

American University in Cairo

## AUC Knowledge Fountain

---

Theses and Dissertations

Student Research

---

Summer 6-15-2023

# Language Borrowing Among Syrians Speaking Arabic in The United States: Arabization of English Words

Joanne Stephen

joannestephen@aucegypt.edu

Follow this and additional works at: <https://fount.aucegypt.edu/etds>



Part of the [Arabic Language and Literature Commons](#), [Arabic Studies Commons](#), [Bilingual, Multilingual, and Multicultural Education Commons](#), and the [Language and Literacy Education Commons](#)

---

## Recommended Citation

### APA Citation

Stephen, J. (2023). *Language Borrowing Among Syrians Speaking Arabic in The United States: Arabization of English Words* [Master's Thesis, the American University in Cairo]. AUC Knowledge Fountain.

<https://fount.aucegypt.edu/etds/2094>

### MLA Citation

Stephen, Joanne. *Language Borrowing Among Syrians Speaking Arabic in The United States: Arabization of English Words*. 2023. American University in Cairo, Master's Thesis. *AUC Knowledge Fountain*.

<https://fount.aucegypt.edu/etds/2094>

This Master's Thesis is brought to you for free and open access by the Student Research at AUC Knowledge Fountain. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of AUC Knowledge Fountain. For more information, please contact [thesisadmin@aucegypt.edu](mailto:thesisadmin@aucegypt.edu).

The American University in Cairo  
School of Humanities and Social Sciences

**Language Borrowing Among Syrians Speaking Arabic in The United States: Arabization  
of English Words**

A Thesis Submitted to

The Department of Applied Linguistics

In partial fulfillment of the requirements for

The Degree of Master of Arts in Teaching Arabic as a Foreign Language

By

Joanne Stephen

Supervised by Dr. Dalal Abo El Seoud

May 2023

# **Language Borrowing Among Syrians Speaking Arabic in The United States: Arabization of English Words**

## **Acknowledgements**

Words cannot express my gratitude to my professor Dr. Dalal Abo El Seoud for her invaluable patience and continuous feedback throughout the many stages of this thesis. I am grateful for my professors Dr. Raghda El Essawi, Dr. Nihal Sarhan, Dr. Reem Bassiouney, and Dr. Saeed Al Wakeel who have provided knowledge, professionalism, and expertise in the different wonderful courses, and showed constant support throughout this academic journey. I would like to offer my sincere gratitude to Dr. Zeinab Taha and Dr. Shahira Yacout for taking the role in advising me as members of the thesis committee.

I would not forget to mention my husband, my children, my family, and my friends who have believed in me, motivated me, and showed moral support which kept my spirits up during this process.

## **Abstract**

Immigration to the United States from different Arab countries have been occurring for the past couple of centuries. Arabs from many countries are still migrating to different States in America. Getting adapted to a whole new place, new culture, and especially a new language could be difficult. Cultural and language contact in some cases causes what is called “language borrowing”. This study identified and examined different words that Syrian Arabic speakers in the United States of America borrow from the English language and arabize them. This study investigated the different approaches that native Arabic speakers follow in order to adapt the borrowed words into their spoken Arabic. An ethnographic qualitative descriptive method was used in this study using face-to-face interviews. 30 total participants have participated in this study and were split into two different groups. The findings of this study indicate that native Arabic speakers in the United States borrow words from the English language, and adapt them into the Arabic language by putting them under several phonological and morphological changes. The findings of this study also showed that many heritage speakers are unaware of the borrowed words, although they presumed that all the words they use while speaking Arabic are of Arabic origin.

## Transcription List

### Consonants

Arabic Transcript	IPA Symbol	Arabic Transcript	IPA Symbol
ء	/ʔ/	ض	/dˤ/
ب	/b/	ط	/tˤ/
ت	/t/	ظ	/ðˤ/
ث	/θ/	ع	/ʕ/
ج	/ʒ/	غ	/ɣ/
ح	/ħ/	ف	/f/
خ	/x/	ق	/q/
د	/d/	ك	/k/
ذ	/ð/	ل	/l/
ر	/r/	م	/m/
ز	/z/	ن	/n/
س	/s/	ه	/h/
ش	/ʃ/	و	/w/
ص	/sˤ/	ي	/j/

### Vowels

Arabic Transcript	IPA Symbol	Arabic Transcript	IPA Symbol
ا	a:	فتحة	a
ي	i:	كسرة	i
و	u:	ضمة	u

## **Dedication**

To my loving husband and daughters who have motivated me to pursue my Master's Degree and have supported me throughout this journey.

*Table Of Contents*

Acknowledgements	ii
Abstract	iii
Transcription List	iv
Dedication	v
Chapter One	
• Introduction	1
• Research Questions	5
• Definitions	6
Chapter Two: The Literature Review	7
Chapter Three	
• The Methodology Approach	23
• Research Design	25
• Data Collection	26
• Ethical considerations	27
Chapter Four: Results and Discussion	28
Chapter Five: Conclusion	49
• Pedagogical implications	50
• Delimitations	51
• Limitations	51
• Future Research	52
References	53
Appendixes	
• Appendix A	56
• Appendix B	57
• Appendix C	59

## Chapter One

### Introduction

Other than culture change, Language borrowing, where a word from one language is adapted for use in another language, is a phenomenon caused by cultural contact between two communities with two different languages. This phenomenon has become of interest in the fields of linguistics. According to Hoffer (2005), intercultural contact and communication have resulted in loanwords being brought into the vocabulary of each language involved. A ‘Scale of Receptivity’ that has been put forward by previous studies for languages that accept borrowings, indicates the level of acceptance or resistance to the borrowed words. Languages around the world have borrowed words from different cultures across the centuries, and accepted the new vocabulary as an enrichment in their own vocabulary, where speakers of some languages thought of the importation of loanwords to be falsifying and corrupting their native language, so they resisted word borrowings (Hoffer, 2005). Arabic speakers around the world have been receptive to the borrowing of words, where they have adopted many English words such as “laptop, app, internet, mobile, fax, telephone, microwave, television, etc...” and transformed them into Arabic, which has enriched their vocabulary (Hendal, 2018).

This study will focus on examining the ways language borrowing affects native Arabic speakers in the United States as well as the younger generation in learning Arabic.

