

Morphological Adaptation of English Loanwords in Twitter: Educational Implications

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Abstract

The influx of English borrowed items into Kuwait has recently considerably increased, driven by both linguistic and extra-linguistic factors, mainly through new electronic media, and direct contact with the donor language. Kuwaitis, especially, the new generation heavily make use of English loanwords in mobile devices applications such as Twitter, Instagram, Facebook, Snapchat, and others. It is significant to note that a recipient language (in this case Kuwaiti Arabic, KA henceforth) discloses different morphological and phonological features that affect English loanwords. 400 hundred tweets tweeted by young Kuwaitis were captured and then, qualitatively analysed. This paper investigates the morphological adaptation of English loanwords as used by Kuwaitis in twitter. Results indicate that Kuwaitis heavily use and adapt English loanwords morphologically in twitter and in everyday speech. Significant educational implications were collected as well through interviewing 50 students.

Keywords: Twitter, linguistics, Morphological adaptation, Educational implications, English Loanwords

1. Introduction

English is growing as a language of technology all over the Arab world. In Kuwait, English is the language of trade, technology, fashion and most importantly, of prestige (Dashti, 2015; Dashti & Dashti, 2015; Dashti & Dashti, 2016)). We know from literature that any recipient language discloses different morphological and phonological features that affect loanwords (Al-Athwary, 2016; Jarrah, 2013; Oh & Kim, 2012; Khan & Bukhari, 2011; Islam, 2011; Alomoush, & Al faqara, 2010; Amara 1999). Linguistic adaptation of English loanwords in different countries were tackled from a semantic (Al-Bader 2016)), lexical (Amara, 1999) phonological (Jarrah, 2013; Khan & Bukhari 2011; Abdullah and Daffar 2006; La Charit é& Carole 2005; Davidson, & Noye, 1996), and morphological (Oh & Kim 2012; Islam, 2011) perspectives. The database of most studies came from direct observation, newspapers, the researchers' own intuition, and interviews with different informants. A few studies examined linguistic adaptation in the media (See Al-Athwary, 2016; Goldstein, 2012; Tatsuoka (2008). However, there has been no trace of studies examining morphological adaptation of English loanwords in Kuwaiti media. Hence, this study is concerned with exploring this issue.

2. Literature Review & Theoretical Framework

“Established loanwords” (Romaine, 1989: 61) are “accepted, recurrent, widespread and collective. They are used “regularly and are permanently present and established in the recipient language's monolingual environment” (Hafez, 1996: 2). When words are borrowed from other languages, these words are phonologically and morphologically adapted according to the sound and morphology of the recipient language (Kenstowicz, 2003, La Charite 2005, Alder 2006, Davidson and Rolf 1996). Kachru (1994) proposes two hypotheses about the motivation for lexical borrowing in languages: the deficit hypothesis and the dominance hypothesis. Kachru (ibid:139) states that “the deficit hypothesis presupposes that borrowing entails linguistic gaps in a language and the prime motivation for borrowing is to remedy the linguistic deficit, especially in the lexical resources of a language”. This entails that people borrow lexical items from other languages because there are no equivalents in the recipient language. The dominance hypothesis presupposes when two cultures come into contact, the direction of culture learning and subsequent word-borrowing is not mutual but from dominant to the subordinate. This is not necessarily done to fill the gaps. Many words are borrowed even though they have their native equivalents because they seem to have prestige. At the morphological level, some words become out of use whereas novel words are added to the language because of different processes.

Communicating online is almost like amid-ground between spoken language and written language. The term used for this is 'written-speak', 'spoken-writing' or 'text-speak'. Gruppetta (2016) refers to it as a 'language-disabled generation'. For space limit, only a few studies that dealt with morphological adaptation in the media will be summarised below.

