The purpose and aim of the present study has been to examine the phonological behaviour of Hindi words borrowed into English, and suggest an explanation for such a behaviour. The scope of the study has been to analyze the segmental features to enable us to understand how Hindi words fall into the phonological patterning of English, i.e. to bring out the interference of English with Hindi. The features of the words are examined in the light of contrastive studies of English and Hindi. One purpose is to provide a more useful exercise in contrastive analysis. The present contrastive study aims at examining borrowing at the level of phonology. Borrowing is a part of language change and the process takes place in language contact situations. In such a contact situation lexical borrowing is more common. When speakers try to imitate a word from a foreign language, they try to accommodate it into the phonological and syntactic patterns of their own language.

In this chapter we talk about some general factors of language change like errors committed in language acquisition, influence of geography, climate, anatomical structure, fashions; and some specific factors that bring about change on the phonological level. These are assimilation, simplification, de-assimilation, dissimilation; and syntagmatic and
paradigmatic changes. A general reference has also been made to semantic changes since words gain new implications in the process of borrowing. Under semantic changes, we have examined the processes of generalization, specialization, transference, multiplication and degeneration. Since code-switching and code-mixing are synonymous with the process of borrowing, a brief mention of these would not be out of place. The process of borrowing gives rise to various types such as loanwords, loanshifts, loantranslation, and loan-blends. These are briefly explained in this chapter. Here we also attempt to examine the different extrinsic (invasion, trade, tourism, and bilingualism) and intrinsic (need-filling motive, prestige-motive, indolence and fashion, picturesqueness and colour and self-consciousness) causes of borrowing. Various functions (communication of new concepts, nativizing function, solidarity, prestige and euphemism) and uses (substitution, integration, combination and abbreviation) have also been discussed in this chapter.

In the SECOND CHAPTER we present a theoretical framework. This framework makes a brief survey of the various approaches to phonology like the Phonemic Theory or Bloomfieldian Approach; Prosodic Analysis or Firth’s Metrical Approach; Distinctive Feature Analysis or Prague School Approach, and
the Generative Approach. Although the present study is not pinned down to any particular approach it has drawn valuable insights from each. This chapter also defines the terms loanwords and nativization in the light of Hindi words borrowed into English and explains in some detail degrees of nativization.

The THIRD CHAPTER focuses attention on the emergence of the East India Company and the language contact situation in India. The British who were posted in India and who worked for the company borrowed words from Indian languages. The present chapter explains the evolution of change of these Indian words borrowed into English. The loanwords belong to situationally-conditioned registers. Therefore, for the purpose of convenience and understanding we have offered a classification of loanwords along different axes viz., alphabetical, periodwise, thematic and phonological. A comparative inventory of English and Hindi sounds is provided because we believe it gives us an idea about various difficulties faced by English speakers of Hindi.

The FOURTH CHAPTER offers an extensive and intensive analysis of a few Hindi words borrowed into English. The chapter also offers comprehensive and systematic catalogue of the various processes viz, substitution, addition, deletion and rearrangement. This tabulation provides an overview of the
phonological changes which Hindi words have gone through during their journey into English.

Substitution has been defined as a linguistic process wherein one item replaces another in a particular environment. Addition is explained as an insertion of one or more sounds in a word. In contrast to this, deletion is interpreted as the dropping off or omission of certain sounds in a word. Rearrangement characterizes a change in the order of elements or sounds in a word.

The FIFTH or the CONCLUDING CHAPTER summarizes the ideas and points emerging from the discussions in the preceding chapters. The first part of this chapter presents the main highlights of the study and the second part provides pedagogical implications of this comparative study and states an urgent need to devise remedial courses for the teaching of Hindi in countries like Britain where there are thousands of immigrants.

Here we have made a few recommendations to those involved in the process of teaching Hindi as a foreign language in a country like Britain. These are:

1. Since there are phonological differences between the two languages (Hindi and English) there are bound to be phonological problems for learners of Hindi as a foreign language.
2. To overcome the problems, we prepare and produce teaching materials.

3. Despite specialized and focused materials, mistakes in the area of pronunciation are bound to occur.

4. To overcome this difficulty remedial packages have to be ready.

5. The present problems will help to anticipate problems with future borrowings containing problem sounds.

6. Priority should be given to confidence-building over appropriacy at the elementary level and appropriacy over accuracy at the intermediate level. Accuracy should be emphasized only at the advanced stages.