SOME DESIDERATA IN TEACHING SCIENTIFIC AND LEGAL LSP IN MODERN GREEK: THE CASE OF LOANWORDS
ДЕЯКІ ПОБАЖАННЯ ЩОДО ВИКЛАДАННЯ НАУКОВОЇ ТА ЮРИДИЧНОЇ МОВ У СУЧАСНІЙ ГРЕЦЬКІЙ МОВІ: ДОСЛІДЖЕННЯ ЗАПОЗИЧЕНЬ

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Abstract. Classical Greek has traditionally been a language used as a source of LSP for other European languages in various thematic areas. Standard Modern Greek, however, borrows rather than lends LSP, which mostly involves re-borrowing of terminology coined on the basis of (originally) Greek roots, stems, affixes and combining forms. This poses the problem of adaptation to the phonological (especially phonotactic) and morphological system of Standard Modern Greek. A closer study of selected cases shows that the ISO term formation principles of linguistic correctness and consistency are not always observed. Occasionally, terminological choice is possible, with one form that observes the above-mentioned principles and another that does not observe them being available. Therefore, with this empirical research the methodology rests on Google Search method for identifying so called terminological doublets, in the end focusing on the case study and description of the four Greek terms – ψυχεδέλεια 'psychedelia', κοσμετολογία 'cosmetology', πλαγκτόν 'plankton', and ιονισμός 'ionisation'; the terms have undergone the terminological 'check-up' as to alignment with the set requirements against the term formation principles, and bring into focus the didactic facet of teaching LSP in general. Next, striving for adoption of the unified approach in teaching special terminologies may be considered leading under the discussed framework. Given that both multi-cultural and poly-cultural communicative settings such as language teaching and/or translation require an awareness about linguistic perceptions of the 'Other' in order to have mutually beneficial results, the recommended terminological choices of the language teacher and/or the translator are discussed, starting from examples of problematic borrowed terms currently used in scientific and legal contexts. The conclusion is that, although descriptive approaches are mainstream in linguistics, in the case of terminology borrowing into once influential languages that claim an uninterrupted history such as Greek a prescriptive approach is sometimes preferable.
Keywords: language contact, legal terminology, linguistic correctness, LSP teaching, LSP translation, scientific terminology, poly- and multicultural settings.

Introduction. The modern world sees the global society as a constantly evolving organism, in which each element is beneficial and necessary to perform its specific function. Language and culture appear ambassadors of global changes and powerful drivers for growing quality and efficiency in cross-border and in-country communication, notably focusing on language and culture tolerance, empathy, non-discrimination, respect of one and the others, etc. (Shynkaruk et al., 2018; Chaika, Sharmanova & Savytska, 2021). To

this part, there are elements that can be shared through the prism of values and social behaviors in more than two or three countries / territories, and at the same time, there are many other things such as linguistic and cultural phenomena, behavioral patterns, specifics of the peoples and their norms, which cannot be accepted by the others and given the principles of tolerance and respect, however, they also have a right to exist and manifest in their specific ways (Shynkaruk & Shynkaruk, 2019).

Technical language is not an exception. Moreover, borrowings, re-borrowings, or loanwords are natural in the professional domains of knowledge, via historic and linguistic developments, and influence of other factors – migration, economic impact, legislative frames, technology growth and dynamics in generations' mindsets, in particular. With that in mind, it is relevant to follow that these changes in global behaviors need to be differentiated, the relevance of appropriate term coinage and application will only be growing from day to day, and the shift from descriptive to prescriptive processes would contribute to the deeper understanding of why some terms can or cannot be used in their two forms in the professional communication under the poly- and multicultural settings. Thus, Risner and Spaine-Long (2020) underline that bilingualism and multilingualism enhance employability, and citing Doyle (2013) LSP has become a "mainstay" in the curriculum. The authors solidly discuss that volumes of LSP journals are "evidence of clear directions in the language learning community as scholars reconceptualize language learning" (Risner & Spaine-Long, 2020, p. x). Mainly, the LSP papers represent a broad range of languages including English as a lingua franca and German, i.e., representatives of the Germanic family; French, Portuguese and Spanish as those of the Romance language family; Chinese as a challenging language in contrast to the European groups of languages; and Russian as that of the Slavonic language family. It is hardly ever presented what trends and changes occur or become mainstream in the Ukrainian and Belorussian languages in the research data, or specific focus is laid on re-borrowed loanwords in the classical languages, including Greek. It is often that the works

