

KAZUHITO UNI

University of Kuala Lumpur

ORCID id: orcid.org/0000-0003-3492-6277

Field of research: Germanic and Romance languages, Latin, Greek, semantics, vocabulary learning.

DOI: doi.org/10.35321/all86-09

BENEFITS OF INTERNATIONAL LOANWORDS FOR ENGLISH- SPEAKING LEARNERS OF LITHUANIAN

Tarptautinių skolinių nauda lietuvių kalbos
besimokantiems anglakalbiams studentams

ANNOTATION

This study explores the benefits of international loanwords in Lithuanian for the learning of its vocabulary by English speakers. This study focuses on the international vocabulary that originate from Latin or Greek, much of which, however, was borrowed through Russian, English and French. The author examined the lexes of the above-mentioned category in the Oxford 3000 wordlist and counted the number of the Lithuanian equivalents of identical category. As a result, a total of 511 vocabulary items of that category were found in the approximately 3,000 basic Lithuanian words corpus. This study categorised the collected Lithuanian lexes by suffixes to propose regularity in cross-linguistic similarity. Many of the high-frequency English words ending in *-tion* and *-ion* corresponded to Lithuanian words ending in *-cija* (e.g. *administracija* ‘administration’) and *-ija* (e.g. *diskusija* ‘discussion’). Moreover, English words ending in *-y* were equivalent to Lithuanian words with the ending *-ija* (e.g. *filosofija* ‘philosophy’, *geografija* ‘geography’, *harmonija* ‘harmony’). Similarly, the Lithuanian *agrikultūra* ‘agriculture’, *architektūra* ‘architecture’, *kultūra* ‘culture’, *literatūra* ‘literature’, *struktūra* ‘structure’ and *temperatūra* ‘temperature’ regularly correspond to their English equivalents. Thus, suffixes are key elements for vocabulary learning. Therefore, the present study concluded that international loanwords in Lithuanian could accelerate learning high-frequency Lithuanian vocabulary by English speakers.

KEYWORDS: Lithuanian, foreign language learning, Latin and Greek loanwords, adaptation of loanwords, internationalism.

ANOTACIJA

Tyrime analizuojama tarptautinių skolinių lietuvių kalboje nauda jos žodyno besimokantiems anglakalbiams studentams. Daugiausiai dėmesio skiriama iš lotynų ar graikų kalbų kilusiems tarptautiniams žodžiams, kurių didelė dalis buvo pasiskolinta per rusų, anglų ir prancūzų kalbas. Autorius ištyrė šios kategorijos leksemas Oksfordo anglų kalbos žodyno 3000 pagrindinių žodžių sąrašė ir suskaičiavo lietuviškus atitikmenis šioje kategorijoje. Maždaug 3000 pagrindinių lietuvių kalbos žodžių sąrašė buvo rasta 511 šios kategorijos žodžių. Siekiant nustatyti dėsningus skirtingų kalbų panašumus, tyrime surinktos lietuvių kalbos leksemos buvo sugrupuotos pagal priesagas. Dauguma dažnai vartojamų anglišku žodžių, kurie baigiasi *-tion* ir *-ion*, atitinka lietuvių kalbos žodžius, besibaigiančius *-cija* (pavyzdžiui, *administracija* ‘administration’) ir *-ija* (pavyzdžiui, *diskusija* ‘discussion’). Be to, anglų kalbos žodžiai su galūne *-y* atitiko lietuviškus žodžius su galūne *-ija* (pavyzdžiui, *filosofija* ‘philosophy’, *geografija* ‘geography’, *harmonija* ‘harmony’). Panašiai ir lietuvių kalbos žodžiai *agrikultūra* ‘agriculture’, *architektūra* ‘architecture’, *kultūra* ‘culture’, *literatūra* ‘literature’, *struktūra* ‘structure’ ir *temperatūra* ‘temperature’ turi dėsningus atitikmenis anglų kalboje. Taigi galima teigti, kad priesagos yra pagrindiniai žodyno mokymosi elementai. Tyrimas nustatė, kad tarptautiniai skoliniai lietuvių kalboje gali padėti lietuvių kalbos besimokantiems anglakalbiams studentams greičiau išmokti dažniausiai vartojamus lietuvių kalbos žodžius.

ESMINIAI ŽODŽIAI: lietuvių kalba, užsienio kalbos mokymasis, skoliniai iš lotynų ir graikų kalbų, skolinių adaptavimas, tarptautinis žodis.

1. INTRODUCTION

1.1. Characteristics of the Lithuanian language

1.1.1. Lithuanian is the official language of Lithuania, whose population is approximately 2,800,000 people. It has seven grammatical cases. For example, the Lithuanian word *diena* ‘day’ is its nominative, while *dieną* functions as its accusative. English speakers, many of whom are unfamiliar with grammatical cases, often face difficulties in distinguishing them (Ramonienė et al. 2019). Additionally, Lithuanian has two grammatical genders. Learners are required to memorise genders for each noun.

