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SPANGLISH IN THE WORLD OF GLOBALISATION

The article deals with Spanglish in the globalized world. Spanglish is a form of speech that results from the interaction between Spanish and English used by people who speak either of the languages or use a combination of them. It is not usually considered a language itself, but rather an overlap and mix of the Spanish and English lexical items and grammar. Spanglish may be considered a variety of Spanish with the extensive use of English or a variety of English with the extensive use of Spanish. It can be more related either to Spanish or to English depending on circumstances.

Key words: *Spanglish, English, translation, globalisation, interculturalism, multiculturalism.*

Intercultural dialogue occurs among individuals who speak different languages and for whom words and objects have diverse meanings. However, this does not result into a new Tower of Babel, or into social chaos, because there is an attempt at communication, and there is something that is actually shared, which is exactly what allows awareness of and openness to differences. Social and linguistic diversity within a culture are a source of wealth that contributes its part to the diversity resulting from the existence of a plurality of cultures in the world.

The communicative competence of the users of a language develops at both the intracultural and the intercultural level. In other words, speakers need to be aware of the variety of registers and of the plurality of texts and discourses that exist in a culture, either their own or other, following the principle of self- and hetero-analysis, characteristic of intercultural studies. The richness of the worlds discovered through linguistic diversity and communicable meanings is such that every translation is a task necessarily imperfect. As a prerequisite for intercultural dialogue, we must recognize the different languages used by other actors and know their "hidden dimension[s]"

[Hall 1992], even if we cannot do it otherwise than through translation, in order to assimilate the unknown culture as a variation of our own. But practices and styles of translation that are not truly interpretative may hinder rather than facilitate intercultural communication. The hegemonic power of a culture can be enhanced if we accept as natural a translation in which the voices of other cultures are domesticated, without being understood as originated elsewhere. Cultural polyphony can be both facilitated and stalled by academic discourse, so great is the responsibility of the studies conducted on the coexistence and interpenetration of voices from different cultures.

Spanglish is a form of speech that results from an interaction between Spanish and English used by people who speak either languages or parts of both languages. Spanglish is not usually considered a language itself, but rather an overlapping and mixing of Spanish and English lexical items and grammar. Spanglish is not a pidgin, because unlike pidgin languages, Spanglish can be the primary speech form for some individuals. Spanglish can be considered a variety of Spanish with extensive use of English or a variety of English with extensive use of Spanish. It can be more related either to Spanish or to English, depending on the circumstances. The concept was first brought into literature by the Puerto Rican poet Salvador Tió in the late 1940s, when he called it Espanglish or *Inglañol* [Repeating Islands] (from *English* + *Español*, and *Inglés* + *Español*, respectively). In the late 1940s, the Puerto Rican journalist, poet, and essayist Salvador Tió coined the terms *Espanglish* (later shortened to *Spanglish*) for Spanish spoken with some English terms), and the less commonly used *Inglañol* (for English spoken with some Spanish terms). After Puerto Rico became a United States territory in 1898, Spanglish became progressively more common there as the United States Army and the early colonial administration tried to impose the English language on island residents. Between 1902 and 1948, the main language of instruction in public schools (used for all subjects except Spanish language courses) was English. Actually, Puerto Rico is unique in having both English and Spanish as its official languages [Nash 1970, 223–233].

Consequently, many American English words are now found in the Puerto Rican vocabulary. *Spanglish* may also be known by a regional name. Spanglish does not have one unified dialect and therefore lacks uniformity – specifically, Spanglish spoken in New York, Florida, Texas, and California can be different. Although not always uniform, Spanglish is so popular in many Spanish-speaking communities in the United States, especially in the Miami Hispanic community, that some knowledge of Spanglish is required to understand those in the area. It is common in Panama, where the 96-year (1903–1999) U.S. control of the Panama Canal influenced much of local society, especially among the former residents of the Panama Canal Zone, the Zonians. Some version of Spanglish, whether by that name or another, is likely to be used wherever speakers of both languages mix.

Many Puerto Ricans living on the island of St. Croix speak in informal situations a unique Spanglish-like combination of Puerto Rican Spanish and the local Crucian dialect, which is very different from the Spanglish spoken elsewhere. The same assumption goes for the large Puerto Rican population in the state of New York and Boston.

