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English Loanwords in Iraqi Samawian Arabic : A Phonological Study

لكلمات الإنكليزية المستعارة الى اللهجة العراقية السماوية : دراسة في
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Abstract

Globalization and internet made the world as a small village in which people can share several things easily. Being an international language, English has highly effected the Iraqi Samawian Arabic vernacular through adding several words to it. The present study tries to investigate the phonological aspects of the English loaned words in the Iraqi Samawian Arabic vernacular form the point of view of the students of the department of English since they are introduced with these words in both languages. It has been observed that a variety of English words related to many fields have been borrowed from English and become part of the language used by Iraqi Samawian Arabic vernacular speakers. These loaned words have been subject to modification or adaptation to match the morphological - phonological system of Iraqi Samawian Arabic vernacular. Consequently, such loaned words are used as if they were Arabic ones.

المستخلص

العولمة والانترنت قد جعلت من العالم قرية صغيرة حيث ان الافراد يتشاركون عدة أشياء بسهولة . اثرت اللغة الإنكليزية بكونها لغة عالمية على اللهجة السماوية العراقية العربية من خلال إضافة العيد من المفردات اليها . تحاول الدراسة الحالية استقصاء الخصائص الصوتية للمفردات المستعارة من اللغة الإنكليزية الى اللهجة السماوية العراقية العربية من وجهة نظر طلبة قسم اللغة الإنكليزية كونهم قد تعرفوا على هذه المفردات في كلا اللغتين لقد لوحظ ان مجموعة من المفردات الإنكليزية المرتبطة بالكثير من المجالات قد تم استعارتها من اللغة الإنكليزية لتصبح جزءا من اللغة المستخدمة من قبل المتحدثون باللهجة السماوية العراقية العربية . هذه الكلمات المستعارة كنّ عرضة للتعديل لتلائم مع النظام الصرفي والصوتي للهجة السماوية العراقية العربية. ونتيجة لذلك أصبحت هذه المفردات المستعارة مستخدمة وكأنها

عربية

1. Introduction

English has become a basic language for international communicators around the world since the early stages of the 20th century. Having such status could be attributed to several reasons: political, historical, economic, and cultural ones (Kay, 1995, p.67). This dominance that made English an international language is “primarily the result of two factors: the expansion of British colonial power, which peaked towards the end of the twentieth century, and the emergence of the United States as the leading economic power of the twentieth century”(Kay, 1995, p.59).

As it became a global language, English has gotten the status of a main language donor, especially in the fields of sciences, technologies, and much recently the telecommunications because of the huge technological

development and the revolution of information through the internet. This has been done because of the contact that is basically has cultural nature, between English and other languages as well as nations (Fasold & Linton, 2006,p.294).

The interest among researchers has been increased towards studying loanword phonology, but no studies have been carried out on the phonology of English loanwords in Iraqi Samawian Arabic Vernacular (ISAV). Thus, there is a need for more linguistic studies to shed light on the borrowing of English loanwords into ISAV. An important issue that has been under study is if adaptation processes are within the areas of perception or production. This study investigates the phonology of English loanwords in ISAV. In the process, the phonetic and phonemic approaches that have been controversial in loanword adaptation are addressed.

2. Theoretical Part

2.1 Loanword Phonology Theory

Linguists, or more specifically phonologists, have been and still interested in investigating the adaption of loanword, which refers to the phonological processes that are applied to words as they are borrowed from one language into another one . Hyman (1970, p. 65) suggested that the inputs to the processes of loanword adaptation are formed through the surface of the source language, which are governed then by the phonological rules of the borrowing language (Hyman,1970,p.65). For the rule-based phonology, the adaption of loanword represents one oddity which is, the loanwords usually have structures that are not available or different from the system of the phonology of the borrowing language, and thus, new rules might be added to the phonological rules to suit such adaptations. Such undesirable features are not available constraint-based phonology, as the transforming the loanwords follows the constraints that

are previously part of the rules of that system. Therefore, rising the theories that are characterized as being constraint-based has provided a particular and strong impetus to the analysis of loanwords, as well as some articles that have a gradual flow to analyze the process of adapting loanwords in such output-oriented framework (Golston & Yang 2001, p.16).