1.1.2. Synthetic verb forms that comprise several components with high regularity are also characteristic of Lithuanian (Ramonienė, Pribušauskaitė 2019). In the future tense, an *s* follows verb stems: *aš eisiu* ‘I will go’; *tu eisi* ‘you will go’; *jis eis* ‘he will go’; *ji eis* ‘she will go’. Besides, the suffix *dav* is included regularly in the past iterative form, which indicates repetitive actions in the past:

aš eidavau ‘I used to go’; *tu eidavai* ‘you used to go’; *jis eidavo* ‘he used to go’; *ji eidavo* ‘she used to go’.

1.1.3. These complicated grammatical features would demotivate many learners; however, the Lithuanian lexis has advantages. Basic Lithuanian nouns preserve ancient morphological features of the Indo-European languages. For example, the Lithuanian *ugnis* and Latin *ignis* both mean ‘fire’ (Piesarskas, Svecevičius 2013; Morwood 2005). Also, the Lithuanian *saulė* and Latin *sol*, mean ‘sun’, the Lithuanian *pėda* and Latin *pes* ‘foot’, which is associated with the English *pedal* and *pedestrian*, are Indo-European word pairs sharing the meaning.

1.2. Loanword adaptation in Lithuanian

1.2.1. Moreover, Lithuanian flexibly loaned thousands of Ancient Greek or Latin words through other European languages such as Russian, Polish and German. Lithuanian culture has been enriched and diversified by encounters with various ethnic groups (Chwalba, Zamorski 2020). Jogaila, the Grand Duke of Lithuania, ascended the throne of the King of Poland in 1386, and the Polish-Lithuanian Commonwealth existed between 1569 and 1795 (Butterwick 2021). For that historical reason, Polish had a considerable linguistic and cultural influence on Lithuanian. For example, the diacritical marks of nasalised vowels *ą* and *ę* used in Polish had been introduced to Lithuanian with the identical function; however, their sounds evolved into long *a* and *e* in Modern Lithuanian (Zinkevičius 1996). In addition, numerous Lithuanian and Polish word pairs originate from Latin (e.g. Lithuanian *religija* and Polish *religia* ‘religion’).

1.2.2. Spoken in Germany, Austria, and the territories of the Teutonic Order in Baltic countries, German was also an influential donor language for Lithuanian (Frost 2019). Moreover, Russian became a major medium language for loaning lexis of Latin or Greek origin because Russians ruled the Lithuanian territory in most periods of the 19th and 20th centuries (Makauskas, Černius 2018). The Russian word *журналист* (*žurnalist*) ‘journalist’, which is a Latin-based vocabulary item borrowed through its French form *journaliste*, had been loaned to Lithuanian as *žurnalistas* with the same meaning.

1.3. Importance of learning high-frequency vocabulary

One of the crucial steps in language learning is the enhancement of vocabulary knowledge. Frequency is a key criterion in selecting fundamental lexical items.

Laufer (1989) explored the percentage of English vocabulary necessary for foreign learners to understand a text, when reading it, which suggested that 95% coverage was the threshold of reading comprehension. Hu and Nation (2000) suggested that learners should have approximately 98% coverage for sufficiently profound comprehension. These studies affirm the importance of learning high-frequency words to rapidly enhance learners' range of foreign vocabulary coverage.

1.4. Objective

The objective of the research is to clarify the number of international loanwords among approximately 3,000 Lithuanian lexical items based on equivalent high-frequency vocabulary in English and to demonstrate word examples that would assist English speakers in learning basic Lithuanian lexes. This study uses the Oxford 3000 wordlist as an example of accessible high-frequency English vocabulary lists.

2. LITERATURE REVIEW

2.1. Benefits of internationalisms and cognates across multiple languages

2.1.1. Haspelmath and Tadmor (2009) discuss the international loanwords observed in multiple languages across the continents. Their work emphasises the importance of lexical knowledge in understanding interdependent relations among languages the world, and it also describes the shared loanwords as a useful element from which to start learning the fundamental vocabulary in another language. The majority of international loanwords in European languages originate from Classical Latin or Greek. However, modern languages, such as English, French and Russian, often functioned as mediators to other less influential languages. Such international loanwords are also called internationalisms. Wexler (2009) defines an internationalism as 'a word attested in a number of unrelated languages or language families, sharing a similar orthographic or phonetic shape and a partial or identical semantic field'. Internationalisms are lexically and culturally connecting European languages (Braun 1989).

2.1.2. Many studies investigating the use of cognates for foreign vocabulary learning show their benefits. Ringbom (2007) points out that, in the process of proficiency development, learners become increasingly conscious of similar L1 and L2 words without one-to-one correspondence. He also emphasises that morphological and semantic similarities between L1 and L2 can assist L2 beginners, who still need to learn most forms and meanings of the basic L2 vocabulary later. However, considerable semantic differences are observed in certain cognate pairs, such as English *factory* and Italian *fattoria* ‘farm, farmhouse’, both of which are derived from the Latin verb *facere* ‘do, make’. The Italian noun meaning ‘factory’ is *fabbrica*, which shares etymology with English *fabric*. Such irregular cognates are called *false friends* to emphasise the absence of clear semantic connections. Language learners need to carefully verify meanings of cognates in their target language rather than instantly rely on their morphological similarities.

2.1.3. For example, Otwinowska and Szewczyk (2019) focused on cognate and non-cognate learning by 150 Polish speakers learning English. The participants more efficiently recognised English cognates than words of different origins. That study also compared the usefulness of cognates and *false friends*. The respondents experienced more difficulty in learning English words with lesser semantic associations.

