### Tennis

En el premier set, Sánchez logró dos servicios aces con los que logró poner el score 6-6. (N 3/8/96:4 Atlanta)

[In the first set, Sánchez succeeded in serving two aces with which she brought the score to 6-6.]

Even though students have not previously encountered borrowed words, they will probably recognize them as foreign (more than likely English) and can be taught to guess their meanings from context. Many of the above words used in sports are polysemous (e.g. drive, handicap, hit), and can hence serve as the basis of learning other meanings of the words. Even the nicknames of sports figures popular in Mexico are often English: in baseball there is Héctor "Porky Power" Villanueva, Felipe "Clipper" Montemayor, Francisco "Strawberry" Pérez, Omar "Bomber" Reyes, and Ismael "Rocket" Valdéz; in boxing Adrián "Monkey" Torres, Baby Vázquez, and Kid Azteca; in racing Carlos "Búfalo" Guerrero and Pedro "Speedy" González; and in bullfighting Edgar García "El Dandy." An added advantage to using Spanish-language newspaper data in classroom exercises is that it reinforces the 'newspaper habit' in the mother tongue. Activities can also be devised utilizing related reading materials, e.g. popular magazines and/or comic books, depending upon the age and level of learners.

The usefulness of using English borrowings in the teaching and learning of English in Mexico goes beyond the use of these items as simple lexical scaffolding. Through their knowledge of English borrowings, Spanish-speakers also possess a limited, and probably for the most part unconscious, knowledge of certain aspects of English morphology (and possibly to some extent syntax). As Pratt (1986) has pointed out, the plurals of the majority of recent direct English borrowings in Spanish are formed according to the rules of English. Hence, the Spanish plurals of chicken, out (in baseball), socket and thinner are usually pronounced (and written) with only the addition of an s sound, and not vowel plus s as the rules of Spanish pronunciation (and orthography) call for. There are exceptions; the long-established English borrowing leader has been altered to líder orthographically and takes the Spanish plural. This is not always the case, however, since pitcher in Mexican Spanish is often written pitcher or pícher, but takes the English plural. Sometimes speakers are not sure which form to use; the green in golf is pluralized as either greens or greenes. The vast majority of recent English borrowings, however, take the regular English plural, and Mexican students already know how to form these plurals in Spanish and are hence at least unconsciously aware of plural formation in English nouns. This knowledge of English pluralization must simply be brought to their attention.

The English possessive construction as well as English compounds are also familiar to speakers of Spanish. The Anglo-Saxon genitive is used in many borrowings, especially in names of businesses, e.g. Chili's Grill, Domino's Pizza, Sam's Club, and Karl's. Mexican Spanish also has its own equivalents: Ladies Bar (a bar in which females are allowed—in Mexico there are bars where only men are allowed), Rucos Night (ruco 'old man,' i.e. 'men's night' as opposed to 'ladies' night') and Martin's Restaurante (a Mexican chain of restaurants). English compounds borrowed into Spanish represent various compound types: noun + noun (baby doll, baby shower, backpack, backstage, bestseller, bullet car wash, dream team, hit parade, home page, king size, lipstick, love seat, pit stop, teen size, table dance, top model, top ten, etc.); adjective + noun (Big Mac, fair play, any car, heavy metal, hot cakes, hot dog, jet ski, Latin lover, Merry Christmas, Speedy Gonzalez, spicy wings, wild pitch, etc.); noun + particle (close-up, playoff, and workout); verb + noun (break dance); and adjective + verb (ready-made). Compounds can be formed in Spanish in various ways, including (i) with the preposition de as in libro de cocina (cookbook); (ii) noun + adjective as in guardia civil (iii) verb + noun as in parabrises (windshield) and (iv) noun + noun as in cliente-proveedor and coche-bomba (car bomb). Borrowed words are also found in this last pattern: comida-show, convivio-brunch, disco-bar, karaoke-club, etc. Students are hence not totally unfamiliar with compounding processes similar to those in English; the similarities and differences in the two systems, however, would need to be pointed out to them.