highlight specifics of the terminology for business, law, and nanotechnology industries connecting real-life and business environments with the classroom, however, are silent as to the use of certain terms in their two or more forms (i) to denote the same concept, (ii) to change the signified, etc., given the poly- and multicultural eye on the discussed.

Therefore, the present paper aims to consider the linguistic and cultural phenomena of some loanwords in Modern Greek as the case study and challenges applicability of the appropriate methodology in teaching scientific and legal LSP in poly- and multicultural settings. The hypothesis of the paper is whether in teaching such LSPs and introducing as a representative of a class the Greek term with two current forms in use, it is required to employ the Greek term coined in line with the standards or a widely-spread term convenient to the public, i.e., professionals and lay-people, or both.

Methods. This study is empirical research based on the research methods of synthesis and analysis as to the processing of the obtained data. At large, the methodology included the four main stages that enabled preparation, collection, analysis and processing of the data results, and finalization of the findings, that altogether suggest considering these findings for the areas of translation, education, and didactics in teaching LSP in high schools and universities. The four stages relate to:

(i) The Google search method, in order to identify and trace availability and/or visibility of the Greek terms referred to as term doublets; under the term doublets, it is understood the terms that can be used synchronously in teaching LSPs, where both the correct term, i.e., the term coined according to set requirements of term formation principles, and the term which is widely spread in communication, however, it fails to meet the set requirements under the term formation principles, are found existing and functioning in a technical language, and promoted for usage in teaching methodologies. It is relevant to note that the term doublets should not be confused with terminological twins, so called linguistic Siamese twins, or binomials as opposed to monomials (Chaika & Zakatei, 2019; Chaika, Sharmanova & Savytska, 2021);

(ii) Term mining using the Google search engine for keywords and surfing through the technical texts in order to identify and select the Greek terms which have the two forms in active use – one that meets the requirements set to term formation and another that is widely spread and used; each term in its doublet presence has undergone the terminological check-up whether they meet the criteria for the term in correspondence with the ISO on term formation principles;

(iii) At Stage 3, it was decided to focus on the four Greek terms as representatives of the class to address the issue types which arise in teaching LSPs in poly- and multicultural settings, instead of keeping to the quantitative and qualitative methods of counting the search results for the terminological corpus of the Greek language and presenting them in the research findings; and

(iv) Stage 4 was about the conclusion as to didactics, namely, which teaching strategy should apply for LSPs, especially under a poly- and/or multicultural educational settings and with view to the linguistic and cultural vision, where the main role of terminology application would assign to integration or disintegration of specific terms, or that said, where the same term may be used in professional communication to refer to different concepts (which can be misleading and cause confusion in the professional domain of knowledge), or on the contrary, the use of the term in its different forms may evidence reasonability and necessity to apply these forms in order to differentiate the concepts behind.

Literature review. It is well-known that, along with Latin, Ancient Greek (namely Classical Attic Greek) provides the source of and/or the basis for numerous scientific and humanities terms and appellations, especially in medicine, biology, chemistry, astronomy, architecture, music, linguistics, philology, archaeology, philosophy and other fields. Those elements belong to what has been called the 'scientific register' (Taavitsainen, 2001) of a language. Such terms are either of entirely Greek origin, or of partially Greek origin (hybrid terms/hybrid appellations). In particular, they are called neo-classical internationalisms or Europeanisms (Kirkness, 1984), and they are not just terms and appellations, but also sublexical elements known as 'combining forms' (Amiot & Dal, 2007, p. 334; Pulcini & Milani, 2017, p. 177–179). This kind of borrowing has been thoroughly studied in the international literature, see e.g. (Nybakken, 1959; Ayers, 1986; Kanarakis, ed., 2017) and has produced some kind of parallel vocabulary that serves to coin scientific and technical terms (Coates, 1999) in the framework of LSP registers (special languages).