2.1.4. Lemhöfer et al. (2008) examined the existence of prominent efficacy between two specific European languages, using 1,025 English words and their cognates in French, German and Dutch. Their study suggests that any cognate pairs almost equally assisted native speakers of French, German and Dutch, who participated in the research.

2.1.5. Uni (2019) examined approximately 3,000 basic German words of Latin and Greek origin equivalent to those in the Oxford 3000 wordlist and discovered that 432 German words of that category remained phonetically and semantically similar to their English counterparts. However, Uni’s (2019) study did not mention the usefulness of hundreds of German words of the above category, which are semantically similar yet showed limited phonetic similarities. Fundamental German words, such as *Bibliothek* ‘library’ from Greek *bibliothēkē*, *Frucht* ‘fruit’ from Latin *fructus*, *Lektion* ‘lesson’ from Latin *lectio*, *Rezept* ‘recipe, prescription’ from Latin *recipe*, *schreiben* ‘write’ from Latin *scribere*, *Schrift* ‘letter’ from Latin *scriptum*, *Spiegel* ‘mirror’ from Latin *speculum*, *Straße* ‘street’ from Latin *strata*, could be explicitly shown to learners of another language as Greek- or Latin-based words, which could enhance their lexical consciousness. In German, many Latin-based English words such as *impression* and *expression* correspond to calques such as *Eindruck* ‘impression’ and *Ausdruck* ‘expression’, whose prefix and stem were semantically based on their Latin equivalents.

2.1.6. In Swedish, another Germanic language, calques such as *intryck* ‘impression’ and *uttryck* ‘expression’ are also observed, and, more Latin- and Greek-based loanwords are included in basic Swedish vocabulary. Uni (2019a) recorded 556 Swedish words of Latin or Greek origin, out of approximately 3,000 basic words. The Swedish noun *historia* ‘history’ has the meaning and spelling identical to its original word in Latin. Its German equivalent *Geschichte* ‘history’ is a native Germanic word. Similarly, the Swedish noun *exempel* ‘example’ originates from Latin *exemplum*, while its German counterpart *Beispiel* ‘example’ is an indigenous vocabulary item. Additionally, the Italian word *valuta* ‘currency’, which stems from Latin, has been used with the same meaning in Swedish; however, the German noun *Währung* ‘currency’ is not a loanword. Thus, Latin- and Greek-based loanwords are more commonly observed in Swedish than in German.

2.1.7. Major Lithuanian universities and other national institutions have elaborated multidisciplinary written corpora, such as the *Corpus Academicum Lithuanicum* (see <http://coralit.lt/>) and Corpus of the Contemporary Lithuanian Language (see <https://klc.vdu.lt/en/>). The latter corpus comprises 102 million Lithuanian words. These corpora definitely benefit intermediate and advanced Lithuanian learners; however, their data primarily written in Lithuanian without English translations are excessively difficult for beginners with limited lexical knowledge. Grumadienė and Žilinskienė (1998) constructed a comprehensive frequency database based on 1,200,000 contemporary Lithuanian words in the fields of business, science, journalism and fiction. Grumadienė and Žilinskienė’s work is significantly invaluable for vocabulary analyses by experts; however, the difficulty of descriptions in Lithuanian prevents majority of foreign novices from an effective use of that frequency dictionary. Grumadienė (2002), one of the authors of the aforementioned dictionary, pointed out that Lithuanian frequency databases and corpora were not being sufficiently recognised or utilised by linguists and specialists in other areas. Furthermore, few libraries and educational institutions outside Europe possess specialised Lithuanian references in the collection, and numerous language learners cannot afford to purchase expensive dictionaries and other types of learning materials.

2.1.8. The aforementioned facts are the major reasons why this study adopted an English-based wordlist. In particular, the Oxford 3000 wordlist is used worldwide for teaching English as a foreign language. Although minor differences are observed between high-frequency words in Lithuanian and English, the focus of this study is not on the ranking of each vocabulary item but the proportion of international loanwords in basic Lithuanian vocabulary and their benefits for English-speaking learners.

3. METHODOLOGY

3.1. The Oxford 3000 wordlist, Morwood (2005), and Piesarskas and Svecevičius (2013) were the primary lexical references for the present study. I collected Lithuanian equivalents of the approximately 3,000 basic English words, consulting an English-Lithuanian dictionary edited by Piesarskas and Svecevičius (2013). Then, using English, Latin, and Russian dictionaries edited by Stevenson and Waite (2011), Morwood (2005), and Wheeler et al. (2007) as the primary etymological references, I counted the number of the Lithuanian loanwords of Latin and Greek origin, regardless of the extent of similarity to their original forms. The polysemic words in the wordlist were prioritised by the most common meaning to count a word only once. For example, the English *line* corresponds to *linija* ‘line’ as a general term, *eilė* ‘line, row, queue’ and many other Lithuanian words, and *linija*, being the most common word, was selected for analysis and counted as an example of international loanwords, which ultimately originated from the Latin noun *linea*. However, entry words such as *meter* and *metre* were counted as a single word because they represent merely the difference between American and British spellings.