English derivational morphology which students have learned in borrowed single lexical items includes the -er suffix, as in bíper, best seller, blazer, boiler, boxer, bullet, catcher, chárter, cover, dragster, jumper, líder, mánager, póster, revólver, thriller, trailer, and zíper, all nouns formed from verbs plus the -er suffix. This suffix, in addition, has combined with the English borrowing crunch (crunch) to form the name of the Mexican salty-chip product Cronchers. Other affixes found on borrowed English words include: (1) -ing (carjacking, catering, dancing, doping, dumping, holding, jogging, marriage, roaming, shopping, etc.) (2) -less (strapless) (3) -y (floppy [disc], Speedy [Gonzalez], sexy [car], and sexy) and (4) the prefix -un (unplugged)—thanks to MTV. Mexican students therefore already have some familiarity with English plural formation, English possessives, at least two major English compounding processes, and various affixes of English derivational morphology. On the clausal level, borrowed names like Whataburger (Texas hamburger chain) could serve as the model for such English exclamative sentences as What a nice day!, What beautiful flowers!, What a good time we had!, or How much money! And familiar English formulaic expressions like business is/are business, later, let's go could serve as the basis of discussion and analysis of English word order, imperatives, and intensifiers.

This unconscious knowledge of English structure would, needless to say, have to be called to the attention of learners, who have acquired these English lexical items as analyzed forms and chunks of language. Numerous applied linguists have called for a more systematic approach. Rutherford and Sharwood Smith (1985:274), for example, have designated grammatical 'consciousness-raising' as 'the deliberate attempt to draw the learner's



attention specifically to the formal properties of the target language,' and believe that such a teaching strategy has a place in the language classroom at the appropriate levels. Ilson (1983) describes the pedagogical value of morphological analyses of target language data by learners at an appropriate level, and Nation (1994:187) includes among his word building exercises a 'Word-Formation Game.' Nattinger (1980) and Nattinger and DeCarrico (1992) feel that ESL practitioners need to pay more attention to the importance of 'prefabricated speech routines' (memorized chunks of language) since the conscious analysis of these phrases may serve as the basis for the production of more 'creative' speech. They write:

Many people who have learnt a foreign language in naturalistic circumstances remember a period of item-learning, followed by one of system-learning... For one of the authors, some of the first phrases of survival Spanish, for example, were memorized routines like quetal, megusta, and mepareceque, which later he learnt to break apart into patterns with moveable pieces. Some learners have commented on the almost audible 'crack' when this break occurs (Nattinger and DeCarrico 1992:28).

In fact, one of the authors of the present paper (Venegas) remembers when he first realized that the word speedy as in the name Speedy González was a detachable, productive English adjective.

We are not suggesting that knowledge of vocabulary is sufficient in and of itself for language acquisition; syntax certainly also plays a major role (for an alternative view, however, see Hudson's [1990] 'word grammar'). As Bickerton (1995:51) has written on the likely evolution of language, "syntax could not have come into existence until there was a sizable vocabulary whose units could be organized into complex structures." Hence, the more vocabulary students have at their disposal in the initial stages of language learning the better, both from a developmental as well as from an affective perspective. Furthermore, Spanish speakers, through direct English borrowings in Spanish, already have a passive, 'unanalyzed' knowledge of some of the morphological and syntactic rules of English, and borrowed complex lexical items and phrases are therefore a basis upon which to build active consciousness-raising and learning in appropriate learning contexts.

There are, of course, some areas where borrowings can actually pose a problem—at least initially. As Wallace (1982:26) writes: "Speaking a language which has [a] close relationship in certain areas with English is certainly an advantage, but it is not an un-mixed blessing." One problem area is pronunciation. "The similarity of cognate forms [and borrowings] may induce learners to establish correspondences between sounds that are phonetically very different" (Odlin 1989:114). Students will pronounce these words as they have been nativized according to Spanish phonology. Take, for example, the word thinner, whose initial segment is pronounced as an unaspirated voiceless dental stop in Spanish, but as a voiceless (inter)dental fricative in standard English; the second segment in Spanish is a tense high front vowel, but in English a lax high front vowel, etc. Unless, however, the specific teaching goal is pronunciation, this should not interfere with in-

struction and comprehension. As Gairns and Redman (1986:67) point out: "Cognates ... should only cause phonological problems and are thus useful to deal with early on when teaching beginners; they can give the learner a sense of satisfaction...." If pronunciation is the goal, however, borrowings could be used contrastively to highlight the pronunciation differences between the two languages. The student would thus be able to concentrate on only the pronunciation task at hand and not the additional semantic task of learning new vocabulary items since the words would already be known to them as borrowings.