Oh & Kim (2012) investigated adaptation of the English plural suffix into Korean in Google searches. They claimed that the morphology of a borrowed word should be referred to in calculating sound mappings in loanword adaptation and that the phonetic information of the loanword still influences loan adaptation. The adaptation of the allomorphs /f/, dʒ/ into a single sound in Korean supported their argument. Al-Athwary, (2016) investigated the semantics of English loanwords in Arabic media language by analysing loanwords from Arab Gulf states newspapers. The analysis revealed that technical and scientific English loanwords in Arabic media are found ranking much higher (9% - 18%) than nontechnical loanwords (1% - 8%). Factors like need, semantic similarity, and factors of social and psychological considerations (e.g. prestige, taboo) seem to be the potent factors at interplay in semantic change. Al-Athwary's (ibid) study claimed that the problem of synonymy lies in those loanwords that have "Arabic equivalents" in the language. Goldstein (2012) who investigated the use of English loanwords in Japan's television program, magazines, and men's and women's fashion claimed that English used in Japanese media is mainly decorative rather than communicative. The study highlighted a tremendous number of grammatical mistakes in the use of loanwords. Tatioka (2008) who investigated the use of English loanwords in the Greek TV as well as peoples' attitudes claimed that there was a general recognition of the existence of the use of loanwords in the Greek media and that the majority expressed negative attitudes as it is affecting the Greek language. The study also claimed that the Greeks used loanwords as a sign of prestige. Felonik (2013) examined 247 loanwords extracted from Ukrainian weekly and daily newspapers as well as Ukrainian youth forums online, looking at gender as a sociolinguistic parameter. The research aimed at finding out what motivates formal assignment of a certain gender to Ukrainian loanwords. Results showed that the inflection system is essential in assigning gender to English words borrowed by Ukrainian. Bahumaid (2015) analysed 125 English loanwords in Hadhrami Arabic from oral and printed sources. The study looked at pluralization, gender assignment and verb patterning. Among the results, most loan compound nouns, the two elements that make up the compound noun have been contracted into one word or the second element of the compound has been emitted. As for the pluralization, regular masculine singular nouns that end in a consonant are pluralized by the addition of the morphological inflection /-a:t/. As to verb patterning, English verbs have been adapted to native patterns. Verbs that consist of a root of three or four consonants, vowels are inserted between them e.g., /baraʃ/ 'to brush'; /kansal/ 'to cancel'. The results also indicated that loanwords served the purpose of filling lexical gaps in the dialect.

2.1 The Scope and Purpose of the Study

As stated above, there has been no trace of morphological studies examining the issue of linguistic adaptation of English loanwords in Kuwait. Furthermore, literature does not show any study of examining morphological adaptation of English loanwords as they appear in twitter in the Arab world or the Arab peninsula. Therefore, the study is hoped to add additional novel data to the existing literature.

3. Methodology

3.1 Data Collection & Tools

The main source of the data corpus of this study came from examining 400 hundred tweets tweeted by young Kuwaitis most of whom followed the researchers' twitter accounts. All tweets were captured and then, qualitatively analysed. In addition, 25 males and 25 female students in the colleges of education were informally interviewed. The reason of the interviews is not only to verify the tweets' analysis, but also to identify similar morphological adaptation in their speech and to gain some educational implications. For the sake of gaining spontaneous speech, the researchers met the students in groups during office hours. The students were told that the researchers are carrying out a research on the importance of social media. They were not told the real purpose of the research. A total of 102 English loanwords were collected. The students then were asked about their attitudes towards the use of loanwords in social media and in everyday speech and if that would affect their native language.

3.2 Research Questions

The paper aims to answer the following questions:

1. What mechanisms are employed by Kuwaitis to morphologically adapt English loanwords?
2. What educational implications does the use of English loanwords denote?

4. Discussion & Data Analysis

Analysis will start by first examining the morphological adaptation mechanisms followed by an examination of the interviews' results.

The analysis touched upon the following morphological features:

- Pluralisation of loanwords by suffixation.
- Prefixing the Kuwaiti definite article /ʔil/ to English loanwords.
- Adaptation of English personal pronouns.
- Prefixing demonstratives to English loanwords.
- Using negatives with English loanwords.
- Prefixing prepositions to English loanwords.
- Utilization of Conversion
- Prefixing collectives to English Loan nouns.
- Using Clipping as a morphological process.

For space limit, three tweet examples of each feature will be provided.

1. Pluralisation of loanwords by suffixation.

The English plural morpheme (s) has three different allophones, namely, [s], [z] or [əz]. Morphologically speaking, all single nouns in English, with few exceptions are pluralized by suffixing one of these allophones to the single noun depending on the stem-final segment. The KA plural system has mainly [a:t] suffixed to the noun which is frequently used with loanwords as shown below:

Tweet 1

/ilkominta:t	marad atwaaʔ	Illi	ga:ʕid	jʕlqu:n	jahha:j/
the comments	disease I believe	those	stay	comment	children

The comments are horrible: I believe that those who are commenting are young children.

Tweet 2

Illi	jabi	medʒərʕi:tat	jitʕil	ʕla	harraqam	iða	simaħtaw
whoever want	major sheets		call	on	this number	if	please you (pl.)

Whoever wants to get course work major sheets, please call this number.

