Morphological Adaptation of English Loanwords in Twitter: Educational Implications

Fatimah Dashti¹ & Abdulmohsen A. Dashti²

¹ Kuwait University, Department of Curriculum & Instruction, Kuwait
² PAAET, Department of English, Kuwait

Correspondence: Abdulmohsen A. Dashti, PAAET, Department of English, Kuwait

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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 Charité & 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; Tatsioka (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 /ʧ/, /ʤ/ 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. Tatsioka (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 /-ə/. 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/ maraʔ atwaqaʕ Illi gaʕid 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
/ʔil/lokeʃin wala ʕlek amʊr
the location and no on you order

The location, if you don’t mind.

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
/ʔillokemaʃin  wala ʕleŋ  amor
the location and no on you order

The location, if you don’t mind.

Tweet 5
/min simaʕ ʔilvoʃ hagik ixtarəʃ
when (he) listen the voice yours scared

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When he listened to your voice, he got scared.

Tweet 6
/ʔilmaʃna lhaqiːl ʔilanfolo jaʃni iglob wajhik amma lbloκ
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 /ʃuːrtʃi/ my photo
2 ms.sng -ik /rabliʃk/ your friends
2 f. sng. -iʃ /mifaxtiːhiʃ/ your keys
3 m.sng. -a /ixtʃa/ his sister
3 f.sng. -ha /sajjalaːtha/ her car
1pl. -na /firiːdʒna/ our neighborhood
2pl. -kum /intiːhaːnakom/ your exams
3pl. -hum /rifirajhom/ their friend

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

/maːl/ preceded by a masculine noun /maːl/ preceded by a feminine noun
maːli belong to me maːltʃi
maːlc belong to him maːlːte
maːlhr belong to her maːlːteh
maːlne belong to us maːlːteː
maːlkom belong to you maːlːtekom
maːllom belong to them maːlːtehom

Our data of English loanwords showed the following:

Tweet 7
kalʃar naʃar (Hashtag title)
culture our pride us
Proud of our culture.

Tweet 8
/ʔinʃen ʔilli gaːdid jihakir inistigraːmiʃ niʃo tabiː/
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
/haːleːna ana naqalθʊm min l watsab maːli/
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:
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**

/raħ ja'dجيبik halklip/
will admire you this clip
You will admire this clip

**Tweet 11**

/la: jta:fkʊ m ha lmənʃ in/
no miss you (pl.) this mention
Don’t miss this mention.

**Tweet 12**

/tʊkfa nabi da?mkom 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.. ?aʃan ma: aminʃin iða niset :) 
mute so no I mention if I 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**

/leʃ ma: kajjaʃta… ikilha lhin
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, hagg, Ma:?a, ?ala, ?an, and many others. Here are a few examples from our data:
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
/aːdi aminshin dikaːtriti?
ok I mention professors my
Is it Ok to mention my professors? (the noun ‘mention’ has been changed into a verb).

Tweet 20
/maː jîbahni illa lli jibatwin ben issajaːraːt/ (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
/laːzim adif ŋala l blokd akawnt/ must I enter on the bloked akawnt
I must enter the blocked account. (suffixing 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
/laː tlaʔwizni rah aʔtiːk blok/ don’t bother me will I give you block
Don’t bother me. I will block your account.

Tweet 23
/aswwi ritweet yaʃob.. maː 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 kiləbʊ and kiləbu:hum. Our data furnished the following examples:

Tweet 24

/kəlɪl/ akkawntat mumilla min Şidg/

all the accounts boring from truth

All the accounts are (really) boring.

Tweets 25

/ʔilkomenta:t kilibuha ljom Šan irrjaDa

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 foa:d kil gru:bat lwats titkalam Šaniκ

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 faj  mawʤu:d fi lsnab:

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 modern 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 classmates. 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’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 1st person masculine/feminine singular pronoun. |
| 2.     | /illsna:b/ | the snap | Prefixing KA definite article. |
| 3.     | /fisna:bi/ | In my snabchat | Prefixing KA Prepositions + suffixing 1st person Singular personal pronoun. |
| 4.     | /snab/ | Snapchat | Clipping |
| 5.     | /kalfarhum/ | their culture | Suffixing 3rd person singular pronoun. |
| 6.     | /kalfarna/ | our culture | Suffixing 1st person plural pronoun. |
| 7.     | /aka:wnta:h/ | 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 1st person Singular masculine/ or feminine personal pronoun. |
| 10.    | /aka:wnta/ | his account | Suffixing 2nd person Singular masculine personal pronoun. |
| 11.    | /aka:wntithom/ | their account | Suffixing dual/ or plural masculine/ or feminine personal pronoun to a singular English noun. |
| 12.    | /aka:wntatham/ | their accounts | Suffixing dual/ or plural masculine/ or feminine personal pronoun to a plural English noun. |
|   | Word       | Meaning                          | Adaptation process                                      |
|---|------------|---------------------------------|---------------------------------------------------------|
| 13 | /juːzi/    | my shoes                         | Suffixing 1st person masculine/feminine singular pronoun.|
| 14 | /ɪʃjuːz/   | the shoes                        | Prefixing KA definite article.                          |
| 15 | /juːzhoʊ/  | her shoes                        | Suffixing 2nd person feminine singular pronoun.         |
| 16 | /nikka/    | His nickname (in twitter)        | Suffixing 3rd person masculine singular pronoun + clipping|
| 17 | /twiːtɪri/ | my twitter                       | Suffixing 1st person masculine/feminine singular pronoun.|
| 18 | /ʃɪtwiːtə/ | in twitter                       | Prefixing a prepositional article.                      |
| 19 | /ʃɪtwiːtə/ | for my twitter                   | Prefixing a prepositional article + Suffixing 1st person masculine/feminine singular personal pronoun.|
| 20 | /twiːta/   | a tweet                          | Suffixing KA indefinite Article.                        |
| 21 | /twiːtaːt/ | Tweets                           | Changing a singular pronoun into plural.                 |
| 22 | /ritwiːtaːt/ | Retweets                        | Adapting English plural noun.                           |
| 23 | /laːtratwiːt/ | Don’t retweet                    | Prefixing KA negative particle + changing the internal structure of the verb.|
| 24 | /tʃəjmlaːjni/ | my timeline                     | Suffixing 1st person masculine/feminine singular pronoun.|
| 25 | /tʃəjmlaːjn/ | the timeline                     | Prefixing KA definite article.                          |
| 26 | /baːswordtʃj/ | your password                   | Suffixing 3rd person feminine singular pronoun.         |
| 27 | /baːswordi/ | my password                       | Suffixing 1st person masculine/feminine singular pronoun.|
| 28 | /ɪlbaːsword/ | the password                     | Prefixing KA definite article.                          |
| Number | Loanword | Meaning | Adaptation process |
|--------|----------|---------|--------------------|
| 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.    | /sikjoriti/ | Security | No change |
| 33.    | /bakedy/ | 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 1st person masculine/feminine singular pronoun. |
| 37.    | /gru:ba:tna/ | our groups | Suffixing 1st person masculine /feminine plural pronoun. |
| 38.    | /gru:ba:tkom/ | your groups | Suffixing 2nd person masculine /feminine dual/plural pronoun. |
| 39.    | /gru:ba:thom/ | their groups | Suffixing 3rd person masculine /feminine dual/plural pronoun. |
| 40.    | /illoʃin/ | the lotion | Prefixing KA definite article |
| 41.    | /kabʧart | 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.    | /lista/ | one (fem) list | Suffixing KA indefinite Article. |
| 44.    | /illista a/ | 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). |
| Number | Loanword     | Meaning            | Adaptation process                                                                 |
|--------|--------------|--------------------|------------------------------------------------------------------------------------|
| 47.    | /snaːbi/     | my snapchat        | Clipping + Suffixing 1st person masculine /feminine plural pronoun. (phonological phoneme replacement) |
| 48.    | /snaːbha/    | her snapchat       | Clipping + Suffixing 3rd person feminine singular pronoun. (phonological phoneme replacement) |
| 49.    | /snaːbik/    | your snapchat      | Clipping + Suffixing 2nd person masculine singular pronoun. (phonological phoneme replacement) |
| 50.    | /snaːbif/    | your snapchat      | Clipping + Suffixing 2nd person feminine singular pronoun. (phonological phoneme replacement) |
| 51.    | /snaːbaːts/  | snapchats         | Clipping + changing singular noun into plural. (phonological Phoneme replacement)     |
|        |              |                    |                                                                                     |
|        | /meʤərʃiːt/ | major sheet        | No change                                                                          |
| 52.    | /medʒərʃiːt/ | major sheets       | changing singular noun into plural.                                                |
| 53.    | /ilmedʒərʃiːt/| the major sheets   | Prefixing KA definite article. + changing singular noun into plural.               |
| 54.    | /ilmedʒərʃiːt/| the major sheet    | Prefixing KA definite article.                                                     |
| 55.    | /baːrkin/    | parking            | No change (phonological Phoneme replacement)                                       |
| 56.    | /ilbaːrkin/  | the parking        | Prefixing KA definite article.                                                     |
| 57.    | /gred/       | grade              | No change                                                                           |
| 58.    | /gredaːt/    | grades             | changing singular noun into plural.                                                |
| 59.    | /ilgred/     | the grade          | Prefixing KA definite article.                                                     |
| 60.    | /ilgredaːt/  | the grades         | Prefixing KA definite article. + changing singular noun into plural.               |
| Number | Loanword | Meaning | Adaptation process |
|--------|----------|---------|--------------------|
| 61     | /greda:ta/ | 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.    | /sistimhɔm/ | their system | Suffixing 3rd person plural pronoun. |
| 65.    | /sistimhɔm/ | their system | Suffixing 3rd person plural pronoun. |