This Ancient Greek-based vocabulary has its origins in the Roman conquest of Europe, given that Latin, the language of the Romans, was full of Greek lexical and morphological elements, which were later transmitted to other languages of Europe. This trend culminated during the Renaissance – a period well known for its passion for Ancient Greek culture. This is why Classical Greek has served as a 'cultural language' in Europe for many centuries (Krimpas, 2016). Modern Greek has also borrowed such Greek-based internationalisms from other languages; the first such language was Italian, which was dominant in what is now Greece during the centuries-long Venetian administration of vast Greek-speaking areas (the Ionian Islands, Peloponnese, the Aegean Islands, Crete etc.); later on, during the so-called 'Neo-Hellenic Enlightenment' period (early 18th c. AD to early 19th c. AD), French became the main source of such Greek-based terms; more recently, English has also lent Modern Greek some Greek-based terms. This fact makes particularly easy to teach, e.g., English, French, German or Russian scientific and technical terminology to Modern Greek speakers, although false friends do exist that perplex the teaching process.

Numerous Greeks think that all those terms are genuine Greek words, which the other Europeans 'took' (not to say 'stole') from 'us' because 'they had not native words to denote the respective concepts.' Such terms are normally called *αντιδάνεια* [a(n)di'ðania]) 're-borrowings, back loanwords' in Modern Greek etymological dictionaries. However, they are just ordinary borrowings like any other borrowing, with the main difference lying in the fact that, being of ultimate Greek origin, such items are easily adaptable to the Modern Greek semantic, morphological and phonological system. The

only truly Greek terms borrowed into other languages are some philosophical, artistic, archaeological and (Hippocratic) medical terms, e.g., *philosophy, theater, encephalus* etc., while the majority of Greek-based terms are recent coinages that are merely constructed with Greek roots, stems and affixes.

Glottochronology reveals the borrowed character of such Greek-based terms, since they are not documented in Modern Greek until a very recent period (roughly from the 19th c. AD on). Phonology normally does not reveal the borrowed character of such Greek-based terms, since the only information it offers is that they are learned rather than inherited words; this becames obvious from various consonant clusters that are not expected in inherited Modern Greek words, e.g. [kt], [pt], [nθ], [nθr], [mpt], [kst] etc. Vowels are always adapted to the Modern Greek phonological system and their phonetic value is virtually the same as in Italian or Spanish [a e i o u]. For example, the Greek-based French word *photographie* [fotogRa'fi], based on Ancient Greek *φῶς* [phôs] 'light' and *γράφω* [gráphɔ:] 'to write, record,' has been borrowed into Modern Greek as *φωτογραφία* [fotoɣra'fia]. However, the *ē* sound of Ancient Greek is normally written as *H* or *η* in Modern Greek and is pronounced not as [ε:] but as [i] (the so-called Modern Greek *iotacism* phaenomenon). This is why the French Greek-based word *cinématographe* [sinemato'gRaf] 'movies' has been borrowed into Modern Greek as *κινηματογράφος* [cinimato'ɣrafos].

Discussion and Case Study. This part of the paper principally focuses on two main blocks. Block 1 regards the concepts of scientific terminology in Greek and Modern Greek, and Block 2 puts forward a well-known question under a different icing, "to borrow or not to borrow" when it comes to legal LSP in Modern Greek and teaching legal LSP in poly- and multicultural settings.

How Greek does 'feel' Modern Greek scientific terminology?