Other areas where negative transfer may occur is in plurals and compounds. As discussed above, recent English borrowings in Spanish are generally pluralized utilizing the English plural system; sometimes, however, plurality is not marked on borrowed English nouns: "Ni siquiera circulan ya las pick-up que hace poco cruzaban a todo velocidad por las calles del centro...." (El Norte 2/2/97) [One does not even see the pick-ups which used to speed through the downtown streets....]. In addition, some borrowed compounds conform to the Spanish predominant noun + adjective pattern rather than English adjective + noun, e.g. bar gay, bikini open, queso cottage, musica country, peeling médico. These differences would need to be brought to students' attention, but at the same time could serve as the basis of discussion of English adjective + noun compounds.

Gairns and Redman (1986:67) note a further area where borrowings could cause problems. They write: "items which appear to be cognates such as 'toast' (le toast in French) may require attention ... to syntax: 'toast' is uncountable in English but countable in French" [as well as in Spanish] (Gairns and Redman 1986:67). Similarly, in Spanish relax is used as a noun and is therefore countable: un relax. Much has also been written about so-called 'false cognates', cognates which are deceptive insofar as their meanings in source and target languages have diverged, either partially or totally, e.g., Spanish librería (bookstore) and English 'library' (see Lengeling 1995 for a discussion of Mexican Spanish and English 'falsos amigos'). Borrowings that undergo semantic shift are another area of potential confusion. In Mexican Spanish the English borrowing socket has extended its meaning to include that of English 'outlet', or Spanish enchufe, and in Puerto Rican Spanish, the English borrowing 'sweater' (suéter) now means 'undershirt' or 't-shirt.' (see Note 6) Generally, students would need to be cautioned in some cases about spelling. In advertisements and in the press, standard English spelling is sometimes altered; for example, double consonants are reduced to a single consonant, as in dril (drill), flopy (floppy), tiner (tin), and bulpen (bullpen). These potential problems are minor concerns, however, if one considers the advantages that can be gained in the classroom by focusing on borrowings as a pedagogical tool.

### Lead the Classroom

We feel that classroom learning may be enhanced by getting learners involved with English borrowings outside the classroom as well. Listening to the radio, watching television, or going to the cinema are activities in which students will encounter many borrowings in contemporary Mexican Spanish, and Penfield (1987) has aptly shown how media of this kind can be used effectively as a catalyst for communicative language teaching.

Students can listen to the radio, watch television or videos and write down how many English words they hear. A typical program break on broadcast or cable television in Mexico is filled with advertisements for products that frequently have English names or which use English in the advertising. The teacher could also bring media into the classroom to use for exercises of this type. Fried-Booth (1986) details various kinds of outside project work students can become involved in to supplement and enhance the English classroom experience. One such activity would be to have students bring product containers or labels with English or English-like names to class; they have a wide range from which to choose—Chip's, Cronchers, Poffets, and Strips, all names of Mexican-made salted snacks now available on the market.



Environmental print is another source of English borrowings. Just driving or walking down the street in any Mexican city and looking at the names of shops and billboards is in itself quite an English education. As a project students could choose one commercial street and make a list (or take photographs) of shops with English. For those who do not want to do the walking, the yellow pages (la sección amarilla) could serve the same purpose. Billboard advertising is another source. A 1994 billboard on Avenida Lázaro Cárdenas in Monterrey reads:

Hot Cakes, Biscuits y más. Pioneer ahora en Monterrey. Made in USA.  
(Hot Cakes, Biscuits and more. Pioneer now in Monterrey. Made in Usa.)

The Mexican learner of English encounters the target language in virtually every domain of life in Mexico; we as teachers should find ways to utilize this to the advantage of learners in the classroom.