| Number | Loanword | Meaning | Adaptation process |
|--------|----------|---------|--------------------|
| 66.    | /ʌnfolo/ | unfollow | No change |
| 67.    | /ʤornal/ | journal | No change |
| 68.    | /wi:kɔnd/ | weekend | No change |
| 69.    | /hɔlwi:kɔnd/ | this weekend | Prefixing KA demonstrative. |
| 70.    | /ra:lks/ | relax | Conversion (the verb used as a noun) |
| 71.    | /səlfɪ/ | selfi | No change |
| 72.    | /hɔʃta:g/ | hashtag | No change |
| 73.    | /il hɔʃta:g/ | The hashtag | Prefixing KA definite article. |
| 74.    | /hal hɔʃta:g/ | This hashtag | Prefixing KA definite article. |
| 75.    | /hɔʃta:ɡa:ʃt/ | hashtags | changing singular noun into plural, changing singular noun into plural |
| 76.    | /mɔnʃin/ | mention | No change |
| 77.    | /latmɔnʃini/ | Don’t mention me | Prefixing negative particle + Conversion (noun → verb) + Suffixing 1st person personal Pronoun |
| 78.    | /ilmɔnʃin/ | The mention | Prefixing KA definite article. |
| 79.    | /staːf/ | staff | No change |
| 80.    | /stɑːf/ | staff | Phonological phoneme Replacement. |
| 81.    | /da:wnta:wn/ | Down town | No change |
| 82.    | /idda:wnta:wn/ | The down town | Prefixing KA definite article. |
| 83.    | /sɔʃalmi:dʒa/ | Social media | No change + phonological |
| Number | Loanword | Meaning | Adaptation process |
|--------|----------|---------|--------------------|
| 84.    | /rawtər/ | Router  | No change          |
| 85.    | /ɪlrawtər/ | Router | Prefixing KA definite article. |
| 86.    | /rawtəraːt/ | 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.    | /letəːt/ | lights | Changing singular noun into plural + phonological vowel replacement. |
| 91.    | /lokeʃin/ | location | No change |
| 92.    | /ɪlklokeʃin/ | The location | Prefixing KA definite article. |
| 93.    | /komənt/ | comment | No change |
| 94.    | /koməntaːt/ | comments | Changing singular noun into Plural |
| 95.    | /ɪlkomənt/ | The comment | Prefixing KA definite article |
| 96.    | /ɪlkoməntaːt/ | The comments | Prefixing KA definite article + Changing singular noun into Plural |
| 97.    | /koməntaːθʊm/ | Their comments | Changing singular noun into plural + suffixing 3rd person plural personal pronoun. |
| 98.    | /tiːʃərt/ | T-shirt | No change |
| 99.    | /ɪttiːʃərt/ | The T-shirt | Prefixing KA definite article |
| 100.   | /tiːʃərtəːt/ | T-shirts | Changing singular noun into Plural |
| 101.   | /ɪttiːʃərtəːt/ | The T-shirts | Prefixing KA definite article + Changing singular noun into Plural |
| 102.   | /tiːʃərtəːθʊm/ | Their T-shirts | Changing singular noun into plural + suffixing 3rd person plural personal pronoun. |