The term "*Loanwords*" refers to the words that are borrowed from a language to another. Such words often passes through processes of adaptation to meet the structural rules of the borrowing language, especially phonology. Such kind of adaptation might influence the facets of phonological structures, like the segmental, Phonotactics , supra-segmental as well as morpho-phonological restrictions of the system of the borrowing language. The types which appear form the process of adapting loanwords usually explore the aspects of knowledge that the borrowing language speakers' have which might not obvious within the data system of the borrowing language and, thus, the data of loanwords could inform the analysis of the basic phonology of the borrowing language (Hymanv& Holden,1976,p. 71). In this respect, the adaptation of loanword could be seen as an actual test that could enable the phonologists to probe into the structural awareness of language users in ways that possibly the native data alone cannot. Nevertheless, such patterns that emerge from the process of adapting loanwords provide an arability puzzle. When the loanword patterns are not identified by the native phonology of the borrowing language, then, from where do these patterns come? In addition, what types of representation do the processes of adaptation refer to as it looks for the potential patterns in the borrowing language which could closely match the input of the foreign language? Whether it is abstractly represented phonologically, or a detailed representation phonetically, or even a both of

the two? Is there universal preferences for specific types of repair over others ? (Berko,1958,p. 187).

2.2 Borrowing Theory

The term '*borrowing*' could be approached as “the introduction of a word (or some linguistic feature) from one language or dialect into another” (Crystal, 1992, p. 46). According to Richards, et al (1993, p.40), borrowing indicates “a word or phrase which has been taken from one language and used in another language” (Richards, et al. 1993, p.40). Borrowing could be achieved when a language loans words from others to its own lexical system. It happens as some users of a certain language have a contact with users of the other language for a period of time (Aronoff and Rees-Miller, 2003, p.21).

A distinction could be made to classify borrowing into its two major types : direct and indirect. The former happens as words from the lexical system of a foreign language are incorporated into the lexical system of the language that has borrowed so that they become part of it (Higa, 1980,p. 285). While the latter is occur when the meaning of the word only is taken from the foreign language which leads to form polysemous words.

Bloomfield (1933,p. 444) has seen '*borrowing*', in its linguistic sense, as “the adoption of features which differ from those of the main tradition”. such definition has been given to understand two different implications for the term that Bloomfield has described as '*dialect borrowing*' and '*cultural borrowing*'. Nevertheless, the term '*borrowing*' is basically used to indicate the second sense that indicates that the borrowed features come from a different language (Bloomfield 1933,p. 444).

Early studies of the processes of borrowing have focused on the items of the linguistic systems such as lexicology, phonology, and grammar . More recent studies have paid much interest in the study of the borrowing

of other elements in the systems of communication. The topic has started to overlap with some disciplines which are interested in studying the humans and their communication, like the fields of sociology ,anthropology, and psychology.

2.3 Phonotactic adaptation

Concerning phonotactic adaptation due to the phonotactic restrictions, in such way , there is a “too-many-solutions” problem and seemingly many puzzling emergent adaptation patterns. It is suggested that epenthesis prefers basically adaptation over deletion (Paradis & LaCharité , 1997,p. 123).

2.3.1 Epenthesis vs. deletion

Paradis and LaCharité (1997, p. 124) have suggested the '*Preservation Principle*' that indicates that the input material has to be preserved as much as possible, unless the cost of such preservation is so extreme. In other words, epenthesis has to be generally favored over deletion (Paradis and LaCharité ,1997, p. 124) . The following subsection will account the word-initial as well as word final cluster adaptations so that to see if epenthesis is really preferred over the deletion.

2.3.2 Word-initial clusters

Some studies have shown that epenthesis is considered as the predominant option of repair in several languages ,like Egyptian Arabic (Hafez ,1996), Farsi (Shademan ,2003). However, there are some other languages which only adopt a strategy of deletion in word initial clusters and most of them are creole languages where only /s/ + stop clusters are usually repaired. For English, nasal clusters are retained with no adaptation, as in *smoke* → [smoko], but /s/-stop clusters are repaired by /s/-deletion as in *speak* → [piki] , *stop* → [top] (Alber & Plag , 2001, p.185). Finnish is the only non-creole language in which deletion repair is done to

the exclusion of epenthesis for word-initial clusters, as all consonants, but the one immediately preceding the vowel, are usually deleted (e.g. Swedish *strand* → [ranta]. English loans also adopt the strategy of deletion, like *street* → [ri(ti)] and *blanket* → [lenketti] ~ (Karttunen, 1977, p. 171).