Tweet 3

#	ilgru:ba:t_	bi	twitər (a hashtag title)
hashtag	the groups	_ in	twitter

The **groups** in twitter

2. Prefixing the Kuwaiti definite article /ʔil/ to English nouns.

The KA definite article is /ʔil-/ and mostly contracted to /l/. It is always prefixed to the noun and adjective modifying it. In borrowed loanwords, the KA definite article /ʔil/ or the contracted /l/ is always prefixed to English borrowed loanwords. For example:

Tweet 4

/ʔillokeʕin	wala	ʕlek	amor
the location	and no	on you order	

The location, if you don't mind.

Tweet 5

/min	simaʕ	ʔilvojs	ħagik	ixtaraʕ
when (he) listen		the voice	yours	scared

When he listened to your voice, he got scared.

Tweet 6

/ʔilmaʕna lhaqi:qi l ʔilanfolo jaʕni iglob wajhik amma lblok
 the meaning the true for the unfollow mean upside down face your or the block
 The true meaning of ‘unfollow’ is that you either get out of my face (stop harassing me)
 or else I’ll block your account.

3. Adaptation of English possessive pronouns.

Possessive pronouns (my, your, his, her, our, their) are used to indicate ownership of something. In KA, these take the form of suffixes; they are attached to the noun that's owned. For example:

1sing poss. -i	/ʕu:rti/	my photo
2 ms.sng -ik	/rabʔik/	your friends
2 f. sng. -iʕ	/mifa:ti:hiʕ/	your keys
3 m.sng. -a	/ixta/	his sister
3 f.sng. -ha	/sajja:ratha/	her car
1pl. -na	/firi: dʒna/	our neighborhood
2pl. -kum	/imtiha:na:tkom/	your exams
3pl. -hum	/rifi: dʒhom/	their friend

Dashti (2013) introduces a new personal pronoun that Kuwaitis resort to, namely, /ma:l/ meaning "belong to". The following table shows /ma:l/ conjugations in KA:

/ma:l/ preceded by a masculine noun		/ma:l/ preceded by a feminine noun	
ma:li	belong to me	ma:li	
ma:le	belong to him	ma:lte	
ma:lhe	belong to her	ma:lethe	
ma:lne	belong to us	ma:letne	
ma:lkom	belong to you	ma:letkom	
ma:lhom	belong to them	ma:lethom	

Our data of English loanwords showed the following:

Tweet 7

kalfarna faxarna (Hashtag title)
 culture our pride us
 Proud of **our** culture.

Tweet 8

/ʔinzen ʔilli gaʕid jihakir inistigra:mi ʕino tabi/
 ok the one sitting hacking Instagram my what want you
 Ok, whoever busy hacking **my** Instagram, what do you want (what’s your problem)?

Tweet 9

/haðela ana naqalthom min I watsab **ma:li**/
 these I transferred them from the WhatsApp my
 I have transferred these from **my** WhatsApp.

4. Prefixing demonstratives to English loanwords

Holes (2015:85) states that Kuwaiti Arabic displays the following demonstratives:

Proximal m. (ha:) ʔa Proximal f. (ha:) ʔi Proximal pl. (ha) ʔla
 Distal m. (ha) ʔak Distal f. (ha) ʔik Distal pl. (ha) ʔlak

Whenever demonstratives appeared in our data they are always followed by the definitive Article (il), but mostly realized as (al). Our data showed the following examples:

Tweet 10

/rah jaʔdʒibik halklip/
 will admire you this clip
 You will admire **this** clip

Tweet 11

/la: jʔu:fkum halmənʃin/
 no miss you (pl.) this mention
 Don't miss this mention.

Tweet 12

/tokfa nabi daʔmkom haq halbodkast/
 please we want support your for this Podcast
 Please we want your support for **this** Podcast.

5. Using negatives with English loanwords

KA has three negative elements: la:, ma:, and mu:. According to Johnstone (1967) ma: in KA negates forms of the personal pronouns. Holes (2015) believes that ma: is used with indicative verbs, whereas la: is used with imperatives, opatatives, all coordinated negatives, for categorical negatives, emphatic sense, and in subordinated clauses. AL-Salem (2012) stated that mu: is a constituent negation. She (ibid) also added yer as a negation particle.

Tweet 13

mute.. ʔaʃan **ma:** aminʃin iða niset :)
 mute so no I mention if forgot I

Mute, so I **wouldn't** mention if I forget (Here, in addition to inserting the Kuwaiti Arabic ma: before the noun 'mention', the noun has also been used as a verb indicating future.