Immigration to the United States from Arab countries started around 200 years ago. People arrived in different cities and towns in America where they had to learn a new language and get used to a new culture. According to the United States Department of State, over three million of the United States population trace their roots back to an Arab country (Stephan, 2021). In four different waves, Arabs immigrated to the United States as a result of struggles and hardships in their respective mother countries. The first major wave of Arab immigration started in the late



1800s, where most of the Arab immigrants came from what was known as the Province of the Greater Syria, a region of the Ottoman Empire, that included what are known to be Syria, Lebanon, Jordan, and Palestine in the present day (Little, 2022). While many of those immigrants escaped religious oppression and abuse, others left their mother countries to get away from the prevailing poverty and economic depression in order to pursue a better life in America (Haiek, 2010, p.20). The second wave took off in the beginning of the twentieth century, when the auto industry in Detroit, Michigan, grew rapidly and attracted immigrants from all over the world, where Arabs from Syria, Lebanon, Iraq, Jordan, Palestine, Egypt, Tunisia, Morocco, and many Gulf countries, immigrated to America. A third wave of Arab immigration to the United States started in the 1960s and it is said it lasted until the 1990s where Egyptians, Moroccans and Yemenis left their countries due to poverty, while many Lebanese fled due to the Lebanese civil war that took place from 1975 until 1990 (Abraham, 2018). While some mention a fourth wave of Arab immigration, others argue that the third wave of immigration from Arab countries never ended, although it continues to the present, because of the Iraq war, the Syrian war, as well as the political and economic issues in many Middle Eastern countries that caused instability which encouraged people to flee their native countries in order to seek better economic opportunities (Stephan, 2021). Early Arab immigrants settled in the Northeast and the Midwest where many worked as grocers and peddlers, while others worked in industrial factories and textile mills. According to Haiek (2010), the typical early Arab immigrant was the young Christian male who spoke little to no English at all with no industrial skills, and planned on being in the United States temporarily to save money and return home where they could live comfortably. Nonetheless, Arab immigrants were able to work, save money, pursue upward mobility, but the economic and political instabilities in the Middle East did not allow them to return to their native countries, so they chose to settle in America, form their own communities

in different parts of the United States, and build their own churches and mosques throughout the whole country.

According to Little (2022), Arab Americans are found in every state, but the majority of them (about two thirds) live in just ten states: Pennsylvania, New York, New Jersey, Michigan, Florida, California, Illinois, Ohio, Virginia, and Texas (Little, 2022). While Pennsylvania is one of the States where a large number of Arab immigrants reside, the city of Allentown in Pennsylvania holds a large Arab community (over 150,000 people) that are mainly of Syrian descent. While Allentown is the third largest city in Pennsylvania, it is also one of the largest populations of Syrians in the nation. The Syrians were some of the first immigrants to the United States along with the Lebanese, who fled the financial pressure in their mother countries. Most of them did not speak English upon arrival, and to the present day, many of them, especially the older generation, still are not fluent in English. They did not get the chance to be fluent in the English language as they congregated in neighborhoods where they were surrounded by other Arab Americans. Overtime, they have established a big community where the vast majority is fond on maintaining their culture, traditions, as well as their language. On top of that, many of them have built their own businesses where they had other Arab Americans work which kept the Arabic language alive amongst the community (Rubinkam, 2015).

Due to their interest in maintaining their social, cultural, and linguistic practices among the community and the future generation, both languages English and Arabic come in contact with each other which causes linguistic variations and phenomena such as code switching and borrowing.

The research gap:

The researcher has observed that this group of Arabic speakers in the United States is borrowing words from English and arabizing them in order to communicate with similar groups of Arabic speakers. It seems that the younger generation are learning Arabic in that way where they are using borrowed words while speaking the language.

Importance of study: This research study will attempt to identify the different types of words that Syrian Arabic speakers borrow from the English language, and examine how the borrowing process affects the younger generation in learning to speak Arabic.

Borrowing is a phenomenon that occurs when two languages come together. Lexical borrowing is when a word is adapted from one language and used in another language (Nordquist, 2019). In the case where a word is borrowed from another language, it is called a loanword. In the borrowing process, the loanwords are usually inflected or altered into the same grammatical form of the borrowing language. In their study “Language's Borrowings: The Role of the Borrowed and Arabized Words in Enriching Arabic Language”, Khrisat & Mohamad (2014) indicate that borrowing of words and terms will occur as long as there is contact between cultures, and English has always been a rich source for borrowing words no matter what the differences in structure and phonetics are. For that, borrowed words from English undergo changes in form and meaning, as the English phonological system is different from the Arabic one (Khrisat & Mohamad, 2014, p. 133). According to Khrisat & Mohamad (2014), the change in form and meaning when it comes to borrowing from English is also called ‘Arabization’, which means making an English word Arabic in form, style, and character (Khrisat & Mohamad, 2014, p.134). Arabized words are usually treated as if they were originally Arabic. In the process of borrowing from English into Arabic, sounds are replaced by Arabic sounds in accordance with the Arabic language. Khrisat &

Mohamad (2014) state the importance of Arabization even though the process does not follow any rules or guidelines. In their opinion, Arabization could provide the Arabic language with new vocabulary that could help in entering Arabic in the fields of science, information, and technology (p.141). More research is recommended on Arabization in order to come up with certain rules and recommendations to be followed in the process of borrowing, so borrowed words could add to the Arabic Vocabulary.

During my interaction with the older generation (the native Syrian Arabic speakers), it was obvious that they are borrowing words from English and arabizing them while speaking Arabic, and the younger generation (the heritage speakers) do not realize that certain words are borrowed from English and used in spoken Arabic. Although, they think that those words are originally Arabic words as they have learned them from their parents and grandparents who are not fluent speakers of English and speak more Arabic than English. This study identifies and examines different words that are borrowed from the English language by native Arabic speakers in the United States, investigates the different approaches that Syrian Arabic speakers follow in order to adapt the borrowed words into their spoken Arabic and arabize, and focuses on determining how the process of borrowing affects the younger generation (heritage speakers) in learning to speak the language.

### **Research Questions:**

- What kind of words do Syrian Arabic speakers in the United States borrow from the English language in their daily conversations?
- How do they adapt those borrowed words to their spoken Arabic?
- How does the process of borrowing and Arabization affect the younger generation or heritage speakers speaking Arabic in the United States?

**Definitions:**

Ethnographic: relating to the scientific description of peoples and cultures with their customs, habits, and mutual differences.

Borrowing: the process of speakers adopting words from a source language into their native language.

Loanwords: words adopted by the speakers of one language from a different language (source language).

Arabization: Make a word Arabic in form, style, and character. Transferring a word from a language into Arabic by bringing it under Arabic influence and system.