Spanglish is spoken commonly in the modern United States, reflecting the growing Hispanic-American population due to immigration. According to the U.S. Census Bureau, the population of Hispanics grew from 35.3 million to 53 million between 2000 and 2012. [Guzman 2001]. Hispanic Americans have become the largest minority ethnic group, with a large portion being of Mexican descent. Mexican Americans form one of the fastest-growing groups, increasing from 20.6 million to 34.5 million between 2000 and 2012. Around 58 % of this community chose California, especially Southern California, as their new home. The use of Spanglish is found widely throughout the heavily Mexican-American and other Hispanic communities of Southern California. The use of Spanglish has become important to Hispanic communities throughout the United States, in areas such as Miami, New York City, Texas, and California. In Miami, for example, they have their own similar form of Spanglish that many colloquially term "Cubonics".

Spanglish is known as bilingualism / *semi-lingual ism.* The acquisition of the first language is interrupted or unstructured

language input follows from the second language, it can also happen backwards [Lopez 2013].

Spanglish is a way of communication that many Mexican-Americans (Chicanos), Immigrants and bilinguals use to express themselves. It is like a new language that helps them identify themselves. Many people believe that Spanglish should not exist and should be prohibited. [Olague 2003, 3]. Spanglish is difficult because if the speaker has acquired the two languages in separate context, than the speaker will be using the *conditioned system* in which the referential meanings encode in the two languages differ to a considerable extent. Those who were literate in their first language before learning another one and who have support to maintain that literacy are sometimes at the very least able to master their second language. Spanglish is part of the *Receptive Bilingualism.* Receptive bilinguals are those who have the ability to understand a second language, but don't speak it; however sometimes their abilities to do so are very poor.

Receptive bilinguals are also known as productively bilingual, since in order to give an answer the speaker needs to work their brain "double" in order to answer in English, Spanish or Spanglish. [Rosen 2016]. Without first understanding the culture and history of the region in which Spanglish evolved as a practical matter an in depth familiarizing with multiple cultures.

Spanglish has its own rules: 1) use the ping-pong method. When the speaker uses Spanglish he/she should try to go back and forward. For example: *Yo fui a la store to buy unas bananas pero when I got to la tienda ya estaban sold out.* 2) Drag the words like *googlear, parkear / parkiar, lunchear, textear, telefonear* etc. (add the *ear*, *iar* at the end of the original word). Finally when the speaker is in an uncomfortable situation he or she may use the most helpful tool "Rapid Aggressive Spanish (RAS)". It does not matter what the speaker says he/she can say a song, the pledge of allegiance, your grandmother's recipe etc. The key is to say it fast and loud [How to Speak Spanglish].

Spanglish is informal and lacks documented structure and rules, although speakers can consistently judge the grammaticality of a phrase or sentence. From a linguistic point of view, Spanglish often is

mistakenly labeled by many things. Spanglish is not a creole or dialect of Spanish, because although people claim to be native speakers of Spanglish, Spanglish itself is not a language on its own, but speakers speak English or Spanish with a heavy influence from the other language. The definition of Spanglish has been unclearly explained by scholars and linguists despite being noted so often. Spanglish is the fluid exchange of language between English and Spanish, present in the heavy influence in the words and phrases used by the speaker. Spanglish is currently considered a hybrid language by linguists – many actually refer to Spanglish as "Spanish-English code-switching", though there is some influence of borrowing, and lexical and grammatical shifts as well [Martínez 2010, 124–129].

The inception of Spanglish is due to the influx of Latin American people into North America, specifically the United States of America. Code-switching has sparked controversy because it is seen, "as a corruption of Spanish and English, a "linguistic pollution" or "the language of a "raced", underclass people". [Urciuoli 1996, 38]. For example, a fluent bilingual speaker addressing another bilingual speaker might engage in code switching with the sentence, "*I'm sorry I cannot attend next week's meeting porque tengo una obligación de negocios en Boston, pero espero que I'll be back for the meeting the week after*" – which means, *"I'm sorry I cannot attend next week's meeting because I have a business obligation in Boston, but I hope to be back for the meeting the week after"*.

Calques are translations of entire words or phrases from one language into another and represent the simplest forms of Spanglish, as they undergo no lexical or grammatical structural change. The use of calques is common throughout most languages, evident in the calques of Arabic exclamations used in Spanish.[18]

Examples:

to call back → llamar p'atrás (volver a llamar)

It's up to you → Está p'arriba de ti (Depende de ti)

to run for governor → correr para gobernador (presentarse para gobernador).