Tweet 14

/ahaðirkum **la:** tratwitu:n aj twi:ta la: jsihbu:nkom l dʒara:im
 warn you (pl.) (neg) retweet (pl) any tweet a (neg) they drag you (pl) the criminal
 ʔillaliktronija/
 the electronic

I warn you. **Don't** retweet any tweet (be careful when retweeting others); otherwise you will be questioned by the Electronic Criminal Department.

Tweet 15

/lef **ma:** kajjaʃta... ikilha lhi:n
 why (**neg**) (you) cashed it... you eat it now
 why **haven't** you cashed it? Now it's your problem.

6. Prefixing prepositions to English loanwords

Kuwaiti Arabic embraces a number of prepositions such as fi:, bi, li, wijja, haġġ, Maʔa, ʔala, ʔan, and many others. Here are a few examples from our data:

Tweet 16

/tiwaqqaʃaw min jfu:z baʃir fi maɗʒlis lomma.. ɗɗawbo **bilkomintat/**
 expect you (pl.) who win tomorrow in parliament. .. answer you (pl.) **in** the comments

Who do you expect to win (as members) in the parliament tomorrow? State your answers

In the 'comment' box.

Tweet 17

/ʔilasma:ʔ ʔilmistaʃara **fissoʃal** mi:dja laha aɗʒinda:t xaʃa/
 the names the borrowed in the social media have agendas special

The fake accounts **in** the social media have special agendas.

Tweet 18

/hiʃ bja:na:tik ʃala halwəb/
 upload data your **on** this web.

Upload your personal data **on** this web.

7. The Utilization of Conversion

Conversion is a word formation process involving the creation of a word (of a new word class) from an existing word (of a different word class) without any change in form. In English, we encounter nouns like 'the can', 'the trash', and 'the file' are changed to 'to can', 'to trash', and 'to file'. However, in Semitic languages, of which Arabic is one, the process often involves changes of internal vowels, and the form as well.

Tweet 19

/ʃa:di **aminshin** dika:triti?

ok **I mention** professors my

Is it Ok to mention my professors? (the noun 'mention' has been changed into a verb).

Tweet 20

/ma: jidbaʃni illa lli **jibatwin** ben issaja:ra:t/
 (negative) kill me only that **he goes between** between the cars

What most bothers me is the one who **zigzags** while driving. (the English proposition 'between' has been used as a verb with a change in both form and internal vowels).

Tweet 21

/la:zim aɗif ʃala l **blokd** akawnt/
 must I enter on the **blocked** akawnt

I must enter the blocked account. (sufficing the past participle inflectional bound morpheme -en,

Hence, using the verb 'block' as an adjective)

Another mechanism Kuwaitis adopt as a process of conversion is to precede the noun with a KA verb for the sake of verbalization.

Tweet 22

/la: tlaʔwizni rah **aʔti:k** blok/
 don't bother me will I **give** you block

Don't bother me. I will block your account.

Tweet 23

/aswwi ritweet yaʃob.. ma: bi/
 I **do** retweet by force.. don't I want

Do you want me to retweet by force? I don't want (I am not going to do it).

8. Prefixing collectives to English Loan nouns.

kil “each, every, all” is used as a collective by Kuwaitis. Variants of kil are killəbo and killəbu:hum. Our data furnished the following examples:

Tweet 24

/kilil akkawntat mōmilla min Ṣiḏḏ/

all the accounts boring from truth

All the accounts are (really) boring.

Tweets 25

/ʔilkomenta:t killibuha ljom ʃan irrjaḌa

the comments all of them today about sports

All comments today are about sports.

9. Using Clipping as a morphological process

Clipping is the process of forming a new word by dropping one or more syllables from a polysyllabic word, such as *cell* from *cellular phone*. A clipped form generally has the same denotative meaning as the word it comes from, but it is regarded as more colloquial and informal. On occasion, a clipped form may replace the original word in everyday usage—such as the use of *piano* in place of *pianoforte*.

Tweet 26

/Mabru:k ista:d fōa:d kil gru:bat lwats titkalam ʃanik

congratulations Mr. Foad. all groups the whats talk about you

Congratulations Mr. Foad (Personal name). All **WhatsApp** groups are talking about you.