## **Chapter Two: The Literature Review**

Immigration, which is the action of traveling into another country for the purpose of permanent residence there, has started from many Arab countries to the United States in the 1800s. Immigrants from the Arab world arrived in many cities in the United States and had to adapt to American society and culture in a range of areas such as education, occupations, health, and language (Pham, 2021). During that time, people from southeast, central, and eastern Europe also made their way into the United States, fleeing crop failure, job shortages, and taxes as the US was the land of economic opportunity (U.S. Immigration in the 1800s). Language barriers become an issue for immigrants in the United States as they come from countries that speak languages other than English. According to the World Economic Forum, the United States had around 1.2 million Arabic speakers back in 2019 (Deshmukh, 2021). Until this day, some people who migrate to the United States from Arab countries, are not fluent in the language and tend to learn English. Although, their native language comes in contact with the English language, which causes some language transfer or some type of language influence. Language transfer is when linguistic features from the first language are applied into the second language by the speaker or vice versa (Jarvis & Pavlenko, 2008). Borrowing is one of the language changes that speakers tend to do when two languages are used at the same time. This study aims to identify the different types of words that Arabic speakers in the United States borrow from the English language. This study will also focus on examining how the borrowing process affects the younger generation in learning to speak Arabic. In this literature review, several themes that would benefit this research study in finding answers to the research questions and concluding the findings, would be discussed including the factors that lead to borrowing with different examples of borrowing from different countries, the different types of borrowing, borrowing in Arabic, and Arabization.

### **Factors that lead to borrowing:**

A loan word is a word that is imported into one language from another language. It is also called a borrowed word. Language borrowing has occurred in many countries around the world, where languages have borrowed words from different languages and added them to their vocabulary.

In a research article that focused on studying loanwords of English (its causes, its etymology or origin, its classification, as well as its influence) in order to find out which language affected the English vocabulary the most, Xiao (2020) has spoken of six different factors that led to language contact and English borrowing from other languages.

Colonial rule and trade exchanges is one of the factors that caused language contact over the years. In the mid-19th-century, after the Opium war between Britain and China, many Chinese words such as “typhoon” and “tofu” made their way into the English language, and English words such as “jeep”, “sofa” and “tank” made their way into the Chinese language (Xiao, 2020).

According to Xiao (2020), the geographical location of Britain in the Western European continent has facilitated economic, trade and cultural contacts with neighboring countries, which caused language contact that resulted in language borrowing. He also mentions that countries who acquire victory after war and military occupation, usually force the conquered people to learn their language and culture, which causes language contact that results eventually in language borrowing. An example of that would be the Norman Conquest (the 11th-century invasion of England by the French Duke of Normandy) which caused a large number of French words to enter the English vocabulary. Not to forget the religious influence which is another factor that causes language contact due to the study of religious classical works since every religion has its own language for example: Buddhism’s language is Sanskrit, and Christianity’s language is Latin. Classical works

are usually translated into the language of the country where the religion is introduced, which brings foreign words into the native language, such as “monastery”, “clerk”, and “shrive”, Latin words that were inserted into English due to their relation to Christianity. Xiao (2020) also indicates how immigrants bring their own language into the country of immigration which causes language borrowing. An example of that is the influence of Hispanic culture on the American society which brought many Hispanic words into the American English such as, “rumba”, “maize” and “tomato”. One last factor that was mentioned in this article is the needs of social development that is usually affected by the development of the world politically, economically. Scientifically, and technologically since the internet world brings many languages into contact. English is one of the languages that is affected by world development since it is an international language (Xiao, 2020).

In a research study on Romanian/English contact, Greavu & Blaga (2014) found that the factors behind the borrowing of English words by Romanian language is believed to be due to the belief of having that prestige of using the English language, being the language of modernity. This is believed to help in strengthening the Romanians’ position and relation with their older counterparts (Greavu & Blaga, 2014, p.98).

The English language is one of the languages that have been very supportive of borrowing words from different cultures as it has borrowed from French, Latin, Greek, Scandinavian, Indian, Arabic, and other languages due to different factors. As shown in a study by Xuan Liu and Lanqin Zhang (2011), the Chinese language is one of the languages that English has borrowed words from. According to Liu & Zhang (2011), borrowing words between English and Chinese has been occurring for more than a thousand years, where words have been borrowed from Chinese into English at different times, mirroring the Chinese cultural and linguistic influence on English.



Chinese loanwords in English are mostly related to fields such as customs, economics, and politics, as well as products and arts (Liu & Zhang, 2011, p. 1816). Here are some examples of some Chinese words that made their way into English by transliteration such as “typhoon”, “wok”, “pinyin” and “bok choy”. Not to forget other Chinese words that made their way into English but went under some changes like translation (where each morpheme is translated into the equivalent word in another language) such as “goldfish”, “spring rolls”, “bean curd”, and “dragon boat”, and other words that went under a change called loan blending (where only a part of the word is borrowed) such as “peckin duck” and “Sino-Japanese”.

Due to different historical events, English has taken words from French considering that the French and British had many close relations since the ancient times which resulted in a third of total English vocabulary going back to French (Xiao, 2020). Many of the French loanwords in English are related to government, law, religion, and military, such as “reign”, “dynasty”, “palace”, “jury”, “preacher”, “combat”, “pilot”.

Latin words also found their way into English vocabulary due to three historical events, the Romans invading Britain, the Christianity spread in England and the Renaissance (Kavtaria, 2011). About a quarter of modern English vocabulary are Latin loanwords such as “July” (Caesar's name is Julius), “August” (The ruler of Ancient Rome, Augustus), “Venus” (Goddess of love and beauty), “Mars” (the ancient Roman God of war), “Bible” (Biblia) (Xiao, 2020). According to Kavtaria (2011), Latin Christian words made their way into the English language due to the spread of Christianity and Latin being the official language of the Christian church. Loanwords such as “alter”, “angel”, “apostle”, “bishop”, “monk”, “mass”, “priest”, “nun” and “candle” were borrowed from church Latin and not from spoken Latin (Kavtaria, 2011).

Spanish loanwords are also found in the English language and were borrowed directly from Spanish due to historical events in the 1800s such as the Texas independence, the American Mexican war, and the California Gold Rush. Spanish words such as mosquito, tornado, banana, and rumba found their way into the English language as well. According to Xiao (2020), English has also borrowed words from German such as “hamburger and kindergarten”, from Japanese such as “judo and karate” and from Arabic such as “alcohol, lemon, sheikh, sugar, cotton, artichoke, chess, giraffe, etc...”

Similar to the English language, Indonesian language has also borrowed words from other languages such as Portuguese, Dutch, and English due to different factors and events.

Although, in a research article by Tri Indri Hardini and Philippe Grangé in 2016, we learn that most of the Indonesian loanwords from Portuguese, Dutch, and English do go back to French origin. Even though some contacts between Indonesia and France occurred around 1650, those relations were actually minimal as some French merchants buying spices wandered around Sumatra, which did not allow the French language to directly influence the Indonesian language (Hardini & Grangé, 2016, p. 158). Since Portuguese were the first Europeans to roam around Indonesia around 1540 (known as Malay back then), as they built small military forts and trading posts, language influence occurred. Nowadays, some Indonesian words and terms related to vegetables, furniture, weapons, cooking, as well as religion, originate from Portuguese. However, prior to Indonesian contact with Portuguese, French and Portuguese came in contact during the 12th Century politically and culturally, which resulted in the borrowing of words from French (Hardini & Grangé, 2016, p. 159). A number of those words eventually made their way into Malay-Indonesian around the 16th Century such as:

“blus=bluza(portuguese)=blouse[bluz](French)=blouse (English)”,

“capiro[tʃapjo]=chapéu[ʃɐ'pɛw] (portuguese)=chapeau(French)=hat(English)”.