Semantic extension or reassignment refers to a phenomenon where speakers of the originating language use a word more similar to that of a second language in place of their own with a similar, or

not so similar, meaning. Usually this occurs in the case of false cognates, where similar words are thought to have like meanings based on their cognates. This occurs often between speakers of two languages due to the likeness of the cognates and different meanings among any language. Examples:

"*Carpeta*" in place of "*moqueta*" or "*alfombra*" (*carpet*);

"*Aplicación*" in place of "*solicitud*" (*application*);

"*Rentar*" in place of "*alquilar*" (*to rent*);

"*Remover*" in place of "*quitar*" (*to remove*);

"*Chequear*" in place of "*comprobar*" or "*verificar*" (*to check*);

"*Parquear*" in place of "*estacionar*" or "*aparcar*" (*to park);*

"*Actualmente*" (means "*present*") for "*actually*";

"*Bizarro*" (meaning "*far fetched*") for "*bizarre*";

"*Mapear*" in place of "*trapear*" (*to mop*).

An example of the lexical phenomenon in Spanglish is the emergence of new verbs, when an English verb is added onto the Spanish infinitive morphemes (*-er, -ar,* and *-ir*). For example, the Spanish verb "*to call*", originally *llamar*, becomes *telefonear* (*telephone+ar*); the Spanish verb "*to eat lunch*", originally *almorzar*, becomes *lunchear* (*lunch+ar*), etc. The same is applicable to the newly created verbs: *watchear, puchar, parquear, emailear,* and *twittear* (among others) [Rothman & Rell 2005, 515–536].

Loan words occur in any language due to the presence of items or ideas not present in the culture before, such as modern technology. The increasing rate of technological growth requires the use of loan words from the donor language due to the lack of its definition in the lexicon of the main language. This partially deals with the "prestige" of the donor language, which either forms a dissimilar or more similar word from the loan word. The growth of modern technology can be seen in the expressions: "*hacer click*" (*to click*), "*mandar un e-mail*" (*to send an e-mail*), "*faxear*" (*to fax*), "*textear*" (*to text message*), or "*hacker*" (*hacker*). Some words borrowed from the donor languages are adapted to the language, while others remain unassimilated (e. g. "*sandwich*"). The items most associated with Spanglish refer to words assimilated into the main morphology. Borrowing words from English and "Spanishizing" them has typically occurred through immigrants. This method makes new

words by pronouncing an English word "Spanish style", thus dropping final consonants, softening others, and replacing certain consonants (i.e., M's, N's, V's) with B's. Examples:

"*Taipear*" (*to type*);

"*Marqueta*" (*market*);

"*Biles*" (*bills*);

"*Líder"* (*leader*);

"*Lonchear/Lonchar*" (*to have lunch*).

The are some more examples, like Spanish street ad in Madrid humorously showing *baidefeis* instead of the Spanish *gratis* (free). *Baidefeis* derives from the English "*by the face*"; Spanish *por la cara*, "*free*". The adoption of English words is very common in Spain.

Fromlostiano is a type of artificial and humorous wordplay which consists of taking Spanish idioms and translating their literal definitions word-for-word into English. The name *fromlostiano* comes from the expression *From Lost to the River*, which is a word-for-word translation of *de perdidos al río*; an idiom meaning that one is prone to choose a particularly risky action in a desperate situation (this is somewhat comparable to the English idiom *in for a penny, in for a pound*). The humor comes from the fact that while the expression is completely grammatical in English, it makes no sense to a native English speaker. Hence it is necessary to understand both languages in order to appreciate the humor.

This phenomenon was first noted in the book *From Lost to the River* in 1995 [Ochoa & Socasau 1995]. The book describes six types of *fromlostiano*:

1. Translations of Spanish idioms into English: *With you bread and onion* (*Contigo pan y cebolla*), *Nobody gave you a candle in this burial* (*Nadie te ha dado vela en este entierro*), *To good hours, green sleeves* (*A buenas horas mangas verdes*).