Some languages use a strategy of deletion in combination with epenthesis of word-initially. Polynesian languages that have no /s/ in their inventory delete /s/ in /s/-initial clusters, but all other clusters are repaired through epenthesis. In Hawaiian language, initial clusters are normally adapted with epenthesis, as in *blessing* → [pele'kine] while for /s/-initial clusters, there is a variable dealing between epenthesis and /s/ deletion, as in *speak* → [kH'pikH] ~ ['pikH] (Adler, 2006, p. 117). Nevertheless, such explanation does not include deleting /s/ in non-initial position. Such as , in Sranan, the language preserves /s/ in non-initial position, for example *sister* → [sisa]; *haste* → [hesi], (Alber & Plag, 2001, p. 121).

Other languages use both deletion as well as epenthesis strategies. Sometimes, however, they preserve /s/-initial clusters and in some other cases they have deletion (Fleischhacker, 2005). For Cantonese, both the deletion as well as epenthesis repairs are available, and the variation is governed by the bisyllabic word requirements, for example *freezer* → [fisa] vs. *cream* → [kejlim] (Silverman 1992, Yip 1993).

Finally, for Telugu, the process of repairing is variable between epenthesis and deletion, no matter what type of cluster is there, and deletion is directed towards a liquid in obstruent + liquid clusters (*glass* → [gasu] ~ [galasu]) and /s/ in /s/-initial clusters (*station* → [teoeHnu] ~ [isteoeHnu]) (Broselow, 1992, p. 253).

2.3.3 Word-final coda consonants and clusters

Comparing word-initial position with coda clusters, repairs for the latter in word-final position have more variability than the former.

However, it is not clearly set if the strategy of epenthesis or deletion is preferred for such position. Instances of languages which prefer epenthesis for repairing the choice for word-final coda restrictions are Japanese, Kikuyu, Korean and Sesotho (Rose & Demuth, 2006). On the other hand, some languages systematically prefer deletion for repair, include Vietnamese, Burmese, and White Hmong (Golston & Yang, 2001, p. 15). Moreover, it is a kind of fact that all those languages mentioned above that prefer deletion repair for the coda position strongly prefer monosyllabic morphemes. Still, such languages have no systematic preference for deletion for onset clusters. Burmese, for instance prefers epenthesis for word initial clusters but doubling and deletion for word-final clusters, as in *Christ* → [khH.7>?] (Chang, 2009, p.10).

Some other languages use both strategies of epenthesis as well as deletion in accordance with the segmental composition of the offending structures. Those languages are Yoruba, Cantonese , Hawaiian , Fijian , Inuktitut, and Hawaiian Japanese (Shinohara, 2006).

2.4 Language Contact between English and Arabic

All the languages around the world are exposed to contact with each other. As this occurs , the commonly expected result is to have borrowing. Thus, having some loanwords in a language shows that it undergoes some contact with the donor languages. The contact situation between English and Arabic speaking countries, especially between America and Iraq, has led to the borrowing of hundreds of English loanwords into ISAV. such lexical borrowing could be attributed to some linguistic factors, which results in loanword adaptation (Thomason & Kaufman, 2001, p.123). it could be said that such borrowing occurs because of the need to enrich the Iraqi lexicon to meet the modern technologies that the Iraqi people introduced to after 2003. The borrowed words from the donor language are

normally either mingled directly in the target language's lexicon with no concern for the original pronunciations or adapted to the phonological structures of the other language to preserve the donor language's form as close as possible. As a result, loanword adaptation might have some effect over phonological structures of the borrowing language , especially at the segmental level, as with phonemic substitution (Hock & Joseph ,1996,p. 235).

2.4.1 Background on Arabic.

Formal Arabic is one of the Semitic languages which has a limited characteristically vocalic system as it has three basic vowels only : /a/, /i/, and /u/, each one of them has both a short and long forms. Despite that, Arabic is characterized as having an extensive consonantal system. Just like all other Semitic languages, consonants are a prominent feature in Arabic, including /χ, ʁ, ʕ, ħ, ʔ, h/ (Watson, 2007). Hence, some English phonemes, like /p, v, ɪ, ʒ, tʃ/, are not available in the phonemic system of Arabic (Watson, 2007,p.320).