On the other hand, most loanwords in Indonesian that go back to French language, were transferred through Dutch. Hardini & Grangé (2016) describe this transfer between the three languages as indirect where Dutch language is a receiver language from French and a donor language to Indonesian (p.160). As cited in Hardini & Grangé, 2016, p. 160, Maier (2005) asserts that 20% of Indonesian vocabulary are loanwords from Dutch. Yet, Hardini & Grangé (2016) state that this claim could be somewhat exaggerated as it has not been quantitatively justified (p.160). Here are some examples of Malay-Indonesian words from Dutch originating back to French:

- “Bankrut” (bankruptcy in English)=bakroet(Dutch)=banqueroute(French)
- “Biskuit” (biscuit in English)=beschuit(Dutch)=biscuit(French)
- “Sopir” (driver in English)=chauffeur(Dutch)=chauffeur(French)

Other Indonesian words are borrowed from English, but also originate from French since many English words were French loanwords due to French and British historical events during the 11th Century. Becoming a global lingua franca in the 20th Century, the English language has become a donor language to the world (Hardini & Grangé, 2016, p.162). Indonesian language, just like other world languages, has borrowed many words from English. Some of these words are known to be originated from French such as:

- “Aksesibilitas”=accessibility(English)=accessibilité(French)
- “Konspirasi”=conspiracy(English)=conspiration(French)
- “penalti”=penalty(English)=pénalité

Nonetheless, French has had its share in borrowing some words from Indonesian itself through Dutch and Portuguese, with some uncertainty whether some were transferred through English (Hardini & Grangé, 2016, p.162).

According to Greavu & Blaga (2014), thousands of Romanian words have been found to be borrowed from the English language. Greavu & Blaga (2014) used a corpus of journalistic prose in order to analyze how Haugen's taxonomy of borrowings in literature applies to the Romanian/English contact. To be clear, Haugen's theoretical framework supposes that the joint action of two mechanisms, importation and substitution result in borrowing. According to Haugen, as cited in Greavu & Blaga (2014, p.95), importation is reproducing a foreign word in a language, while substitution is the replacement of some morphemes of a foreign word in order to get it adjusted to the structures of the recipient language. To name some of the Romanian words that were borrowed from English: administrație, box, canoe, cargo, cocteil, duplex, electron, finiş, golf, handicap, interviu, jeanşi, lift, picnic, rugby, sandviş, şerif, tenis, video, televiziune, tehnologie.

### **The different types of borrowing:**

In a research study analyzing Chinese loanwords in English and examining how English was influenced by Chinese loanwords, Liu & Zhang (2011) have found three different means of borrowing Chinese into English. One means of borrowing that was found is "Transliteration", where words are completely borrowed as they are, with no change, such as pinyin, bok choy, wok, typhoon, etc... "Loan translation" was another type of borrowing according to Liu & Zhang (2011), where a word is translated into a word in another language with the same meaning, such as moon cake, bean curd, goldfish, spring rolls, dragon boat, etc... The last means of borrowing found was "Loanblend", where only a part of the word or term is Chinese and the other part is English, such as Chinatown, Peking duck, Sinologist etc...

Liu & Zhang (2011) concluded their study by showing the importance of loanwords for both languages involved, as it satisfied the need of English society with the internationalization and cultural exchange, and it has carried Chinese culture out to the world (p.1819).

According to Xiao (2020), there are three types of English loanwords. The first type is “Pure loanwords” borrowed from other languages in full form and meaning such as “mosquito”, “kindergarten”, “respective” etc... with the pronunciation being the only difference. “Mixed loanwords” are the type when the root is the foreign and the affix being English in words such as “submerge” that comes from French (root is “mer” = “sea”, affix is “sub” which is English). Another example is “oblivious” from French as well (root is “obli” = oublier in French = forget, affix is “ous” which is English). The third type is “translation loanwords” where words and morphemes of foreign words are translated into English such as “mooncake” and “Mid-Autumn festival” from Chinese, “class struggle” and “surplus value” from German.

On the other hand, Hardini & Grangé (2016) found that one type of borrowing called “loan concept” occurs more frequently than any other type of borrowing in the Indonesian language borrowing from French. They state that many borrowed words have occurred due to new technologies taking over the world in the 20th century and occupying everyone’s life. They also assert that the Indonesian language has adopted many words in order to express certain concepts in a more refined way (p.164). A loan concept is a new concept in which its actual name in the foreign language is used in the receiving language such as “wine” in Indonesian and “bambou” in French (Matthews, 1997, as cited in Hardini & Grangé, 2016, p.163). This concept is used in order for the speaker to refer to something concrete or abstract in their environment. Lehman & Martin-Berthet (2000) identify a subset loan concept called “xenism”. This subset is used in situations for practical reasons only. Such words refer to artefacts, traditions or food that are associated with a

particular community and cannot be translated into another language. For example: “gamelan” (a percussion orchestra in Indonesia) cannot be modified in French. The same applies to words such as “cognac” (a French brandy) when it comes to Indonesian borrowing from French (Lehman & Martin-Berthet, 2000).

Using a corpus of journalistic prose towards figuring out how Haugen’s taxonomy of borrowing affects Romanian/English contact, Greavu & Blaga (2014) came across three different types of borrowings that are based on Haugen’s classification of borrowings: loanwords, loanblends, and loanshifts. The researchers identified loanwords as the borrowing or importation of a morpheme (form and meaning) with no substitution except for some type of phonetic integration into the structures of the recipient language. A large number of loanwords were identified from the corpus, that were described as assimilated based on their level of adaptation such as “administrație, cocteil, fotbal, jeanși, televiziune, tehnologie etc...”, and other unassimilated loanwords such as “advertising, cash, hobby, desktop, shipping etc...”