Despite the above-mentioned phonological and morphological predictability, there are some maverick cases, not sufficiently studied in the relevant literature, which betray that Modern Greek speakers failed to recognise (wholly or partially) the Greek etymology of some borrowed internationalisms. This fact by itself proves that such terms should not be treated as reborrowings, but rather as true borrowings. Four examples of such maverick terms are: *ψυχεδέλεια* [psiçe'ðelia] 'psychedelia', *κοσμετολογία* [kozmetolo'ɟia] 'cosmetology', *πλαγκτόν* [plaŋk'ton] 'plankton' and *ιονισμός* [ioni'zmos] 'ionisation'.

The artistic term *ψυχεδέλεια* was borrowed from English *psychedelia*, a back-formation from the adj. *psychedelic*, which was coined by means of the Ancient Greek words *ψυχή* [psykhὲ:] 'soul' + *δῆλος* [dɛ̂:los] 'obvious, clear' plus the Latin suffix *-ia*, itself from the Ancient Greek suffix *-ία* [-ía] that forms abstract nouns. The *-e-* of *-delia* renders Ancient Greek *-η-* (the letter *ēta)*, which was pronounced as /ε:/ in Classical Greek but as [i] in Modern Greek, cf. English *hemisphere* = Modern Greek *ημισφαίριο* [imi'sferio], English *semasiology* = Modern Greek *σημασιολογία* [simasiolo'ɟia] etc. This means that the expected vowel in Modern Greek would have been [i] rather than [e]. Moreover, in both Greek and English the expected linking vowel of the two items would normally be an *-o-* rather than an *-e-*, cf. *κοσμ-ο-γονία* [kosmoɣo'nia] 'cosm-o-gony', *γυναικο-λογία* [ɟinekolo'ɟia] 'gynaec-o-logy' etc., which suggests that the Greek-based neologism was morphologically incorrect already in the donor language (English). Let alone that the *-ia* suffix renders Greek *-ία*, which is normally stressed on the [i] in Greek, cf. English *catatonia* = Modern Greek *κατατονία* [katato'nia], English *euphoria* = Modern Greek *ευφορία* [efo'ria] etc. If Modern Greek speakers who transferred the term from English into Modern Greek were aware of the exact Greek origin of the term, they should have rendered it as **ψυχοδηλία* [psixoði'lia] (cf. the alternative, morphologically correct form *psychodelia* in English).

A similar case is *κοσμετολογία* 'cosmetology,' borrowed from Fr. *cosmétologie*, a derivative of the adjective *cosmétique*, which was borrowed from Ancient Greek *κοσμητικός* [kosmε:tikòs] 'apt to tide-up; decorative' + *-logie*, a suffix coming from Ancient Greek *-λογία* [-logía] (< -*λόγος* [-lógos] 'who collects knowledge on sthg; -logist' + Latin *-ia* < Ancient Greek *-ία* [-ía]). The Ancient Greek stem *κοσμητ-* [kozmit-] was not recognised, which is why for at least

two decades the term *κοσμετολογία* (with an -*e*-) [kozmetolo'ʝia] was current, despite being morphologically and semantically flawed. Nowdays the term has been corrected into *κοσμητολογία* [kozmitolo'ʝia] in official settings, although the misformed term (with the -*e*-) can still be found online.

An interesting case is the biological term *πλαγκτόν* [plaŋ'kton], originally coined in German during the 19th c. AD, to be later borrowed by the rest of European languages, including Modern Greek. Etymologically it is a verbal adjective of the AG. verb *πλάζομαι* [plád̤ᶻomai] 'to wander,' a derivative of the stem *πλαγγ-* [plaŋg-] > *πλαγκ-* [plaŋk-] + adjectival suffix -*τος* [-tos] '(here:) -ing', hence *plankton* means '(the) wandering (one)' cf. the well-known Homeric verse *ὃς μάλα πολλὰ πλάγχθη* [hòs mála pol:à pláŋkʰtʰɛ:] 'who wandered a lot' in the preamble of Odyssey. Most Modern Greek speakers use it as an indeclinable neuter noun (e.g., genitive singular *του πλαγκτόν* [tu plaŋk'ton] instead of *του πλαγκτού* [tu plaŋk'tu]), because Modern Greek has normally dropped the Ancient Greek final -*ν* [-n] in the nominal declension. The fact that the term is a loanword is betrayed by the retention of this final [-n], which cannot be 'felt' as Greek by Modern Greek speakers, who perceive it as a French foreignism [Krimpas & Karadimou 2018: 24–25; cf. Emiliani 1991] such as *τιρμπουσόν* [tirbu'son] 'corkscrew'*, μαρόν* [ma'ron] 'cooked chestnut with sugar,' *σομόν* [so'mon] 'saumon colour' (respectively from Fr. *tirebouchon, marron, saumon*). However, there is a tendency towards correct (i.e., declinable) usage, at least in high register texts.