3.2. As a result, 511 international loanwords of Latin and Greek origin (approximately 17.0% of the basic vocabulary) were observed in the approximately 3,000 most frequently used Lithuanian words. The total number of Greek- and Latin-based loanwords in Lithuanian is close to that in German and Swedish, which were investigated in Uni’s (2019) and (2019a) studies. The fact would imply that both Baltic and Germanic languages had loaned similar amounts of loanwords from Latin and Greek.

4. DATA ANALYSIS

4.1. Lexical elements beneficial for learning Lithuanian

4.1.1. This section demonstrates Lithuanian words and their English equivalents, with the focus on suffixes and endings. In this study, Lithuanian elements corresponding to suffixes in other European languages are indicated by the term *ending* as many of them are not native suffixes in Lithuanian.

4.1.2. First, words including the Lithuanian ending *-cija* (pronounced [tsija]) and those with the Lithuanian ending *-ija* will be exemplified as they correspond to numerous English words ending with *-tion* or *-ion*. Second, we

will observe those with the Lithuanian ending *-ia*, which mostly corresponds to the English suffix *-y*. Subsequent sections also present productive endings. Sections 4.4.1. (*-orius*), 4.4.2. (*-erius*) and 4.5.1. (*-as*) discuss lexes related to people and professions. Section 4.6. exemplifies the Lithuanian words related to objects with the *-as* ending. Sections 4.7., 4.8., 4.9. and 4.10. respectively show vocabulary items ending in *-us*, *-a*, *-ma* and *-ė*, which originate from Latin or Greek suffixes. Finally, section 4.11. demonstrates the Lithuanian lexes with endings *-tūra* (English *-ture*), *-ika* (English *-ic* and *-ics*) and *-tetas* (English *-ty*).

4.2. Lithuanian endings corresponding to Latin suffixes *-tio* and *-io*

4.2.1. Those include the Lithuanian ending *-cija* (pronounced [tsija]) correspond to English words with *-tion*. The former is phonetically similar to the Russian suffix *-ция*, which is pronounced [tsijə].

TABLE 1. Lithuanian Words with *-cija* and their English Equivalents

<i>administracija</i> administration	<i>ambicija</i> ambition	<i>asociacija</i> association	<i>demonstracija</i> demonstration
<i>emocija</i> emotion	<i>funkcija</i> function	<i>generacija</i> generation	<i>indikacija</i> indication
<i>infekcija</i> infection	<i>informacija</i> information	<i>institucija</i> institution	<i>instrukcija</i> instruction
<i>intencija</i> intention	<i>kolekcija</i> collection	<i>kombinacija</i> combination	<i>komunikacija</i> communication
<i>konsultacija</i> consultation	<i>konvencija</i> convention	<i>kooperacija</i> co-operation	<i>kvalifikacija</i> qualification
<i>operacija</i> operation	<i>opozicija</i> opposition	<i>organizacija</i> organization	<i>rekomendacija</i> recommendation
<i>rezervacija</i> reservation	<i>situacija</i> situation	<i>tradicija</i> tradition	<i>variacija</i> variation

4.2.2. Table 2 presents Lithuanian words comprising *-ija* as corresponding to English words with *-ion*.

TABLE 2. Lithuanian Words with *-ija* and their English Equivalents (1)

<i>dimensija</i> dimension	<i>diskusija</i> discussion	<i>divizija</i> division	<i>komisija</i> commission
<i>profesija</i> profession	<i>religija</i> religion	<i>sesija</i> session	<i>versija</i> version

4.3. Lithuanian ending *-ija* and English suffix *-y*

4.3.1. The Lithuanian ending *-ija* is also included in the vocabulary of Greek origin as in Table 3. Other Lithuanian word examples ending in *-ija* are *armija* ‘army’, *industrija* ‘industry’, *laboratorija* ‘laboratory’ and *ministrija* ‘ministry’.

TABLE 3. Lithuanian Words with *-ija* and their English Equivalents (2)

<i>filosofija</i> philosophy	<i>geografija</i> geography	<i>harmonija</i> harmony	<i>komedija</i> comedy
<i>psichologija</i> psychology	<i>simpatija</i> sympathy	<i>technologija</i> technology	<i>teorija</i> theory

4.3.2. Several Lithuanian words such as *linija* ‘line’ and *policija* ‘police’, whose Latin forms are *linea* ‘line’ and *politia* ‘state, government’, are relatively different from their English forms; however, they are phonetically similar to the Russian nouns *линия* (pronounced [linijə]) ‘line’ and *полиция* (pronounced [palitsijə]) ‘police’. Also, their Italian equivalents *linea* ‘line’ and *polizia* (pronounced [politsia]) ‘police’ remain alike. The Latin *politia* ‘state, government’ ultimately originates from the Greek *polis* ‘city’, which is also enclosed in the English *metropolis*.

4.3.3. Several Russian phonemes influence choice of endings in Lithuanian. The [l] in the final position of the stems is often followed by *-is*: *automobilis* ‘automobile, car’, *festivalis* ‘festival’, *modelis* ‘model’, *panelis* ‘panel’, *profilis* ‘profile’ and *simbolis* ‘symbol’ (see Table 4).