Loanblends or hybrid loanwords are described as to where some part of the form is being borrowed from the foreign language and replacing a part of it with a native morpheme. Two types of loanblends are mentioned here: “blended derivatives” and “blended compounds” (Greavu & Blaga, 2014, p.99). Blended derivatives take place when native derivational suffixes are replaced by the foreign ones. In Romanian, the suffix *-are* replaces the English suffix *-ing* in words such as “*targetare/targeting*”, “*brandare/branding*”, “*scannare/scanning*” etc... Although, blended compounds, according to Haugen’s taxonomy, as cited in Greavu & Blaga (2014), are words that are made up of both source and recipient language stems. In this case, here are some examples of some blended compounds from the Romanian borrowing from the English language, that are

phonetically motivated blended compounds “businessplanuri- business-plans, masterfranciză-masterfranchise, schipass-skipass etc...” (p.101)

Loanshifts on the other hand, is the borrowing of words that show morphemic substitution where the meaning is only imported without transporting the form. Loanshifts are used in order to extend a specific meaning from the source language that would match that of a word from the recipient language. Two different types of loanshifts are mentioned by Greavu & Blaga (2014), semantic loans which is influenced by phonetic and semantic resemblance, such as “*realiza/accomplish, a aplica/to request or appeal*”, and loan translations which are found at the level of compounds such as ‘*first lady*’ *prima doamnă*, ‘*no man’s land*’ *țara nimănui*, ‘*number one*’ *numărul unu* etc... (Greavu & Blaga, 2014, p.103)

### **Borrowing in Arabic:**

The Arabic language has also done its own borrowing from other languages. In a research study that investigated foreign words used in Jordanian colloquial Arabic and the reasons behind the borrowing, Abushihab (2016) mentions that Jordanian colloquial Arabic has borrowed many words from English, even though some of these words derive either from Italian or French. He also mentions that some Jordanian words were borrowed from Turkish, although the Turks have borrowed some of these words from Persian. This shows how the borrowing process keeps passing from one language to the other. Abushihab (2016) has focused in his study on the reasons behind Jordanian colloquial borrowing from other languages. He found that English is the main source of borrowed words in Jordanian Arabic as it is an international language. Jordanian speakers have borrowed English words from different fields like political, technical, and social terms in order to show some type of prestigious status (Abushihab, 2016). Culture contact between Jordan and English-speaking countries has encouraged the process of borrowing into Jordanian Arabic.

Some of the borrowed words into Jordanian Arabic from English that are mentioned by Abushihab (2016) are: brotokol/protocol, Parlamen/Parliament, Bitza/Pizza, Kombuter/computer, kombuteraat/computers, kamara/camera, balkon/balcony, salon/saloon, barfan/perfume, etc... Although the researcher focused on the Jordanian colloquial Arabic borrowing the above words from English, it is important to mention that these words are also adopted by most Arab countries and are used in their daily spoken colloquial language.

As we see in these examples, most of the borrowed words undergo some type of morphological and grammatical change in order for the word to fit the Arabic morphological and grammatical system. They replace the letter *p* with a *b*, and they pluralize words based on the Arabic system of pluralizing. Therefore, Abushihab (2016) highlights the importance of syllabus designers, text developers and teachers of English in Jordan being able to recognize and identify the differences between the correct pronunciation of English borrowed words and the way they are pronounced in Jordanian Arabic, in order to stay away from committing pronunciation errors while teaching English to Arabic speakers (Abushihab, 2016, p.290).

Since derivation, which is when multiple words are derived from a single root word, is a common feature of the Arabic language, it is possible for Arabic speakers to derive words and forms even when using a borrowed word. A study by Reima Al-Jarf (2021), has focused on the different derivational patterns that are used to derive different words (nouns, verbs, Adjectives, etc...) from loanwords in Arabic. For this study, the researcher has collected a corpus of 176 borrowed words with 475 derivatives in the Arabic language. The corpus was collected from different sources such as people, internet, social media, TV shows, as well as dictionaries. After analyzing the data, Al-Jarf (2021) has found that English was the main language that words have been borrowed from. This study has found that derivation from borrowings in Arabic is usually



unplanned, it just happens, as people usually derive forms from borrowed words used on a regular basis. Different forms and levels of derivation have been found in this study, where some derivatives are used in Colloquial Arabic only and other derivatives are only used in Standard Arabic. Some examples of derivations from borrowings in Arabic are:

- Federal (Verb فدرل, Noun فدرلة, adjective مفدرل)
- Doctor (Verb يدكتر to treat someone); (Noun دكترة, calling someone doctor)
- Chic (Verb يتشيك, to dress up); (Noun شياكة N, elegance); (Adjective منتشيك, dressed up/elegant)

The researcher of this study has highlighted the importance of raising language and translation students' awareness when it comes to derivation, as this could complicate their learning process and could cause linguistic errors. The researcher mentions the importance of language and translation students understanding that some derivatives could be acceptable to use in either Standard Arabic or Colloquial Arabic, but not in both. Some examples would be the word borrowed from French language “chauffeur” شوفير, Verb يشوفر to drive someone around, “corona” with the verb كورن, caught corona; مكورن Adj, having corona. Also, they must realize that some derivative forms that are used in Colloquial Arabic could not be used in the English language as they would be considered grammatically incorrect and they could have different meanings in the doner language due to semantic changes (Al-Jarf, 2021). An example of that would be the use of the letter “X” that is borrowed from English in order to transform it into a verb in Arabic “أَگس” which would mean “to put an X on someone or to delete them”. This would be grammatically incorrect if it was translated into English.

In her research paper, Ibrahim (2006) has investigated and described the process of borrowing in Modern Standard Arabic. This research started in 1987, but did not get completed

until 2005, as it was focusing on the practice of borrowing evolving over the years, by comparing issues of the Egyptian newspaper “Al-Ahram”, from 1987-1988, 2000, and 2005. By comparing different issues of the newspaper from two different decades, Ibrahim (2006) found it obvious how the revolution of communication and globalization had impacted and influenced languages, where new concepts have circulated especially in the Arabic language in Egypt. The Arabic language has been influenced by the French language when it comes to the fields of art and fashion “/biluuzaa/ french word blouse, /ʔ al- ʔ iksiswaar/ french word accessoire, /butiik/ french word boutique, /barfaan/ french word parfum etc...), while English is the main source of influence when it comes to technology “internet, fax, remote control, laser, digital, plasma, hard disk etc... (Ibrahim, 2006). This research paper has shown that borrowing in Modern Standard Arabic is evident in the media field. Over the years, as a reflection of the historical, political, and economical evolution, as well as a reflection of new inventions and developments, foreign words have been borrowed and used, especially in the field of media, although they have become difficult to change back into their Arabic equivalent (Ibrahim, 2006). Due to the media using borrowed words, speakers have come to accept and include the borrowed words in their daily life and conversations (Ibrahim, 2006). This shows that borrowed words have become a part of the language itself.

### **Arabization:**

The word “Arabization” comes from the verb “arabize” which means to “make Arabic in form, style, or character” or to “bring under Arab influence or control” according to the American Heritage Dictionary of English language (2009, as cited in Khrisat & Mohamad, 2014, p.134). According to Khrisat & Mohamad (2014), words that are borrowed in Arabic from other languages go through the process of “Arabization”. As specified by Hussein (2022), Arabization is when a foreign word goes through what is called an Arabic dyeing process in order to transfer it to the

Arabic language. Although it is important to make clear that Arabization is part of the linguistic borrowing, and to understand the difference between Arabization and translation. If the word does not go under any change while being transferred into Arabic, it would be considered an intruder, but it would be called Arabized if it is transferred after going through some change (Hussein, 2022). Foreign words and terms go through minor phonetic and morphological changes prior to bringing them into Arabic. Arabized words are usually considered as if they were Arabic words, which is why they go through a derivation process, since derivation is a common feature of the Arabic language as we discussed above.