### Conclusion

We have argued in this paper for the pedagogical use of English borrowings in Mexican Spanish as a form of scaffolding in the teaching of English. Mexican students arrive at the task of learning English with a limited prior knowledge of the target language, and we feel this knowledge should be used to students' advantage. We have shown how this knowledge is two-layered. Mexican learners of English know not only individual lexical items which, when judiciously used in classroom materials, can aid in fuller comprehension of materials, but they are at the same time aware of certain English morphological and to a limited extent grammatical structures as the result of English lexical borrowing in Spanish. Asked to pluralize singular English borrowed lexical items, Mexican students and teachers will more often than not use English plurals. (see Note 7) Conscious, teacher-guided analysis by learners of borrowed English compounds and formulaic expressions can also form the basis for further systemic learning (Nattinger and DeCarrico 1992).

The use of borrowings in the classroom that we propose for Mexican Spanish can, needless to say, be extended to the teaching of English to speakers of other varieties of Spanish as well as other languages. Because of the geo-political and geo-economic position of the United States in the world today and because of the resultant position of the English language, languages are borrowing from English at unprecedented levels—sociolinguist Joshua Fishman (1996:640) describes this global phenomenon as “the multinationally integrated world economy” and postulates that English now serves as its *lingua franca*. Recent English borrowing in both Iberian as well as Latin American and Caribbean Spanish has been quite extensive (see Rodríguez and Lillo [1997] for Iberian Spanish and Sala et al. [1982] for American Spanish.) In addition to Spanish, Japanese, and German discussed above, languages as diverse as Indonesian (Nation 1990), Italian (Pulchini 1995) and Nepali (Acharya 1990) have also undergone extensive English borrowing. Even contemporary French is replete with English borrowings in spite of France's attempts to legislate this ‘lexical invasion’ (Picone 1996). Borrowing is the natural outcome of language contact (which now includes electronic contact), and we teachers should view it as one of the many resources we have at our disposal to facilitate the teaching and learning of English.



## Notes

1. This paper is a substantially revised and expanded version of a paper we presented at the 23<sup>rd</sup> National MEXTESOL Convention in Zacatecas, October 6-8, 1996, and that one of the authors (Baumgardner) presented at the VI Seminario Internacional de Inglés, August 18-20, 1998, Monterrey, Mexico and Puerto Rico TESOL, 26<sup>th</sup> Annual Convention, Nov. 12-13, 1999, Ponce, Puerto Rico. We would like to thank Dr. Jon Jonz (Texas A&M University-Commerce), Dr. Bruce Coggin (UDEM), Lic. María Eugenia Montemayor (UDEM), Lic. Jaime Antonio Solís Hinojosa (UANL/UDEM), Dr. Braj B. Kachru (University of Illinois, Urbana-Champaign), and Dr. Robert F. Van Trieste (Inter American University, Puerto Rico) for comments on this and earlier versions of the paper. We would also like to thank MEXTESOL anonymous reviewers for comments on this version of the paper; we have followed their valuable input where possible and take sole responsibility for any omissions.

2. The distinction between cognate and borrowing is sometime a confusing one. In some cases, in fact, cognates are borrowings and borrowings are cognates. For the fine distinction between cognate and borrowing, see Whitley (1986). For the purposes of this paper, we are calling older Indo-European/Latinate vocabulary shared by English and Spanish *cognates* (produce/*producir*) and more recent English lexical entries into Spanish *borrowings* (hot dog).

3. The twenty-five tested lexemes in Baumgardner and Venegas (1998) were: baby shower, backpack, boiler, brownies, brunch, bye, car wash, chicken, closet, fruitcake, gravy, happy, hot cakes, hot dog, ice cream, lipstick, locker, look, love seat, mall, relax, six-pack, socket, t-bone, thinner.

4. We have empirically tested Mexican students' knowledge of a wide range of discrete lexical items, i.e., borrowings (Baumgardner and Venegas 1998). We have informally tested Mexicans' knowledge of the English plural system at work in borrowings (see Note 7) and plan a formal study of English morphological and syntactic knowledge acquired through borrowings.