TABLE 4. Lithuanian Words with *-is* and their English Equivalents

<i>automobilis</i> automobile	<i>festivalis</i> festival	<i>modelis</i> model	<i>panelis</i> panel
<i>profilis</i> profile	<i>simbolis</i> symbol	<i>charakteris</i> character	<i>kompiuteris</i> computer

4.3.4. As Lithuanian vocabulary is influenced by many European languages, their speakers would recognise meanings of the listed words without any prior instructions. Other Lithuanian nouns with the *-is* ending are *charakteris* ‘character’ and *kompiuteris* ‘computer’.

4.4. Lithuanian ending *-orius* and English suffix *-or*

4.4.1. Table 5 demonstrates words with the Lithuanian ending *-orius* as corresponding to English words with *-or*. The Lithuanian *autorius* ‘author’ stems from the Latin *auctor* with an identical meaning. The Lithuanian *gubernatorius* ‘governor’ and its original term *gubernator* in Latin are also phonetically close.

TABLE 5. Lithuanian Words with *-orius* and their English Equivalents

<i>aktorius</i> actor	<i>autorius</i> author	<i>direktorius</i> director	<i>faktorius</i> factor
<i>monitorius</i> monitor	<i>profesorius</i> professor	<i>sektorius</i> sector	<i>senatorius</i> senator

4.4.2. Furthermore, the Lithuanian *inžinierius* ‘engineer’, ending in *-erius*, shares similarities to the French *ingénieur* ‘male engineer’ and Russian *инженер* (*inžener*), both of which originate from the Latin *ingenium* ‘innate quality, nature’ (Morwood 2005). Analogous processes might have modified the original endings of several nouns. As the majority of English and Lithuanian words are alike, English speakers may smoothly identify Lithuanian words ending in *-orius* and *-erius*.

4.5. Lithuanian nouns ending in *-as* and their English counterparts (1)

4.5.1. Table 6 shows Lithuanian nouns related to people with the *-as* ending and their English counterparts. Other word examples related to people are *pilotas* ‘pilot’, *princas* (pronounced [printsas]) ‘prince’, *turistas* ‘tourist’ and *žurnalistas* ‘journalist’. The Lithuanian *žurnalas* ‘journal’ stems from the Latin adjective *diurnus* ‘daily’. The Lithuanian *meistras* was loaned from the German noun *Meister* ‘master’, which ultimately originates from the Latin *magister* ‘master, chief’ (Morwood 2005). The Lithuanian word *klerkas* ‘clerk’ is morphologically

based on its French equivalent *clerc* ‘clerk’; however, both of them initially stem from Greek *klērikos* ‘clergyman’ (Picoche 2015).

TABLE 6. Lithuanian Nouns Ending in *-as* and their English Equivalents (1)

<i>agentas</i> agent	<i>aktyvistas</i> activist	<i>architektas</i> architect	<i>artistas</i> artist
<i>klerkas</i> clerk	<i>klientas</i> client, customer	<i>konsultantas</i> consultant	<i>ministras</i> minister
<i>pacientas</i> patient	<i>prezidentas</i> president	<i>specialistas</i> specialist	<i>studentas</i> student

4.5.2. The noun *žurnalas* ‘journal’ remains phonetically similar to the French *journal* ‘newspaper, journal’ although it was loaned through Russian. The Lithuanian *ž* usually corresponds to the French *j* and Russian *ж* (*ž*), whose sound is observed in the English word *vision*. Additionally, French-style loanwords of Latin origin, such as *meras* ‘mayor’, *tualetas* ‘toilet, lavatory’, *žiuri* ‘jury’ and *želė* ‘jelly’, were borrowed through Russian. The Latin adjective *major* ‘greater’ evolved into the English *mayor* and its French counterpart *maire*. The French and English *jury* is related to *jus* ‘law’ in Latin. The Lithuanian noun *želė* ‘jelly’ based on the French *gelée* ‘jelly’ came from the Latin verb *gelare* ‘freeze’.

4.6. Lithuanian nouns ending in *-as* and their English counterparts (2)

4.6.1. Table 7 also exemplifies Lithuanian nouns ending in *-as* and their English counterparts; however, these are not related to professions. The listed Lithuanian and English words remain phonetically close, except minor differences, such as that between [θ] and [t] sounds in English and Lithuanian. In addition, French nouns *restaurant* with a mute *t* and *type* (pronounced [tip]) influenced the pronunciation of the Lithuanian *restoranas* ‘restaurant’ and *tipas* ‘type’.

TABLE 7. Lithuanian Words with *-as* and their English Equivalents (2)

<i>aktas</i> act	<i>argumentas</i> argument	<i>aspektas</i> aspect	<i>efektas</i> effect
<i>eksperimentas</i> experiment	<i>elementas</i> element	<i>entuziazmas</i> enthusiasm	<i>epizodas</i> episode

<i>aktas</i> act	<i>argumentas</i> argument	<i>aspektas</i> aspect	<i>efektas</i> effect
<i>faktas</i> fact	<i>fokusas</i> focus	<i>gramas</i> gram	<i>indeksas</i> index
<i>ingradientas</i> ingredient	<i>institutas</i> institute	<i>instrumentas</i> instrument	<i>katalogas</i> catalog
<i>kilometras</i> kilometer	<i>kreditas</i> credit	<i>limitas</i> limit	<i>metodas</i> method
<i>momentas</i> moment	<i>okeanas</i> ocean	<i>periodas</i> period	<i>procesas</i> process
<i>progresas</i> progress	<i>ritmas</i> rhythm	<i>teatras</i> theater	<i>telefonas</i> telephone