According to Hussein (2022), Arabization takes two different approaches, since it became essential in the modern era in order to keep up with world development. The first one is to refine foreign words by bringing foreign words into Arabic dictionaries after putting them through changes based on the different standards and rules, to be recognized as pure Arabic vocabulary for derivation from them to be validated. The second approach is finding Arabic words that would replace foreign words, due to the entry of different foreign words related to inventions and devices' that carry foreign names, so arabizing such words became necessary (Hussein, 2022).

Some of the pronunciation changes that Arabized words go through, according to Hussein (2022) are as follows:

- Replace one letter with another letter such as: “luka:m لكّام” became “luza:m لجام”
- replace one letter movement with another such as: “dastu:r دَسْتور” became “dustu:r دُسْتور”
- adding a letter such as: “Di:ba: ديبا” became “Diba:ج ديباج”
- delete one or more character such as: “fahras فهرس” that was originally “fihrist فهرست”
- replace two or more letters with different ones such as: “namu:da نموده” that became “ʔanmu:ðaz أنموذج”

- replace a sound or add a sound such as “naʃabu:r تشابور” that became “ni:sa:bu:r نيسابور”
- change in the syllabic system such as the word “fa:ris فارس” that's arabized from the word “pars”
- accept the word as is in words such as “xurasa:n خراسان”

In Arab North African countries such as Algeria and Morocco, Arabization is an enforced policy that is focused on spreading the use of Arabic in order to suppress the French language and other Arabic colloquials and Tamazight, as a result of reacting to colonial domination (Buhani, 2010, as cited in Khrisat & Mohamad, 2014). On the other hand, “Arabization” takes place in certain Islamic countries such as Indonesia in order to adopt Arab culture and traditions (Buhani, 2010, as cited in Khrisat & Mohamad, 2014)

According to Khalifa (1992) Arabs turned to the process of Arabization as a result of their lives and culture's developing as they had contact with neighboring countries, therefore new terms called “Arabized words” by Arab scientists were transferred into Arabic. Travel is also another fact that caused Arabization, as Arabic speakers come in contact with foreign languages, where they start introducing and transferring some foreign words into their Arabic language by modifying and adjusting the term so it fits the Arabic language style (Khalifa, 1992).

In a study on “Arabization and its Effect on the Arabic Language”, Al-Shbiel (2017) highlighted the importance of Arabization and how it could affect the Arabic language in a positive way. According to Kharyoush (2003, as cited in Al-Shbiel 2017), Arabization helps enrich the Arabic language in the fields of scientific terminology, symbols, and specialized dictionaries. On top of that, Khalifa (1992) states that Arabization presents us with modern key scientific terms and adds to the language words and terms expressing all human meanings.

Al-Shbiel (2017) has found that Arabization has been occurring since the era of ignorance through the Islamic ages due to geographic, economic, and political circumstances. According to Al-Shbiel (2017), words such as “filfil” has made its way from the Persian language into Arabic during that era, as well as “tanour” which is a Roman word. The study by Al-Shbiel (2017) has shown us that Arabization is an all-important and needed process in order to meet the development and growth of the scientific, economic, political, and literary fields. However, Al-Shbiel (2017) shows some concerns regarding the expansion of Arabization and how it could negatively affect the Arabic language as foreign words would compete with the classical Arabic, as it could also cause loss of expressive value of the Arabic root, and it could break the morphological rules. For that reason, Al-Shbiel (2017) gives a couple of recommendations to include finding specific scientific institutes that could provide training for translators on Arabization of scientific terms, help the media in better translating and publishing the innovations of the era, and supporting translators by giving them better sources, references, and foreign/Arabic periodicals. Although these recommendations contradict with her concerns as by training translators on Arabization of scientific terms, she is somehow supporting the arabization process even though she was concerned about foreign words entering the Arabic language.

### **Chapter Three: The Methodology**

This chapter includes in detail the research approach and design used for this study. The researcher describes the methods of data collection, the volunteered samples, the process of collecting and analyzing data, the ethical issues and considerations, as well as the research limitations of this study, in order to answer the following research questions:

- What kind of words do Arabic speakers in the United States borrow from the English language in their daily conversations?
- How do they adapt those borrowed words to their spoken Arabic?
- How does the process of borrowing and Arabization affect the younger generation speaking Arabic in the United States?

#### **Methodology approach:**

This research study employs an ethnographic qualitative descriptive approach. As cited in McGranahan (2018), The American Anthropological Association (2004) defines ethnography as “the description of cultural systems or an aspect of culture based on fieldwork in which the investigator is immersed in the ongoing everyday activities of the designated community for the purpose of describing the social context, relationships, and processes relevant to the topic under consideration”.

Ethnographic research is a qualitative method where the participants of the study are observed and interacted with in their own environments. This research approach is necessary for this study as we are aiming at observing a specific language in a specific culture in order to find out the different words that Arabic speakers in the United States borrow from the English language, how they adapt those borrowed words in their spoken Arabic language, and how this process affects the younger generation learning to speak Arabic. The speakers were observed prior to interviewing them.

**Sample selection:**

The participants for this study are all volunteers from the same community the researcher belongs to. The participants are friends of the researcher, friends of friends, or relatives of friends. The participants volunteered to participate in this study based on the fact that their identities will remain anonymous, and recordings of interviews will not be shared with anyone as the researcher will be the only person who has access to them. The total number of participants selected for this study is 30 participants. The participants were split into two different age groups:

- Group A included 15 males and females that are all above the age of 50. Group A participants are all immigrants who were born in Syria and came to the United States, which makes Arabic to be their first language.
- Group B included 15 males and females whose ages range between 25 and 40. Group B participants are all born in the United States into Syrian families with Arabic being the language they learned at home from their parents and used while communicating with their families.

The participants are letter coded using capital letters for group A participants (older generation), and lowercase letters for group B participants (younger generation).

Both groups of participants belong to the same Arab community in the United States where some of them are related, they live in the same neighborhoods, and come from the same area back in their home country “Syria”. This is important as it helps the researcher in better observing and analyzing the data as they all speak the same dialect.

### **Research design:**

This ethnographic qualitative research study took a descriptive design as it was based on interviews and observations. Face to face interviews will be conducted over two different periods, with two different groups of participants. According to Fetterman (1998), as cited in Sangasubana (2011), observation of participants is special as it brings the participation of the researcher in the lives of the people under study while also maintaining a professional distance (Fetterman, 1998). All interviews will be recorded using a mobile phone. Prior to the interviews, consent forms will be presented to all participants in order for them to sign.