Another noticeable case is the chemistry term *ιονισμός* [ioni'zmos] 'ionisation', an internationalism based on the Ancient Greek present participle *ἰόν* [ión] (Standard Modern Greek [i'on]) (neuter) '(the) going (one); (the) walking (one)', whose full stem is *ἰόντ-* [iónt-] (Standard Modern Greek *ιόντ-* [i'o(n)d-]); the final [t] is normally dropped in Greek, which is why the nominative has the form *ἰόν* since it has zero ending. With the exception of some special categories, the rule is that the full stem is normally used in compounding. This means that the correct form is *ιοντισμός* [io(n)di'zmos], even though this form is far less used than the English and/or French-influenced *ιονισμός*.

Normally, Greek-based internationalisms count among the lexical elements that show an orthographic and semantic similarity recognisable by a good number of users (Holmes & Ramos, 1993, p. 88–89). However, as explained above, the obvious Greek origin of some of them -which may be incorrectly formed already in the donor language- is not readily recognisable by Modern Greek speakers, mostly due to differences between Ancient and Modern Greek phonology and morphology. This state of affairs presents the translator and the LSP teacher with the dilemma of whether to be over-descriptive and use/teach the wrong but most frequent (or only available) term or use/teach the correct form according to the ISO principle of 'linguistic correctness' (ISO 1087:2019; Holmes & Ramos, 1993, p. 158–159, 179). In such cases, if the phonologically and/or morphologically incorrect term is the only one in use, the teacher or the translator has no choice, unless he/she decides to use a note to propose the correct term for future use; after all, at least the translator must not be an invisible mediator under the command of his/her client, but an active agent in any communication setting (Venuti, 1995), hence also a real co-developer of language as any other user. This also means that, if there is a choice, the linguistically correct form must be chosen, even if it is less current. In teaching English, French or other LSP to Modern Greek speakers, the teacher must be aware of the fact that Modern Greek is a special case as far as neo-classical terminology is concerned; this is why a correct Greek-based term must be always preferred in order to be properly accommodated in the semantic and etymological word families of Modern Greek, thus enhancing effective and unambiguous LSP communication. After all, in poly-lingual and poly-cultural contexts like translation and foreign language teaching, it is important being aware of the cultural and perceptive peculiarities of both language communities, in order to offer optimal services (cf. Chaika & Krimpas, 2022, p. 83-84; Chaika, 2022).

Legal LSP: To borrow or not to borrow?

In contrast to Modern Greek scientific terminology, which is abounds with borrowed, neo-classical terminology, Modern Greek legal terminology shows virtually no neo-

classical influence. This is no surprise, given that legal concepts are usually culture-bound, i.e., they are closely connected with one or more particular legal systems (Prieto Ramos, 2021, p. 175 - 176), and hence they do not lend themselves to internationalisms. Legal terminology can have other peculiarities as well, depending on the language and/or the legal system in question. Modern Greek legal terminology is peculiar *inter alia* for its 'aversion' to loanwords as well as for having been heavily influenced by a learned, (pseudo-)purist variety of Greek called *καθαρεύουσα* [kaθa'revusa] 'the purist (variety)', which used to be the official written language in Greece for many decades (Mattila, 2006, p. 60–64; Galdia, 2021, p. 44). This variety is full of French calques and semantic loans (Contossopoulos, 1978). Law is constantly developing, and native terms to denote new concepts are not always available or easy to coin. Moreover, legal language often incorporates terminology of non-legal fields. Such fields often contain borrowed terms, as is the case with financial terminology, which shows an enormous influence of English.