Tweet 27

/kil ʃaj mawḏḡu:d fi lsna:b/

Everything available in the snap

Everything is in the **snap(chat)**

5. Interviews

During the interviews, the students deployed a tremendous number of loanwords while expressing their views about social media. When asked how social media, mainly twitter, may influence their native language, they came up with interesting data. Some claimed that although they write in KA in twitter rather than SA, that does not negatively influence their SA. They claimed that most of the loanwords they use is to fill in a language gap. Even though Arab educationalists try to Arabize social media language, Arabization does not appeal to them as young people. They believed that twitter, is a reliable source of novel vocabulary and idioms. They do realize that English is an international language and that loanwords are used in fashion, food industry programs, TV, fancy restaurants, etc. Accordingly, they find it prestigious to use English either in speech or in writing. This corresponds with Kay (1995: 74) who mentioned “Loanwords are often associated with a sophisticated, Western lifestyle, and may be used in place of Japanese words of equivalent meaning because of their foreign appeal. Their modem image often makes them preferable to domestic equivalents, where these exist”. It is worth mentioning that the use of English loanwords in Kuwait is both a class marker and an age marker. They are used across all society by the young generation, not as a separate language, but as part of the native language (Kachru 1994). They also claimed that English loans can be used to express feelings or describe situations which may be difficult to talk about in Arabic. Some claimed that Twitter develops their English language writing abilities and that the use of loanwords in everyday use have become part of their habits. Some claimed that Arabic is associated with tradition, home, religion, culture, school, arts and social sciences, whereas English is symbolic of modernity, higher education, commerce, science and technology. An interesting justification by our students was the idea of the deterioration in all aspects of life in Kuwait such as sports, TV shows, education. Because of such deterioration, they tended to search for the western culture. Doing that, the adoption of English loanwords in speech and writing became quite normal. Some believed that the use of loanwords, even though they adapt it to their phonological and morphological system helps increase the size of their lexicon. They feel happy that unfamiliar words are constantly being added. In addition, some loanwords are unavoidable, they said.

Other respondents, on the other hand, expressed totally an opposite opinion. They claimed that twitter affects negatively their standard Arabic where they gradually become less aware of their writing, and hence, do not pay attention to writing errors they commit. Even though some twitter accounts tend, occasionally, to correct few errors, yet they become an object of ridicule as followers ask them to focus on the content, not the language. Nowadays, many children, they claim use WhatsApp to communicate with their classmate. They commit terrible writing mistakes and there is no one there to correct them. Consequently, errors continue till they grow up. Some claimed that their writing in Arabic or English is deteriorating because of their excessive use of text messages and twitter where they resort mainly to abbreviations and emoticons. This is effecting their grammar and spelling in the first place. Some said that they found themselves using more loanwords in their speech than KA equivalents. Often, they were scolded by their parents and grandparents. Others said that they get frustrated when they find out that their English writing is full of spelling mistakes and whenever they write in CA, their writing ends up with a mixture of slang and loanwords. Some claimed that loanwords are quite destructive; Sometimes “we hear some words frequently used by anyone, but we don’t know what it means”. Finally, some claimed that Arabic equivalents are available in KA, so there is no need to resort to loanwords.

The analysis above corresponds with Hafez (1996) that loanwords are accepted, recurrent, widespread and collective and with Kenstowicz (2003), La Charite (2005), Alder (2006), Davidson and Rolf (1996) that loanwords are usually phonologically and morphologically adapted according to the sound and morphology of the recipient language. It also tallies with Kachru’s deficit hypothesis that borrowing entails linguistic gaps in a language (Kachru 1994, Bahumaid 2015). The analysis also matches with studies of Al-Athwary (2016), Kay (1995), Goldstein (2012) and Tatsioka (2008) that loanwords are used as a sign of prestige and with Kachru (1994), and studies of Al Btoush (2014) that they are used across all society by the young generation, not as a separate language, but as part of the native language and they have become part of their habits. It also corresponds with Al-Athwary, (2016) that Arabic equivalents are available in KA and with Tatsioka (2008) that people expressed negative attitudes as it is affecting the Greek language.

Linguistically, the above analysis corresponds with studies of Oh & Kim (2012) and Bahumaid (2015) regarding the plural morpheme suffixation, and Bahumaid’s (2015) study of verbalisation. More studies are needed to explore the adaptation of other linguistic features in the media.

6. Conclusion

This paper investigated the morphological adaptation of English loanwords as used by Kuwaitis in twitter. 400 hundred tweets were transcribed, examined, and qualitatively analysed. In addition, 50 students from colleges of education were interviewed to verify the analysis’ results and to gain some educational implications. Through examining 9 morphological adaptation features, the results indicated that Kuwaitis heavily adapt loan words morphologically in twitter and in everyday speech. They adapt those features to correspond with KA phonological and morphological realizations. The students through the interviews expressed both positive and negative attitudes. It is hoped that this paper has explored a new sociolinguistic behaviour in Kuwait and has added information to the existing literature.