Two different sets of interviews took place for this study. The first set of interviews' purpose was to get the participants to freely speak Arabic. This will help the researcher in observing the participants' spoken Arabic language in their own environment. Recorded interviews are best suitable for this study, as they help the researcher in going over the interviews, selecting a number of Arabic words spoken by the participants that are believed to be borrowed from the English language and arabized.

The second set of interviews' aim to figure out the level of awareness the participants have towards the borrowing process of English words into Arabic. This set of interviews will be based on open-ended questions that include the words that were selected by the researcher from the prior interviews. The purpose of this type of questions is to get the participants to comment on those specific words, ask them about their meaning in English as well as about another word in Arabic that will have the same meaning. This will help the researcher in identifying how the younger generation's Arabic language is affected by that of the older generation and the borrowing/arabization process.



### **Data collection procedure, tools, and analyses:**

Data collection was done over several phases. Starting with each participant from group A, face to face recorded interviews were conducted at the participants' homes or workplaces/businesses. Consent forms were signed by each participant prior to each interview. Interviews are an important source of a qualitative primary data collection. Interviews allow the researchers to obtain primary data directly from the participants (Clements, 2022).

Interviews took no longer than 30 minutes each. Some basic demographic questions were prepared by the researcher ahead of time that were asked during each interview, as well as other questions related to the participants' daily lives, hobbies, etc... (Interview questions are available in Appendix A, and B) The researcher then was able to ask the participants other questions following their answers on some of the basic questions. One example is asking the female participants about a recipe for a specific dish. The interviews were recorded using a mobile phone. The recordings were later downloaded into the researcher's laptop that is password protected. After all interviews were conducted and downloaded, the researcher listened to each interview, selected words that were thought to be borrowed from the English language and arabized. The data (the words selected) is placed into a table that includes the transcription of each word, translation into English of each word (origin of the word), and the category it belongs to (Verb or noun). This helps in analyzing which type of words is mostly borrowed and arabized, and what transformation it went through in order to get it to fit the Arabic language style. The researcher also will identify the origin of each borrowed word and examine how each word was transformed from English into Arabic and the changes it underwent in order to fit the Arabic language morphological and grammatical system.

After analyzing the words that were borrowed and arabized which would help us in answering the first and second research questions, interviews with group B participants take place. Face to face interviews were conducted with each participant from group B. Prior to each interview, consent forms were signed by the participants to ensure them of their identities remaining anonymous and recordings not being shared with anyone. Interviews will take no longer than 30 minutes each. Same questions would be asked to each participant. At first, the participant would be presented with each of the borrowed words in a sentence and then questions related to that specific word would follow. Participants are asked to tell the researcher what the meaning of that specific word is in the English language. The participant is also asked to think of another word in Arabic with the same meaning. Based on the answers of the participants, they are then asked for the origin of the word (is it Arabic? Where does it come from?) (Interview questions are included in the Appendix)

After conducting all interviews, recordings are downloaded into the researcher's password protected laptop. The researcher then listens to every interview, writes down the answers of the participants in order to analyze them and figure out how the process of borrowing and arabizing that takes place with the older generation affects the younger generation in learning Arabic.

### **Ethical considerations:**

Since this research study involves qualitative techniques that involve human subjects such as interviews, an Institutional Review Board (IRB) request was submitted to the IRB committee at the American University in Cairo (AUC) prior to conducting any of the interviews. IRB approval was awarded to the researcher and signed consent forms were required prior to each interview, even though all participants from both groups volunteered to participate in this study. However, all identities of participants are anonymous and details regarding them were kept confidential.

## **Chapter Four: Results and Discussion**

In this chapter, the findings of this study will be reported and discussed in connection with the three research questions.

Previous studies have found that language borrowing occurs in every country where words are borrowed from one language and adapted into the other language. Words related to food, culture, trade, religion, politics, science and more have been borrowed between languages throughout the past centuries due to geographical locations and historical events as mentioned by Xiao (2020) and Liu & Zhang (2011). Being an international language as mentioned by Abushihab (2016), the English language was the main source of borrowing in Jordanian Colloquial Arabic due to cultural contact between Jordan and English-speaking countries. The same applies in the case of this study as the participants are all of Arab origin, living in the United States with English being the country's official language. Cultural and language contact occurs in such situations, where speakers are spontaneously urged to borrow English words and adapt them into their spoken Arabic language. Language transfer, according to Jarvis & Pavlenko (2008), which is when linguistic features from the one language get transferred into the other language, also occurs when two languages come in contact. Results of the data drawn from this study will be presented in order to answer all three research questions. The first research question attempted to identify the different kinds of words that Syrian Arabic speakers in the United States borrow from the English language in their daily conversation, while the second research question aimed to find out how Syrian Arabic speakers adapt borrowed words into their spoken Arabic. Data for the two research questions was collected from the recorded interviews with Group A participants, 15 male and female native Syrian Arabic speakers above the age of 50. The results showed that all 15 participants borrowed words from English during the 30-minute interviews while speaking Arabic.

The borrowed words identified and collected from the recordings are presented in the three following tables along with their phonetic transcription, translation in English language, and its synonym in Arabic language. The purpose of three different tables is to show which type of words (nouns, verbs, or adjectives) are mostly borrowed from English by the participants. Table (1) includes all borrowed nouns that were identified by the researcher, Table (2) presents all borrowed verbs, and Table (3) shows the borrowed adjectives.

**TABLE 1: BORROWED NOUNS IDENTIFIED IN THE STUDY**

No	Borrowed Word	Phonetic Transcription	English Translation	Arabic Synonym	Origin
1	الكرْبتي	ʔlkarbtɪ	carpet	سجادة	English
2	طَرَقِي	tʃraqqi	My truck	شاحنة (ي)	English
3	بلوَقَيْن	bluqayn	Two blocks	مربع سكني	English
4	الكوَتشات	ʔlkawtʃa:t	couches	أريكة (كنبة in colloquial)	English
5	سواترا	swa:tra	Sweater	قميص	English
6	باسكي	baski	Basket	سلة	English
7	باكِييه	bakiji:	One packet	رزمة	English
8	الستوف	ʔisstu:f	Stove	موقد	English
9	الستورات	ʔlstu:ra:t	stores	محل-محلات	English
10	الْيَرْد	ʔljariɖ	yard	حديقة البيت	English
11	بُون	bo:n	A pound	رطل	English
12	فِرْكي	firki	Fork	شوكة	English
13	الشوفير	ʔiʃʃu:fir	Driver	سائق-سواق	French
14	الْفِلْد	ʔilfild	The field	الحقل	English

15	بَكْسَيْن	baksajn	Two boxes	صندوق (ين)	English
----	-----------	---------	-----------	------------	---------