Standard Modern Greek is based on both inherited and learned elements, and this double origin is visible in vocabulary, phonotaxy, morphology and syntax. Borrowed elements occur in both varieties, but in the learned variety borrowing takes place mostly in the form of calques. In Standard Modern Greek the main sources of non-learned borrowing are Latin, Italian, Venetian, Genoese, Aromanian, Old Slavic, Albanian, and Turkish, while the main sources of learned borrowing are Latin, Italian, French, Spanish, German, and English. As examples of learned elements in Standard Modern Greek can be mentioned: difficult-to-pronounce consonant clusters such as [sθ], [fθ], [xθ], [sx], [mpt], [nst]; genitive singular endings *-os* in originally class III nouns of any gender and *-eōs* in originally class III feminine nouns; and genitive direct objects. Some examples are, respectively: *(να) υπερασπισθεί* [na iperaspi'sθi] '(that) he/she defends'; *της ενστάσεως* [tis en'staseos] 'of the objection'; and *αιτείται ασύλου* [e'tite a'silu] 'applies for asylum' etc. Lots of learned forms, especially in vocabulary, cannot normally be replaced by non-learned forms, since various forms of *καθαρεύουσα* had

been being cultivated for centuries, while the inherited Modern Greek language, i.e., the real language of the people and the natural descendant of Ancient Greek (via Hellenistc Koine), was -and to a certain extent still is (cf. Krimpas, 2019) – held in contempt. The above-mentioned learned features do not exist in the inherited Modern Greek, which prefers, respectively, the clusters [st], [ft], [xt], [sk], [ft], [st]; the zero or *-ou* ending in originally class III masculine and neuter nouns and the genitive singular ending *-s* in all feminine nouns (including the originally class III ones); and the accusative direct object with any verb. In spontaneous Modern Greek speech, the above examples would be, respectively as follows: *(να) υπερασπιστεί* [na iperaspi'sti]; *της ενστάσεως* [tis 'enstasis] 'of the objection'; and *αιτείται άσυλο* [e'tite 'asilo] or *ζητεί άσυλο* [zi'ti 'asilo] 'applies for asylum'. Of course, in both sets of examples the vocabulary itself is anyway of learned origin, as is the case with almost the entire legal terminology and phraseology.

Greek law is of the continental type, which is why its main sources of borrowing (calque and semantic borrowing) are French and German. However, there is also a huge number of diachronic loanwords and loan structures, which hardly ever are 'felt' as borrowed by average native speakers, who, under the influence of the Greek education system and the Mass Media, tend to think that what sounds more archaic is 'better' Greek! (Mackridge, 1990, p. 50). As early as the 19th century, when the Greek state was founded following the Greek Revolution, many Italian, Venetian, and Turkish legal, administrative and military terms were replaced by Greek-based neologisms or by revived *-or* just orthographically revived (Mackridge, 1990, p. 49; Krimpas, 2019, p. 65] – Ancient Greek words or derivatives thereof; e.g. *μινίστρος* [mi'nistros] 'a minister' < Venetian/Italian *ministro* was replaced by *υπουργός* [ipur'ɣos] < Ancient Greek *ὑπουργός* [hypo:rgòs] 'an assistant; helper'; *στάτο* ['stato] 'a state' < Italian *stato* and *dovleti* [ðo'vleti] 'id.' < Turkish *devlet* were replaced by *κράτος* ['kratos] < Ancient Greek [krátos] 'power; strength'; *dekreto* [ðe'kreto] 'a decree' < Italian *decreto* was replaced by *diátagma* [ði'ataɣma/ð'ɟataɣma] < Ancient Greek [diátagma] 'an order'; *ambasadóros/imbasadóros*

[a(m)basa'ðoros/i(m)basa'ðoros] 'ambassador; messenger; errand boy' < Venetian *ambassadòr/imbassadòr* was replaced by *présvys* ['prezvis] < Ancient Greek [prézbys] 'an elderly person; a lord; a messenger'.