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Appendix I

Number	Loanword	Meaning	Adaptation process
1.	/sna:bi/	my snapchat	Suffixing 1 st person masculine/feminine singular pronoun.
2.	/illsna:b/	the snap	Prefixing KA definite article.
3.	/fisna:bi/ /bisna:bi/	In my snabchat	Prefixing KA Prepositions + suffixing 1 st person Singular personal pronoun.
4.	/snab/	Snapchat	Clipping
5.	/kalfarhum/	their culture	Suffixing 3 rd person singular pronoun.
6.	/kalfarna/	our culture	Suffixing 1st person plural pronoun.
7.	/aka:wnta/	her account	Suffixing 3rd person singular feminine personal pronoun.
8.	/aka:wnta:t/	Accounts	Changing a singular pronoun into plural.
9.	/aka:wnti/	my account	Suffixing 1 st person Singular masculine/ or feminine personal pronoun.
10	/aka:wnta/	his account	Suffixing 2nd person Singular masculine personal pronoun.
11.	/aka:wnthom/	their account	Suffixing dual/ or plural masculine/ or feminine personal pronoun to a singular English noun.
12.	/aka:wntathom/	their accounts	Suffixing dual/ or plural masculine/ or feminine personal pronoun to a plural English noun.

13.	/ʃu:zi/	my shoes	Suffixing 1 st person masculine/feminine singular pronoun.
14.	/iʃʃu:z/	the shoes	Prefixing KA definite article.
15.	/ʃu:zha/	her shoes	Suffixing 2nd person feminine singular pronoun.
16.	/nikka/	His nickname (in twitter)	Suffixing 3rd person masculine singular pronoun + clipping
17.	/twi:tiri/	my twitter	Suffixing 1 st person masculine/feminine singular pronoun.
Number	Loanword	Meaning	Adaptation process
18.	/fitwi:tər/ /bitwi:tər/	in twitter	Prefixing a prepositional article.
19	/litwi:təri/	for my twitter	Prefixing a prepositional article + Suffixing 1 st person masculine/feminine singular personal pronoun.
20.	/twi:tə/	a tweet	Suffixing KA indefinite Article.
21.	/twi:ta:t/	Tweets	Changing a singular pronoun into plural.
22.	/ritwi:ta:t/	Retweets	Adapting English plural noun.
23.	/la:tratwiit/ /mu:tratwiit/	Don't retweet	Prefixing KA negative particle + changing the internal structure of the verb.
24.	/ttajmla:jni/	my timeline	Suffixing 1 st person masculine/feminine singular pronoun.
25.	/ittajmla:jn/	the timeline	Prefixing KA definite article.
26.	/ba:swordiʃ/	your password	Suffixing 3 rd person feminine singular pronoun.
27.	/ba:swordi/	my password	Suffixing 1 st person masculine/feminine singular pronoun.
28.	/ilba:sword/	the password	Prefixing KA definite article.

29.	/agwa:l/	Goals	Changing a singular noun into Plural.
30.	//gawwa:lt/	I scored	Conversion + changing the Internal structure of the noun
31.	/sku:l ma:lik/	your school	Suffixing KA prepositional Particle.
32.	/sikjɔriti/	Security	No change
33.	/bakedʒ/	Package	No change (except for phoneme replacement)
34.	/ilgru:ba:t/	the groups	Prefixing KA definite article + changing a singular noun into plural.
35.	/gru:ba:t/	groups	changing a singular noun into plural.
36.	/gru:ba:ti/	my groups	changing a singular noun into plural + Suffixing 1 st person masculine/feminine singular pronoun.
Number	Loanword	Meaning	Adaptation process
37.	/gru:ba:tna/	our groups	Suffixing 1 st person masculine /feminine plural pronoun.
38.	/gru:ba:tkom/	your groups	Suffixing 2 st person masculine /feminine dual/plural pronoun.
39.	/gru:ba:thom/	their groups	Suffixing 3 rd person masculine /feminine dual/plural pronoun.
40.	/illoʃin/	the lotion	Prefixing KA definite article
41.	/kabʃart	I captured	Affixing the -ed inflectional bound morpheme (a change in the internal structure of the verb).
42.	/lista:t/	lists	Changing the singular noun into plural.
43.	/listə/	one (fem) list	Suffixing KA indefinite Article.
44.	/illist ə/	the list (fem)	Prefixing KA definite article.
45.	/illista:t/	the lists	Prefixing KA definite article + Changing the singular noun into plural.
46.	/sna:b/	snapchat	Clipping (phonological phoneme replacement)