Number | Loanword | Meaning | Adaptation process |
|--------|----------|---------|--------------------|
| 103.   | /maːsk/ | (face) mask | No change |
| 104    | /maːsks/ | (face) masks | Changing singular noun into Plural |
| 105.   | /ɪlmaːsk/ | The (face) mask | Prefixing KA definite article |
| Number | Loanword   | Meaning                      | Adaptation process |
|--------|------------|------------------------------|--------------------|
| 106.   | /ɪlmaːsk/  | The (face) masks            | Prefixing KA definite article + Changing singular noun into Plural |
| 107.   | /bjuːr/    | pure                        | No change + phonological consonant replacement. |
| 108.   | /kobibest/ | Copy paste                  | No change |
| 109.   | /ɪlkobibest/ | The copy paste             | Prefixing KA definite article |
| 110.   | /bonas/    | bonus                       | No change |
| 111.   | /ɪlbonas/  | The bonus                   | Prefixing KA definite article |
| 112.   | /blok/     | block                       | No change |
| 113.   | /nik/      | nickname                    | Clipping |
| 114.   | /nɪki/     | My nickname (my Twitter account) | Prefixing 1st person singular personal pronoun. |
| 115.   | /kontenaraːt/ | containers             | Changing singular noun into Plural. |
| 116.   | /sbəʃalsos/ | Special sauce              | No change + phonological consonant replacement. |
|        |            |                             |                    |
| Number | Loanword   | Meaning                      | Adaptation process |
| 117.   | /ɪldgankfuːd/ | The junk food              | Prefixing KA definite article |
| 118.   | /ɪlorganikfuːd/ | the organic food         | Prefixing KA definite article |
| 119.   | /ɪlwaːjfaːj/ | The Wi-Fi                   | Prefixing KA definite article |
| 120.   | /intarnɔt/ | Internt                      | No change |
| 121.   | Klaːs/     | Class                       | No change |
| 122.   | /klaːsiʧ/  | your class                  | Suffixing 2nd 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. |
| Number | Loanword       | Meaning               | Adaptation process                      |
|--------|----------------|-----------------------|-----------------------------------------|
| 129.   | /ɪlfaːjnal/    | the final (exam)      | Prefixing KA definite article           |
| 130.   | /ɪnnərs/       | the nurse             | Prefixing KA definite article           |
| 131.   | /kaːʃ/         | cash                  | No change                               |
| 132.   | /jɪkəʃ/        | he cashes (money)     | Phonological adaptation.                |
| 133.   | /haːkər/       | hacker                | No change                               |
| 134.   | /ɪlhaːkər/     | the hackers           | Prefixing KA definite article.          |
| 135.   | /jihaːkər/     | he hacks              | Phonological adaptation.                |
| 136.   | /oːlərdi/      | already               | No change                               |
| 137.   | /ɪnɪstɪɡrəm/   | my Instagram          | Suffixing 1st person singular masculine/feminine personal pronoun. |
| 138.   | /fɪlinstɪɡrəm/ | in the Instagram      | Prefixing prepositional particle + KA definite article. |
| 139.   | /ɪnɪstɪɡrəm/   | Instagrams            | Changing singular noun into plural.     |
| 140.   | /ɪlvidjo/      | the video             | Prefixing KA definite article           |

Number  Loanword       Meaning               Adaptation process
141.   /ɪlvidʒəwət/       the videos               Prefixing KA definite article + Changing singular noun into plural.
142.   /gruːbətɪlwəts/   The WhatsApp Groups.  Changing singular noun into plural + Prefixing KA definite article + clipping
143.   /braːjɪfɪt/       private                 No change + phonological consonant replacement). |
144.   /ɪbəbdɛt/         with an update           Prefixing prepositional particle + deleting English indefinite article
145.   /laːjɪk/          like (twitter term)     No change
146.   /ɪlfəhros/        the virus                No change (+ phonological consonant replacement)
147.   /ɪlmələt/         the malls                Prefixing KA definite article + Changing singular noun into plural.
148.   /ɪlkəfəhət/       The coffee shops         Prefixing KA definite article + Changing singular noun into plural + change in internal structure.
| Number | Loanword   | Meaning               | Adaptation process                                      |
|--------|------------|-----------------------|--------------------------------------------------------|
| 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 1st person singular masculine/feminine personal pronoun. |
| 156.   | /ilmaraθon/| the marathon           | Prefixing KA definite article                          |
| 157.   | /ilrrisi:t/| the receipt           | Prefixing KA definite article                          |
| 158.   | /jitʃajik/ | he checks             | Phonological adaptation.                               |

| Number | Loanword   | Meaning               | Adaptation process                                      |
|--------|------------|-----------------------|--------------------------------------------------------|
| 159.   | /məsidʒ/   | message               | No change                                              |
| 160    | /məsidʒa:t/| messages              | Changing singular noun into plural                      |