However, Greek legal texts often include English foreignisms (terms and abbreviations) coming from other fields, such as finance, banking, shipping, medicine, informatics etc. Some examples, which are usually not even transcribed into the Greek alphabet, are *swap, bailout, CIF* (an abbreviation for cost ~ insurance ~ freight), *lockdown, ISDN* (an abbreviation for *Integrated Services Digital Network*) etc., despite possible Modern Greek renderings (cf. Krimpas, 2017).

Of course, the criterion for a term to be acceptable should not be its domestic or foreign origin, but its adaptability to the phonetic and phonotactic system of the receptor language (here: Modern Greek). This being the case, the numerous calques and semantic loans in Modern Greek legal language are absolutely acceptable, and the same is true of the numerous Italian, Venetian and other direct borrowings, despite the fact that socio-political reasons have led to their replacement with native or native-looking terms. However, in the case of indeclinable and not-easy-to-pronounce English (and sometimes also French) borrowings, acceptability should not be unconditioned, given that such foreignisms may lead (and, to some extent, have already led) to what I call the 'adverse language change' (Krimpas, 2017, p. 399, 411 and 2019, p. 76, 84).

In legal Modern Greek one can find virtually any type of borrowing: foreignisms such as *ντάμπινγκ* ['damping/'da(m)biŋg] < English *dumping*, which is indeclinable in Modern Greek (and assigned the neuter gender), while in show-off communicative settings the foreign plural (*ντάμπινγκς* ['dampiŋs/'da(m)biŋgs] < English *dumpings*) may also be imitated; direct borrowing such as *σπίτι* ['spiti] 'house; home' < Latin *hospitium* 'hospitality; inn; guest-room; friendship'; calques such as *ψιλή κυριότητα* [psi'li ciri'otita] < French *nue-propriété* 'bare ownership'; lexical borrowings such as the above-mentioned *σπίτι* 'house; home'; semantic loans such as *agōgî* [aɣo'ɟi] < Latin *actiō* 'action, lawsuit'; morphological

borrowing such as *νομικάριος* [nomi'karios] < *νομική* [nomi'ci] 'law school; law science' + Latin *-ārius* 'law student; law graduate'; syntactic borrowing such as *ο εναγόμενος είναι που ισχυρίστηκε ότι…* [o ena'ɣomenos 'ine pu isiç'ristike 'oti] < French *c'est le défendeur qui a prétendu que …* 'it's the defendant who has claimed that … (literally: 'the defendant is that claimed that…)'; diachronic borrowing such as *Ἄρειος Πάγος* ['arios 'paɣos] 'Supreme Court', literally 'Ares' Rock' (Ancient Greek *Ἄρειος Πάγος* [árejos págos]), after the name of a religiously important rock in Ancient Athens.

Legal translators often come across source terms that have no (universally accepted) equivalent in the target legal system or have multiple equivalents. In such a case, they have to coin or chose a target term by themselves, especially within multi-lingual legal communication settings (e.g., the EU, international treaties etc.). The methods available are neology (often in the form of calque, e.g., *Ευρωζώνη* [evro'zoni] < French/English *Eurozone*), semantic borrowing (tantamount to a donor-language induced intra-linguistic term transfer from another field, e.g., *όριο* ['orio] 'a boundary' > 'a limit'), calque (e.g. *αρχή της επικουρικότητας* [ar'çi tis epikuri'kotitas] < French *principe de subsidiarité*) and direct borrowing (often in the form of foreignism, e.g. *ντάμπινγκ* < English *dumping*) (Valeontīs & Krimpas, p. 225–227). It is worth noting that in calques, which are often binomial or polynomial (cf. Chaika & Zakatei, 2019; Chaika, Savytska, & Sharmanova), the term can be either left-headed (when the main noun is modified by a following genitive) or right-headed (when the main noun is modified by a preceding adjective, adverb or prepositional phrase).