47.	/sna:bi/	my snapchat	Clipping + Suffixing 1 st person masculine /feminine plural pronoun. (phonological phoneme replacement)
48.	/sna:bha/	her snapchat	Clipping + Suffixing 3 rd person feminine singular pronoun. (phonological phoneme replacement)
49.	/sna:bik/	your snapchat	Clipping + Suffixing 2 nd person masculine singular pronoun. (phonological Phoneme replacement)
50.	/sna:biŋ/	your snapchat	Clipping + Suffixing 2 nd person feminine singular pronoun. (phonological Phoneme replacement)
51.	/sna:ba:ts/	snapchats	Clipping + changing singular noun into plural. (phonological Phoneme replacement)
Number	Loanword	Meaning	Adaptation process
52.	/medʒərʃi:t/	major sheet	No change
52.	medʒərʃi:ta:t/	major sheets	changing singular noun into plural.
53.	/ilmedʒərʃi:t/	the major sheets	Prefixing KA definite article. + changing singular noun into plural.
54.	/ilmedʒərʃi:t/	the major sheet	Prefixing KA definite article.
55.	/ba:rkiŋ/	parking	No change (phonological Phoneme replacement)
56.	/ilba:rkiŋ/	the parking	Prefixing KA definite article.
57.	/gred/	grade	No change
58.	/greda:t/	grades	changing singular noun into plural.
59.	/ilgred/	the grade	Prefixing KA definite article.
60.	/ilgreda:t/	the grades	Prefixing KA definite article. + changing singular noun into plural.

61	/greda:tə/	his grades	changing singular noun into plural. + + Suffixing 3rd person masculine singular pronoun.
62.	/greda:tha/	her grades	changing singular noun into plural + Suffixing 3rd person feminine singular pronoun.
63.	/sistim/	system	No change
64.	/issistim/	the system	Prefixing KA definite article.
65.	/sistimhom/	their system	Suffixing 3rd person plural pronoun.
65.	/sistimhōm/	their <i>system</i>	Suffixing 3rd person plural pronoun.

Number	Loanword	Meaning	Adaptation process
66.	/anfolo/	unfollow	No change
67.	/dʒornal/	journal	No change
68.	/wi:kənd/	weekend	No change
69.	/halwi:kənd/	this weekend	Prefixing KA demonstrative.
70.	/rila:ks/	relax	Conversion (the verb used as a noun)
71.	/səlfɪ/	selfi	No change
72.	/hafta:g/	hashtag	No change
73.	/il hafta:g/	The hashtag	Prefixing KA definite article.
74.	/hal hafta:g/	This hashtag	Prefixing KA definite article.
75.	/hafta:ga:t/	hashtags	changing singular noun into plural changing singular noun into plural
76.	/mənʃɪn/	mention	No change
77.	/latmənʃɪni/	Don't mention me	Prefixing negative particle + Conversion (noun → verb) + Suffixing 1 st person personal Pronoun
78.	/ilmənʃɪn/	The mention	Prefixing KA definite article.
79.	/sta:f/	staff	No change
80.	/st̪a:f/	staff	Phonological phoneme Replacement.
81.	/dawnta:wn/	Down town	No change
82.	/iddawnta:wn/	The down town	Prefixing KA definite article.
83.	/soʃalmi:dja/	Social media	No change + phonological

			Vowel elision.
84.	/rawtər/	Router	No change
85.	/ɪlrawtər/	Router	Prefixing KA definite article.
86.	/rawtəra:t/	Routers	Changing singular noun into plural
87.	/vojs/	voice	No change
88.	/ɪlvojs/	voice	Prefixing KA definite article
89.	/let/	light	No change + phonological vowel replacement.
90.	/leta:t/	lights	Changing singular noun into Plural + phonological vowel replacement.
91.	/lokeʃɪn/	location	No change
92.	/ɪlllokeʃɪn/	The location	Prefixing KA definite article.
Number	Loanword	Meaning	Adaptation process
93.	/komənt/	comment	No change
94.	/komənta:t/	comments	Changing singular noun into Plural
95.	/ɪlkomənt/	The comment	Prefixing KA definite article
96.	/ɪlkomənta:t/	The comments	Prefixing KA definite article + Changing singular noun into Plural
97.	/komənta:θəm/	Their comments	Changing singular noun into plural + suffixing 3 rd person plural personal pronoun.
98.	/ti:ʃɜ:t/	T-shirt	No change
99.	/ɪtti:ʃɜ:t/	The T-shirt	Prefixing KA definite article
100.	/ti:ʃɜ:ta:t/	T-shirts	Changing singular noun into Plural
101.	/ɪti:ʃɜ:ta:t/	The T-shirts	Prefixing KA definite article + Changing singular noun into Plural
102.	/ti:ʃɜ:ta:θəm/	Their T-shirts	Changing singular noun into plural + suffixing 3 rd person plural personal pronoun.
Number	Loanword	Meaning	Adaptation process
103.	/ma:sk/	(face) mask	No change
104.	/ma:sks/	(face) masks	Changing singular noun into Plural
105.	/ɪlma:sk/	The (face) mask	Prefixing KA definite article