4.6.2. The Lithuanian *ritmas* ‘rhythm’ from the Greek *rhythmos* may have been phonetically influenced by the French *rythme* ‘rhythm’, whose *th* is pronounced [t]. Contrastingly, the Lithuanian *okeanas* ‘ocean’ from the Greek *ōkeanos* retains the original [k] sound. In addition to the words listed in Table 7, there are several other words with a similar ending: the Lithuanian noun *talentas* ‘talent’ stems from the Latin *talentum* ‘talent as a weight in ancient Greece’ and Greek *talanton* ‘balance to weigh precious metals’. Originating from the Greek *adamas* ‘diamond’, the Lithuanian noun *deimantas* ‘diamond’ is phonetically similar to Italian and Spanish *diamante* ‘diamond’.

4.6.3. A clear morphemic influence of German is observed in Lithuanian. The stem of Lithuanian *punktas* ‘point’ maintains the pronunciation of the Latin *punctum* ‘point’ faithfully. Majority of English speakers would be able to recognise the meaning of the Lithuanian word if they know etymological association among some English words, such as *point* and *punctual*.

4.7. Lithuanian nouns ending in *-us* and their English counterparts

4.7.1. Table 8 demonstrates Lithuanian adjectives ending in *-us* and their English counterparts. The Lithuanian *y*, usually following [s] or [t] sounds, indicates a long [i]. Other Lithuanian words ending in *-us* are *agresyvus* ‘aggressive’ and *idealus* ‘ideal’.

4.7.2. Although the Latin forms such as *abstractus* ‘abstract’ and *normalis* ‘normal’ ended in *-us* and *-alis*, the endings had been unified in Lithuanian.

TABLE 8. Lithuanian Adjectives Ending in *-us* and their English Counterparts

<i>abstraktus</i> abstract	<i>adekvatus</i> adequate	<i>aktyvus</i> active	<i>alternatyvus</i> alternative
<i>konkretus</i> concrete	<i>konservatyvus</i> conservative	<i>modernus</i> modern	<i>normalus</i> normal
<i>objektyvus</i> objective	<i>oficialus</i> official	<i>originalus</i> original	<i>pasyvus</i> passive
<i>privatus</i> private	<i>profesionalus</i> professional	<i>subjektyvus</i> subjective	<i>universalus</i> universal

4.8. Lithuanian nouns ending in *-a* and their English equivalents

4.8.1. Table 9 exemplifies Lithuanian nouns ending in *-a* and their corresponding words in English. An orthographical change occurred between the Latin *collega* ‘colleague’ and its Lithuanian descendant *kolega* with the same meaning. The Lithuanian *lyga* ‘league’, which was borrowed through French, and its English counterpart derive from the Latin verb *ligare* ‘bind, fasten, attach, tie up’.

4.8.2. In addition, Lithuanian and Italian share identical spellings of the following nouns *atmosfera*, *dieta*, *disciplina*, *forma*, *norma*, *nota*, *scena* and *zona*. This fact may significantly encourage Italian speakers learning Lithuanian. Moreover, their Spanish counterparts have similar forms although *escena* ‘scene’, *leyenda* ‘legend’ and *máquina* ‘machine’ share fewer morphological similarities. Therefore, speakers of English, Italian, Spanish and other relative languages can recognise such Lithuanian vocabulary items without much effort.

TABLE 9. Lithuanian Words with *-a* and their English Equivalents

<i>atmosfera</i> atmosphere	<i>dieta</i> diet	<i>disciplina</i> discipline	<i>figūra</i> figure
<i>forma</i> form	<i>gītara</i> guitar	<i>kolega</i> colleague	<i>legenda</i> legend
<i>lyga</i> league	<i>mašina</i> machine	<i>norma</i> norm	<i>nota</i> note
<i>planeta</i> planet	<i>scena</i> scene	<i>uniforma</i> uniform	<i>zona</i> zone, area

4.9. Lithuanian nouns ending in *-ma* and their English equivalents

Table 10 demonstrates Lithuanian nouns ending in *-ma* and their English forms, which mostly end in an *m*. The Ancient Greek suffix *-ma* is conserved in Lithuanian although the Greek *y* had been borrowed as *i*. Another example in this lexical category is *diagrama* ‘diagram’.

TABLE 10. Lithuanian Nouns Ending in *-ma* and their English Forms

<i>drama</i> drama	<i>emblema</i> emblem	<i>poema</i> poem	<i>problema</i> problem
<i>programa</i> program	<i>schema</i> scheme, schema	<i>sistema</i> system	<i>tema</i> theme

4.10. Lithuanian nouns ending in *-ė* (long [e])

Table 11 presents Lithuanian nouns ending in *-ė* (long [e]) and corresponding words in English. The Lithuanian lexes end in *-ė*. English speakers would be able to learn these Lithuanian words with ease. Their French equivalents are *analyse*, *base*, *phase*, *phrase*, *classe*, *crise*, *minute* and *pause*, respectively. For this reason, most French speakers could identify the meaning of the listed Lithuanian words.