2.4.2 Background on English.

On the other side, English, according to Sir William Johns, is one of the Indo-European language family. The phonological system of English has twelve vowels in addition to five diphthongs (Rogers, 2000,p.76). The largest category of English consonants is the obstruent.

The differences between Arabic and English languages associated with the phonemic inventories of both languages, Arabic has more number of consonants at the uvular, pharyngeal, and laryngeal points of articulation. On the other hand, English is characterized as having a tendency toward consonants placed forward in the mouth. Moreover, most Arabic consonants have no voiced or voiceless counterparts. Most English consonants, however, have voicing counterparts. Because of such

phonological dissimilarity, this study examines the influence of the absence of these Arabic phoneme counterparts on group of Iraqi university students to find out whether they produce English loanwords differently.

3. Practical Part

3.1 Research Methodology

To meet objectives of the study, the researchers have used the following:

3.1.1 Population of the Research

The population refers to “the entire group of people who are of interest in a particular survey” (Brown, 2001,p. 71-72). In the current study, the population includes the students of the department of English in the University of Al-Muthanna. The number of the Students is (486) who are distributed in four stages .These numbers are taken from the head of the department of English/ College of Education for Humanities/ University of Al-Muthanna.

3.1.2 Sample of the Research

It is not an easy to gather data from every individual in a setting or population. The process sampling requires selecting subjects from the community of the study. Doing as such, the subgroup would the represent the total community. This is of high importance as it lessen effort, resources, and anguish that go into a survey project. (Brown, 2001, p.71). So, fifty students from the third stage were chosen randomly as a sample

for the test, The number of the students represents 10.29% of the total number of students in the department of English .

The selected group of students for the test were taken from the third grade for the academic year 2018-2019 ,and are distributed as 25 females and 25 males . The students' test is designed to verify the way the students pronounce the loanwords in different registers .

3.1.3 Students' test

To select the loanwords to the test, there was a dependence on the personal experience of the researchers as being a user of ISAV . The words which are chosen are related to different fields of knowledge and life they include the following :

No.	Loanword	Original Pronunciation (English)	Adapted Pronunciation (IAV)
1	connect	[kənekt]	[kenik]
2	check	[tʃek]	[tʃeik]
3	save	[seiv]	[seijiv]
4	cancel	[kænsəl]	[kensil]
5	format	[fɔ:mæt]	[fermit]
6	missed call	[mɪstkɔ:l]	[misko:l]
7	full	[fʊl]	[fool]
8	top	[tɒp]	[tob]

Table No. (1) The English Loanwords for the Test

These loanwords have been given to the students in two contexts Arabic and English ones to check how they would pronounce them.

3.1.4 Face Validity

One of the vital characteristics of well-designed test is its face validity. "The establishment of the validity of a test or tool is nothing but a way of ensuring that the developed test is going to measure the attribute or phenomenon for the measurement of which it has been designed by test developer and employed by the users. In this sense, the validity of a research tool lays great emphasis on the accuracy of the measurement provided by the tool at all times and situations. Thus, a research tool or test can be termed valid when it measures what it must to measure, irrespective of the time factor, repetition, and changes in the administration situation"(Mangal& Mangal,2013, p.578). There are number of ways to achieve validity, but face validity, which refers to "a type of validity that can be established through taking subjective decisions regarding the relevance and capability of the test items to measure what they ought to measure merely on the basis of their face value", is considered as the best type of validity in educational research.(Mangal& Mangal, 2013, p. 579).

To test the validity of the test , the questionnaire is given to two referees in the field of phonology and linguistics ,namely Assist prof. Dr. Oda Al-khafaji and Inst. Dr. Munthir Shakir, The referees were asked to indicate their opinions, remarks and suggestions concerning the suitability, validity, and applicability of the students' test . After reviewing the referees' important remarks and corrections, some items of the test were modified. So, the final version of them have been designed.

3.1.5 Reliability

The second vital matter concerning the quality of a well-designed test is reliability. Reliability indicates the “dependability or faith” that could be seen in a test. It is explained through the *consistency* and *stability* of its

measurement in addition to the internal consistency and homogeneity gained by its items and scales. (Mangal & Mangal, 2013,p. 565).