106.	/ilma:sks/	The (face) masks	Prefixing KA definite article + Changing singular noun into Plural
107.	/bjur:/	pure	No change + phonological consonant replacement.
108.	/kobibest/	Copy paste	No change
109.	/ilkobibest/	The copy paste	Prefixing KA definite article
110.	/bonas/	bonus	No change
111.	/ilbonas/	The bonus	Prefixing KA definite article
112.	/blok/	block	No change
113.	/nik/	nickname	Clipping
114.	/nikik/	My nickname (my Twitter account)	Prefixing 1 st person singular personal pronoun.
115.	/kontenara:t/	containers	Changing singular noun into Plural.
116.	/sbəʃalsos/	Special sauce	No change + phonological consonant replacement.

Number	Loanword	Meaning	Adaptation process
117.	/ildʒankfu:d/	The junk food	Prefixing KA definite article
118.	/ilorganikfu:d/	the organic food	Prefixing KA definite article
119.	/ilwa:jfa:j/	The Wi-Fi	Prefixing KA definite article
120.	/intarnət	Internet	No change
121.	Kla:s/	Class	No change
122.	/kla:sɪf/	your class	Suffixing 2 nd person singular feminine personal pronoun.
123.	/bilkors/	in the course	Prefixing prepositional particle + KA definite article
124.	/fittlafizjon/	in the TV	Prefixing prepositional particle + KA definite article + changing the internal structure.
125.	/bostar/	poster	No change
126.	/kwaliti/	quality	No change
127.	/serfe/	survey	No change + phonological consonant replacement.
128.	/majnas/	minus	No change + phonological vowel replacement.

129.	/ilfa:ɟnal/	the final (exam)	Prefixing KA definite article
130.	/inners/	the nurse	Prefixing KA definite article
131.	/ka:f/	cash	No change
132.	/jikaji f/	he cashes (money)	Phonological adaptation.
133.	/ha:kər/	hacker	No change
134.	/ilha:kərz/	the hackers	Prefixing KA definite article.
135.	/jiha:kkər/	he hacks	Phonological adaptation.
136.	/o:lərði/	already	No change
137.	/inistigra:mi/	my Instagram	Suffixing 1 st person singular masculine/feminine personal pronoun.
138.	/filinstigr:am/	in the Instagram	Prefixing prepositional particle + KA definite article.
139.	/inistigra:ma:t/	Instagrams	Changing singular noun into plural.
140.	/ilvidjo/	the video	Prefixing KA definite article
Number	Loanword	Meaning	Adaptation process
141.	/ilvidjowa:t/	the videos	Prefixing KA definite article + Changing singular noun into plural.
Number	Loanword	Meaning	Adaptation process
142.	/gru:ba:tilwats	The WhatsApp Groups.	Changing singular noun into plural + Prefixing KA definite article + clipping
143.	/bra:ɟfit/	private	No change + phonological consonant replacement).
144.	/ibabdet/	with an update	Prefixing prepositional particle + deleting English indefinite article
145.	/la:jk/	like (twitter term)	No change
146.	/ilfahros/	the virus	No change (+ phonological consonant replacement)
147.	/ilmola:t/	the malls	Prefixing KA definite article + Changing singular noun into plural.
148.	/ilkafeha:t/	The coffee shops	Prefixing KA definite article + Changing singular noun into plural + change in internal structure.

149.	/ablikeʃin/	application	No change + phonological consonant replacement).
150.	/sos/	Sause	No change
151.	/dip/	dip	No change
152.	/dirikt/	direct	No change
153.	/filba:jo/	In the (twitter) bio	Prefixing prepositional particle + prefixing indefinite article
154.	/brofa:jl/	profile	No change (+ phonological consonant replacement).
Number	Loanword	Meaning	Adaptation process
155.	/brofa:jli/	my profile	Suffixing 1 st person singular masculine/feminine personal pronoun.
156.	/ilmaraθon/	the marathon	Prefixing KA definite article
157.	/ilrri:ʃt/	the receipt	Prefixing KA definite article
158.	/jɪʃʤik/	he checks	Phonological adaptation.
Number	Loanword	Meaning	Adaptation process
159.	/məʃɪdʒ/	message	No change
160	/məʃɪdʒa:t/	messages	Changing singular noun into plural