TABLE 11. Lithuanian Nouns Ending in *-ė* and Corresponding Words in English

<i>analizė</i> analysis	<i>bazė</i> base, basis	<i>fazė</i> phase	<i>frazė</i> phrase
<i>klasė</i> class	<i>krizė</i> crisis	<i>minutė</i> minute	<i>pauzė</i> pause

4.11. Lithuanian endings *-tūra* (English *-ture*), *-ika* (English *-ic*, *-ics*) and *-tetas* (English *-ty*)

4.11.1. The lexical component *-tūra* is included in numerous Lithuanian nouns of Latin origin such as *agrikultūra* ‘agriculture’, *architektūra* ‘architecture’, *kultūra* ‘culture’, *literatūra* ‘literature’, *struktūra* ‘structure’ and *temperatūra*

‘temperature’. Therefore, English-speaking learners of Lithuanian may identify such Lithuanian vocabulary items.

4.11.2. Another productive ending is *-ika*, which mostly corresponds to *-ic* and *-ics* in English (see Table 12).

TABLE 12. Lithuanian Nouns Ending in *-ika* and Corresponding Words in English

<i>charakteristika</i> characteristic	<i>ekonomika</i> economics	<i>fizika</i> physics	<i>klinika</i> clinic
<i>logika</i> logic	<i>matematika</i> mathematics	<i>muzika</i> music	<i>politika</i> politics

4.11.3. The Lithuanian element *-tetas* is observed in *autoritetas* ‘authority’, *fakultetas* ‘faculty’, *komitetas* ‘committee’, *prioritetas* ‘priority’ and *universitetas* ‘university’. The English *committee* ends in *-tee* due to influence of the form of the French *comité* with the same meaning.

4.11.4. Despite minor irregularities between Lithuanian and English, the Lithuanian suffix *-inis* is also relatively productive: *akademinis* ‘academic’, *finansinis* ‘financial’, *nacionalinis* ‘national’, *loginis* ‘logical’, *politinis* ‘political’, *socialinis* ‘social’, *techninis* ‘technical’ and *tropinis* ‘tropical’.

4.12. The above semantic and phonetic associations may foster lexical recognition of those words by the speakers of English and several other European languages.

5. CONCLUSION

The study examined frequently used vocabulary of Latin or Greek origin in the Lithuanian language that would benefit learning Lithuanian as a foreign language. A total of 511 vocabulary items (approximately 17.0%) of that category, which share semantic similarities with their English cognates, were observed in the group of approximately 3,000 basic Lithuanian words. Based on those results, it is concluded that emphasising the shared vocabulary items could accelerate learning basic Lithuanian vocabulary by English speakers.

REFERENCES

Braun Peter 1989: Internationalisms: identical vocabularies in European languages. – *Language Adaptation*, ed. F. Coulmas, Cambridge: Cambridge University Press, 158–167.

Butterwick Richard 2021: *The Polish–Lithuanian Commonwealth, 1733–1795: Light and Flame*, New Haven: Yale University Press.

Chwalba Andrzej, Zamorski Krzysztof 2020: *The Polish–Lithuanian Commonwealth: History, Memory, Legacy*, Abingdon: Routledge.

Frost Robert 2019: *The Oxford History of Poland–Lithuania*. Volume I: The making of the Polish–Lithuanian Union, 1385–1569, Oxford: Oxford University Press.

Grumadienė Laima 2002: Dabartinės rašomosios lietuvių kalbos dažninis žodynas ir jo bazė / The frequency dictionary of contemporary written Lithuanian and its data base. – *Acta Linguistica Lithuanica* 46, 19–37. Available at: <http://journals.lki.lt/actalinguisticalithuanica/article/view/1197/1277>.

Grumadienė Laima, Žilinskienė Vida 1998: *Dažninis dabartinės rašomosios lietuvių kalbos žodynas: Abėcėlės tvarka / Frequency Dictionary of Modern Written Lithuanian: Alphabetical Order*, Vilnius: Lietuvių kalbos institutas ir Informatikos institutas.

Haspelmath Martin, Tadmor Uri, Eds., 2009: *Loanwords in the World's Languages: A Comparative Handbook*, Berlin: De Gruyter Mouton.

Hu Marcella, Nation I. S. Paul 2000: Unknown vocabulary density and reading comprehension. – *Reading in a Foreign Language* 13(1), 403–430.

Laufer Betia 1989: What percentage of text–lexis is essential for comprehension? – *Special Language: From Humans to Thinking Machines*, eds. C. Lauren, M. Nordman, Clevedon: Multilingual Matters, 316–323.

Lemhöfer Kristin, Dijkstra Ton, Schriefers Herbert, Baayen R. Harald, Grainger Jonathan, Zwitserlood Pienie 2008: Native language influences on word recognition in a second language: A megastudy. – *Journal of Experimental Psychology: Learning, Memory, and Cognition* 34(1), 12–31. Available at: <https://doi.org/10.1037/0278-7393.34.1.12>.

Makauskas Bronius, Černius Vytautas 2018: *History of Lithuania: From Medieval Kingdom to Modern Democracy*, Kaunas: Šviesa.