In order to meet the requirements of test reliability, a pretest was applied to fifteen students. The marks of their answers were divided into two split halves randomly, and were measured through using *person formula*, in order to test the internal coefficient. The internal coefficient of the fifteen subjects is 0.82, such result indicates that the test is highly reliable. So, the reliability of the test is approved.

3.1.6 Administration of the Test

After applying the test in its final form as well as achieving its face validity, the test was administered. The test was administered to (50) students in the third grade of Department of English college of Education for Humanities/ University of Al-Muthaan, distributed in (25) males and (25)females. The test was administered on the 13th of December in the academic year 2018-2019. The test was conducted by the researchers by person, since the students needed to know about the subject of the research and the way that s/he should answer the questions of the test.

3.2 Data Analysis

3.2.1 Practical findings

On Thursday, 13th December 2018, the test has been applied to the students of the 3rd grade in the department of English/ college of Education for Humanities/ University of Al-Muthanna. Fifty sheets of test were distributed equally on males and females randomly. Then, the researcher started to explain the main idea of test to help the students to answer appropriately. After applying the test on the sample of the study, forty-four sheets of test were collected as six students had spoiled their sheets.

After checking the answers of the students, the researchers have come out with several observations. The major and most important ones are as follow:

1. The students have used different transcriptions to indicate the pronunciation of the loanwords in both languages. This reveals great weakness in the ability of the students despite their study for phonetics and phonology for two years.
2. The results have shown that there is no big difference between the results of the males and females. This shows that these loanwords are used equally in the ISAV and are not limited to one of the genders.
3. The transcription of the loanwords in the boxes that are devoted to ISAV show some important phonological differences on both vowels as well as consonants. For vowels, the students tend to use longer vowels or even add some vowels to the original phonology of the words in the transcription of the loanwords in the boxes of ISAV. On the other hand, for consonants, they transformed some sounds that are not available in Arabic into some similar ones that are available in the system of ISAV. This happened basically in sounds like [p] which usually transformed into [b]. Moreover, there are some more additional consonants were added (or sometimes deleted) to meet the morpho-syntactic requirement of ISAV.
4. Being part of the users of ISAV, the researchers have noticed, through the results of the test, that the phonological transcription of loanwords indicates that the pronunciation of the loanword in ISAV has affected the pronunciation of them to the original words in English not vice versa. This shows that they dealt with the loanwords

before they studied them in English. Thus, for them, these words were no longer English, rather, they are ordinary words like all other words in ISAV and bounded by the constraints and rules of IAV rather than the English ones. This created further difficulty for the students to deal with these words as being English ones and, therefore, should follow the morpho-syntactic conceptions.

3.3 Conclusions

- 1- In the agreement with the first hypothesis, the study has arrived at the conclusion that there are several words have been borrowed from English into Arabic in different fields.
- 2- There are no big differences between male and female in their using of loanwords. This shows that these loanwords are used equally in the ISAV and are not limited to one of the genders.
- 3- It is also hypothesized that English loanwords are affected morphologically when they move to Arabic . The study agrees with this hypothesis and shows that the pronunciation of English loanwords in ISAV follows the Arabic rules not the English ones.
- 4- The students of English department in ISAV couldn't reform their pronunciation of the loanwords in Arabic though they studied the original pronunciation for years .
- 5- The students of English department have great weakness in the ability of transcription despite their study for phonetics and phonology for years. They are bad in transcription to the extent that some of the them wrote the English loanwords in Arabic when they were asked to transcribe them.

3.4 Suggestions for further studies

The researchers recommend the following:

- 1- Studying English loanwords in different fields. For example, in computer, engineering or agriculture ...etc.
- 2- Studying the loanwords from Arabic into English
- 3- Investigating the morphological features of the English loanwords in ISAV
- 4- Labeling the lexical meaning of the English loanwords in ISAV

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Appendix (1) The test

Dear students, we are writing about English loanwords in Iraqi Samawian Arabic Vernacular. The study aims to discover the phonological aspects of these loanwords for the students of the department of English. Having studied both languages, we would like to know how do you pronounce with these words in both languages.

Please transcribe the following words as you use them in English and Arabic

No.	Loanword	Original Pronunciation (English)	Adapted Pronunciation (ISAV)
1	connect		
2	check		
3	save		
4	cancel		
5	format		
6	missed call		
7	full		
8	top		