5. One such text that we used in our presentation in Zacatecas (Baumgardner and Venegas 1996) to demonstrate to teachers how borrowings could be utilized is entitled ¿Un día ordinario? In this text, the borrowings which were tested in our experiment (Baumgardner and Venegas 1998) are italicized:

Felipe no estuvo de buenas hoy. Para empezar, todo le salió mal desde la mañana. El boiler no encendía. Ni modo, agua fría será. El socket del baño todavía estaba descompuesto, el espejo seguía roto ya de una semana (ni cómo checarse el nuevo look). La puerta del closet seguía atorada. ¿Cuándo podrá repararla?



Su coche, después de un mes, requería urgentemente ser llevado al car wash. Pero, a ¿qué horas? ya era tarde.

Al llegar al trabajo, alguien le había robado el candado de su locker. ¡Pues a trabajar con ropa de vestir! El día en la fábrica fue difícil. Un desorden por doquier. Los botes de thinner del pintor de ayer sin retirar, andamios por todos lados, restos de comida aún en el piso: un hot dog por aquí, six-packs sin terminar por allá, chicken fajitas más allá, vasos con lipstick... ¡Dios mío! ¿Dónde quedaron los buenos hábitos de limpieza?

Al terminar su jornada, tuvo ganas de un relax, así es que se fue al bar de la esquina (siempre hay happy hour a esa hora). Nada, cerrado. Checó el restaurante de al lado: "El rey del T-Bone". Había cervezas, pero no T-bone. Ironía.

Todavía cansado llegó a casa y se desplomó en su única silla. En el periódico vió un love seat en oferta a mitad de precio —pero el periódico era de hace un mes. Bueno, ya checará los malls mañana.

Con la esperanza de encontrar todavía su ice cream de ayer, fue al refrigerador. Nada. Todo lo que encontró para apaciguar su feroz apetito fue un pedazo de fruitcake y los brownies del sábado pasado.

Esos son los gajes del oficio. ¿No cree usted?

[Felipe was not in a good mood today. To begin with, everything had gone wrong the whole morning. The hot water heater didn't work. Oh well, cold water then! The socket in the bathroom was still broken, and the mirror had been broken for a week now (he couldn't check his new look). The closet door was still stuck. When was he going to have time to repair it?

For a month now his car needed to be taken to a car wash. But when? It was already late.

When he got to work, someone had stolen the lock on his locker. He would have to work with street clothes! The day at the factory was difficult. A mess everywhere! Thinner cans from the painter that came yesterday were everywhere, as well as food: a hot dog here, half-empty six packs of beer there, chicken fajitas and glasses with lipstick traces... My God! What has happened to personal hygiene?

When work was over, he felt like relaxing, so he went to the corner bar (there was always Happy Hour at that time). Closed! He checked the restaurant next door, 'The T-Bone King.' They had beer, but no t-bones. How ironic!

Still tired, he came home and sat in his only chair. He noticed a love seat for sale at half-price in the newspaper, but the newspaper was a month old! Well, he'd have to check the malls the next day.

Hoping to find the ice-cream he had bought the day before, he went to the refrigerator. All gone! All he found to satisfy his immense hunger was a piece of fruitcake and the brownies from the previous Saturday.

That's life, don't you think?]

6. Dr. Robert F. Van Trieste pointed out to me (Baumgardner) during my presentation in Puerto Rico that the use of this framework as regards borrowed English plurals and possessives might be problematic since the plural and possessive English -s is often dropped or aspirated in Puerto Rican Spanish, especially by lower-socio-economic-class speakers.

7. As part of a recent workshop given to teachers of English in Monterrey (VI Seminario Internacional de Inglés, August 18-20, 1998), one of the authors (Baumgardner) asked Mexican English teachers to pluralize in Spanish a list of recent English borrowings. They used the English system of pluralization for most of the words. The same teachers (approximately thirty in number) were asked how useful they thought using borrowings in the classroom as scaffolding would be. While few expressed doubts, the overwhelming majority (even those who expressed doubts) felt it would certainly be a technique worth trying

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