Morwood, James 2005: *Pocket Oxford Latin Dictionary*, revised edition, Oxford: Oxford University Press.

Otwinowska Agnieszka, Szewczyk Jakub M. 2019: The more similar the better? Factors in learning cognates, false cognates and non-cognate words. – *International Journal of Bilingual Education and Bilingualism* 22(8), 974–991. Available at: <https://doi.org/10.1080/13670050.2017.1325834>.

- Picoche Jacqueline 2015: *Dictionnaire d'étymologie du français / Etymological Dictionary of the French Language*, Paris: Le Robert.
- Piesarskas Bronius, Svecevičius Bronius 2013: *Lithuanian Dictionary: Lithuanian–English, English–Lithuanian*, Abingdon: Routledge.
- Ramonienė Meilutė, Pribušauskaitė Joana 2019: *Practical Grammar of Lithuanian*, Vilnius: Baltos lankos.
- Ramonienė Meilutė, Pribušauskaitė Joana, Ramonaitė Jogilė Teresa, Vilkienė Loreta 2019: *Lithuanian: A Comprehensive Grammar*, Abingdon: Routledge.
- Ringbom Håkan 2007: *Cross-linguistic Similarity in Foreign Language Learning*, Clevedon: Multilingual Matters.
- Stevenson Angus, Waite Maurice 2011: *Concise Oxford English Dictionary*, Oxford: Oxford University Press.
- Uni Kazuhito 2019: Advantages of loanwords of Latin origin for learning German and Dutch. – *Journal of Social Sciences Research* 5(3), 764–768. Available at: <https://doi.org/10.32861/jssr.53.764.768>.
- Uni Kazuhito 2019a: Benefits of vocabulary of Latin origin for the learners of Swedish and Danish. – *Journal of Social Sciences Research* 5(2), 431–435. Available at: <https://doi.org/10.32861/jssr.52.431.435>.
- Wexler Paul 2009: Towards a structural definition of ‘internationalisms’. – *Linguistics* 7(48), 77–92.
- Wheeler Marcus, Unbegaun Boris, Falla Paul, Thompson Della 2007: *Oxford Russian Dictionary*, 4th edition, Oxford: Oxford University Press.
- Zinkevičius Zigmąs 1996: *The History of the Lithuanian Language*, Vilnius: Science and Encyclopaedia Publishing Centre of Lithuania.

Tarptautinių skolinių nauda lietuvių kalbos besimokantiems anglakalbiams studentams

SANTRAUKA

Nors lietuvių kalba priklauso indoeuropiečių kalbų šeimai, lietuviškos kilmės žodžiai ženkliai skiriasi nuo anglų kalbos ir kitų Europos kalbų. Tyrime analizuojama tarptautinių skolinių lietuvių kalboje nauda jos žodyno besimokantiems anglakalbiams studentams.

Daugiausiai dėmesio skiriama iš lotynų ar graikų kalbų kilusiems tarptautiniams žodžiams, kurių didelė dalis buvo pasiskolinta per rusų, anglų ir prancūzų kalbas. Autorius ištyrė šios kategorijos leksemas Oksfordo anglų kalbos žodyno 3000 pagrindinių žodžių sąrašą ir suskaičiavo lietuviškus atitikmenis šioje kategorijoje. Maždaug 3000 pagrindinių lietuvių kalbos žodžių sąrašą buvo rasta 511 šios kategorijos žodžių. Siekiant nustatyti dėsningus skirtingų kalbų panašumus, tyrime surinktos lietuvių kalbos leksemos buvo sugrupuotos pagal priesagas. Dauguma dažnai vartojamų anglišku žodžių, kurie baigiasi *-tion* ir *-ion*, atitinka lietuvių kalbos žodžius, besibaigiančius *-cija* (pavyzdžiui, *administracija* ‘administration’) ir *-ija* (pavyzdžiui, *diskusija* ‘discussion’). Be to, anglų kalbos žodžiai su galūne *-y* atitiko lietuviškus žodžius su galūne *-ija* (pavyzdžiui, *filosofija* ‘philosophy’, *geografija* ‘geography’, *harmonija* ‘harmony’). Tokie lietuvių kalbos būdvardžiai kaip *abstraktus* ‘abstract’, *aktyvus* ‘active’, *konkretus* ‘concrete’ ir *objektyvus* ‘objective’ išlaiko savo semantinę panašumą su angliškais atitikmenimis. Panašiai ir lietuvių kalbos žodžiai *agrikultūra* ‘agriculture’, *architektūra* ‘architecture’, *kultūra* ‘culture’, *literatūra* ‘literature’, *struktūra* ‘structure’ ir *temperatūra* ‘temperature’ turi dėsningus atitikmenis anglų kalboje. Taigi galima teigti, kad priesagos yra pagrindiniai žodyno mokymosi elementai. Tyrimas nustatė, kad tarptautiniai skoliniai lietuvių kalboje gali padėti lietuvių kalbos besimokantiems anglakalbiams studentams greičiau išmokti dažniausiai vartojamus lietuvių kalbos žodžius.

Įteikta 2021 spalio 30 d.

KAZUHITO UNI
University of Kuala Lumpur
 1016, Jalan Sultan Ismail,
 50250 Kuala Lumpur, Malaysia
 kazuhito.uni@gmail.com