Legal translators must be aware of the borrowing conventions current in the target language, as well as of the stances of target language speakers towards the various types of borrowing. In the case of Modern Greek, foreignism must be the ultimate refuge, and neology the first and foremost one. Although use of existing non-borrowed terms and Greek-based neology should be the first choices of those involved in lawmaking, legal translation, legal lexicography and/or legal journalism, a small number of loanwords cannot be avoided. In such instances,

adaptability to native phonology and morphology should be the main criterion for accepting a borrowed term or not. Law is a prescriptive field in itself, this is why legal terms produce law. This being the case, some prescriptive processes in legal concept naming could be welcome, despite the descriptive orientation of mainstream linguistics.

Conclusion. The above brief discussion suggests that term borrowing is not just a matter of historical linguistics and/or contact linguistics, but one that may affect complex linguistic processes such as LSP translation and LSP teaching. Moreover, given the inevitably prescriptive and symbolic character of scientific and legal terminology,

linguistic correctness of a term may be important, especially in languages like Greek, which 'boasts' for being one of the first and most notorious sources of scientific terminology worldwide. On the other hand, the rather 'phobic' behaviour of Modern Greek legal language towards lexical borrowing has, to some extent, kept it isolated from a wider European legal community, which shares a minimum of Latin and Romance-based legal internationalisms such as *decree, court, state, Constitution, defendant, appeal, action* etc. In any case, LSP translators and teachers should be aware of such peculiarities in order to optimise their output.

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Анотація. Класична грецька мова традиційно використовувалася як джерело для пояснення функціонування фахових мов, чи мов особливого призначення, у європейських мовах у різних тематичних сферах. Однак, стандартна новогрецька мова власне запозичує, а не слугує базою для запозичення європейським і іншим фаховим мовам, що здебільшого передбачає повторне запозичення термінології, створеної на основі (первісно) грецьких коренів, основ, афіксів і комбінованих форм. Це створює проблему адаптації до фонологічної (особливо фонотактичної) і морфологічної систем стандартної новогрецької мови. Уважніше вивчення окремих випадків показує, що на практиці не завжди відстежуємо дотримання принципів лінгвістичної правильності та узгодженості термінотворення за вимогами Міжнародної організації зі стандартизації. Іноді можливий термінологічний вибір, коли одна форма дотримується вищезазначених принципів, а інша – не дотримується їх. Зосереджуючись на прикладі та описі чотирьох грецьких термінів – ψυχεδέλεια «психоделія», κοσμετολογία «косметологія», πλαγκτόν «планктон» і ιονισμός «іонізація» з вибірки термінів, які пройшли термінологічну «перевірку» на відповідність встановленим вимогам щодо принципів термінотворення, робота акцентує увагу на дидактичній складовій викладання фахових мов у новогрецькій мові загалом. Метою та подальшими кроками дослідження є прагнення до прийняття єдиного підходу у викладанні спеціальної термінології, враховуючи мультикультурні

та полікультурні комунікативні умови, оскільки навчання мови та/або переклад вимагають усвідомлення мовного сприйняття «Іншого» для отримання взаємовигідних результатів. Викладачам фахових мов і перекладачам рекомендується зважати на термінологічний вибір відповідної форми термінів, починаючи з прикладів зазначених проблемних запозичень, які зараз використовуються в науковому та юридичному контекстах новогрецької мови. Висновок полягає в тому, що, хоча дескриптивні підходи є основними в лінгвістиці, у випадку запозичення термінології у межах колись впливових мов, які претендують на продовження безперервної історії, наприклад, як грецька, інколи краще використовувати прескриптивний підхід.

Ключові слова: мовний контакт, юридична термінологія, лінгвістична коректність, навчання фаховим мовам, переклад фахових мов, наукова термінологія, полі- та мультикультурне середовище.