2. Translations of American and British celebrities' names into Spanish: *Vanesa Tumbarroja* (*Vanessa Redgrave*).

3. Translations of American and British street names into Spanish: *Calle del Panadero* (*Baker Street*).

4. Translations of Spanish street names into English: *Shell Thorn Street* (*Calle de Concha Espina*).

5. Translations of multinational corporations' names into Spanish: *Ordenadores Manzana* (*Apple Computers*).

6. Translations of Spanish minced oaths into English: *Tu-tut that I saw you* (*Tararí que te vi*).

The use of Spanglish has evolved over time. It has emerged as a way of conceptualizing one's thoughts whether it is in speech or on paper.

The use of Spanglish is often associated with an individual's association with identity (in terms of language learning) and reflects how many minority-American cultures feel toward their heritage. Commonly in ethnic communities within the United States, the knowledge of one's heritage language tends to assumably signify if one is truly of a member of their culture. Just as Spanish helps individuals identify with their Spanish identity, Spanglish is slowly becoming the poignant realization of the Hispanic-American's, especially Mexican-American's, identity within the United States. Individuals of Hispanic descent living in America face living in two very different worlds and need a new sense of bi-cultural and bilingual identity of their own experience. "This synergy of cultures and struggle with identity is reflected in language use and results in the mixing of Spanish and English." Spanglish is used to facilitate communication with others in both worlds, "…code-switching is not merely a random phenomena but rather a complex system composed of a variety." While Individuals believe that Spanglish should not be considered a language, it is a language that has evolved and is continuing to grow and affect the way new generations are educated, culture change, and the production of media [Rojas & Piñón 2014]. Living within the United States creates a synergy of culture and struggles for many Mexican-Americans. The hope to retain their cultural heritage / language and their dual-identity in American society is one of the major factors that lead to the creation of Spanglish.

Speakers of standard forms of Spanish may at times denounce Spanglish as a corrupted dialect. In fact, Spanglish is not about necessarily assimilating to English – it is about acculturating and accommodating. Still, Spanglish has variously been accused of corrupting and endangering the real Spanish language, and holding kids back, though linguistically speaking, there is no such thing as a pure or real language. [Sayer 2008, 94–112]. In reality, Spanglish has

its own culture and has a reputation of its own. It is commonly assumed that Spanglish is a jargon: part Spanish and part English, with neither "gravitas nor a clear identity". Use of the word Spanglish reflects the wide range of views towards the mixed language in the United States. In Latino communities, the term Spanglish is used in a positive and proud connotation by political leaders [Zentella 2008, 3–10]. It is also used by linguists and scholars promoted for use in literary writing. Despite the promotion of positive use of the term by activists and scholars alike, the term is often used with a negative connotation. People often refer to themselves as "Spanglish speakers" if they do not speak Spanish well. The term "Spanglish" is also often used as a disparaging way to describe individuals that do not speak English fluently and are in the process of learning, assuming the inclusion of Spanglish as a lack of English fluency [Otheguy & Stern 2010, 85–100].

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СПАНГЛІШ У СВІТІ ГЛОБАЛІЗАЦІЇ

Стаття присвячена вивченню поняття "спангліш" у світі глобалізації. Спангліш – це своєрідна суміш іспанської мови з англійською в результаті взаємодії обох мов у процесі комунікації представників іспано- та англомовних лінгвокультурних спільнот. Спангліш – це не окрема мова, а телескопія іспанських і англійських лексичних та граматичних одиниць. До того ж, спангліш розглядається як різновид іспанської мови з великою домішкою англійської мови або ж різновид англійської мови з великою домішкою іспанської мови.

Ключові слова: *спангліш, англійська мова, переклад, глобалізація, міжкультурна взаємодія, мультикультуралізм.*

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СПАНГЛИШ В МИРЕ ГЛОБАЛИЗАЦИИ

Статья посвящена изучению понятия "спанглиш" в мире глобализации. Спанглиш – это своеобразная смесь испанского языка с английским в результате взаимодействия обох языков в процессе коммуникации представителей инспано- и англоговорящих лингвокультурных сообществ. Спанглиш – это не отдельный язык, а телескопия испанских и английских лексических и грамматических единиц. Кроме того, спанглиш рассматривается как разновидность испанского языка с большой примесью английского языка или разновидность английского языка с большой примесью испанского.

Ключевые слова: *спанглиш, английский язык, перевод, глобализация, межкультурное взаимодействие, мультикультурализм.*