**TABLE 2: BORROWED VERBS IDENTIFIED IN THE STUDY**

No	Borrowed Word	Phonetic Transcription	English Translation	Arabic Synonym	Origin
1	فَكْس	fakkis	To fix	صَلَح-يُصَلِّح	English
2	بَرَك	barrik	To park	ركن-يركن	English
3	كَيْت	Kitt	To cut	قَصَّ-يُقَصِّع-يُقَطِّع	English
4	شَرَج	ʃarriʒ	To charge	شحن	English
5	فَوَّل	fawwil	To fill up or to get full	ملئ-امتأ	English
6	فَرَزْ (نا)	farrazna	To freeze (we froze)	جمّد	English
7	بِتْرَجِين	bitrajjin	It is raining	تمطر-بتشّتي	English
8	هِسْتَرْنَا	histarna	To Enter a state of hysteria	اضطراب عصبي-عصب	English
9	تِكْسْنَا (الوراق)	tikkasna:	Do the taxes (Fill out the tax papers)	أكملنا تعبئة الضرائب - كملنا الضرائب	English
10	سِفْوَرْت	sifwart	To blow Dry the hair	جفف الشعر	French
11	تَمَكَّجِت	timakjzit	To throw on makeup	فعل الماكياج	French
12	دَبَّ	Dabb	To drop (off)	يُسْقِط-يترك	English
13	سَلَطُو الطرقات	sallatʰu ʔittʰurʔa:t	To throw salt on the roads	ملّحو الطرقات	English

The verb's form used the most by the speakers while borrowing is form 2 “الوزن الثاني فعَل”

**TABLE 3: BORROWED ADJECTIVES IDENTIFIED IN THE STUDY**

No	Borrowed Word	Phonetic Transcription	English Translation	Arabic Synonym	Origin
1	منرفز	minarfiz	Nervous	متوتّر	English
2	مِگُورَن	mikawran	He has Corona	مُصاب بالكورونا	English

3	مُهَيَّبَر	mihajbar	Hyper	فائق النشاط	English
4	مفلتر(ة)	mfaltra:	Filtered	مصفى	English

The adjectives used by the speakers are all passive participles with the exception of only one adjective that is active participle “منرفز minarfiz”.

A total of 32 words were identified from the recorded interviews by the researcher to be borrowed by the Arabic speakers while communicating in Arabic language. In the case of this study’s findings, the majority of the borrowings are nouns and verbs, with 15 total nouns and 13 total verbs, leaving only 4 borrowed words to be adjectives. Hoffer (2005) mentioned that languages around the world have accepted the borrowed vocabulary as an enrichment into their vocabulary, while speakers of some languages resisted borrowing of language so their native language does not get corrupted. The findings of this study show that the speakers do not resist the process of borrowing, although it seems as if they accepted the new vocabulary in their spoken dialect.

- Origin of the borrowed words: Looking at each borrowed word and comparing it to its English translation, we can see that most of the borrowed words are of English origin except for a couple of words that are of French origin.

In order to answer the second research question, the different types of borrowings found in this study are discussed in this section along with an explanation of how those borrowings were adapted by the participants into their spoken language.

- Different types of borrowing: The findings of this study show three different types of borrowings: loanwords, loanblends, and derivatives.

Transliteration, a type of borrowing that was discussed in a study by Liu & Zhang (2011), when each morpheme of the borrowed word is translated into its equivalent in the other language, did not take place in this study.

- “loanwords or pure loanwords” where words are borrowed from English in full form and meaning except for some pronunciation difference or some type of phonetic integration in order for the word to fit the structures of the recipient language (Arabic in the case of this study). The following table (4) presents the borrowed words that were identified in this study and considered loanwords.

**TABLE 4: LOANWORDS IDENTIFIED IN THE STUDY**

No	Borrowed Word	Phonetic Transcription	Origin word	What changed?
1	فَكَّسَ	fakkis	To fix	pronunciation
2	بَرَكَ	barrik	To park	Pronunciation + b replaces p
3	كَتَّ	kitt	To cut	pronunciation
4	شَرَّجَ	ʃarriz	To charge	pronunciation
5	الستوف	ʔisstu:f	Stove	Pronunciation + f replaces v
6	الْيَرْد	ʔljarid	yard	pronunciation
7	بُون	bo:n	One pound	Pronunciation + b replaces p
8	إِشُوفِير	ʔiʃʃu:fir	Chauffeur	pronunciation
9	الْقَلْد	ʔilfild	Field	pronunciation

In the table above (Table 4), we see that all 9 words were borrowed as they are in full meaning and form. Although in all cases where the letter “p” is present, it is automatically replaced by the letter “b” since the sound “p” is not found in Arabic and the closest sound in Arabic to the “p” sound is the “b” sound. The same applies to the letter “v” as it is replaced by the letter “f” when the borrowing occurs, since the sound “v” is not found in the Arabic language, and the closest sound to it is the “f” sound (Javed, 2013). The borrowed words mentioned in the table above, are

considered pure loanwords since the only substitution that occurred here was replacing the letters “v” and “p” with the letters “f” and “b” due to phonetic integration since the speakers are not used to pronouncing such letters or sounds in their native language. This agrees with findings from another study by Greavu & Blaga (2014) where importation of words in full form and meaning were found with no change except for some type of phonetic integration to fit the structures of the recipient language.

For the borrowed words that were used as verbs, the pronunciation was altered in order for it to fit the different forms of Arabic verbs and adapt it to their spoken dialect. For some of the borrowed nouns, the combined letters “ال” were added at the beginning of some of the nouns as a definite article that corresponds to “the” in English which usually falls before the noun it is defining. This article is the only form of definite article found in Arabic language regardless of the gender or number of the word being defined (“Definite Article in Arabic”, n.d.)

According to the Lebanese Arabic Institute, the definite article is used in Arabic in a wider range than in English for example, in English some words are used as undefined such as “vegetables”, although in Arabic we would say (ʔlkhudar/ الخُضار), the definite article (-ʔal ال) precedes the word in order to define it. Unlike English, many proper nouns such as names of cities and countries have the definite article -ʔal preceding the noun for example, “Jordan” in English while it’s ʔlʔurdun/ الأردن in Arabic.

When it comes to pronouncing words that are preceded by the definite article -ʔal ال, in both Modern Standard Arabic (MSA) and Levantine dialect, the letter -l- ل is in some cases pronounced the same as the first letter of the word it is defining (This is called assimilation) depending on what type of letter the first letter is, “sun letter” or “moon letter” (“Definite Article in Arabic”, n.d.). When the definite article -ʔal ال precedes a word that starts with one of the sun letters (ت ث ج د ذ )



(ر ز س ش ص ض ط ظ ل ن), then it is pronounced the same as that first letter as a double consonant, just like in the two words in table (5) above (الشوفير ʔiʃfu:ʃir, الستوف ʔistu:f). On the other hand, when the definite article -ʔal /ال/ precedes a word that starts with one of the moon letters (أ ب ج ح خ), the letter /-ʔ/ is pronounced followed by the moon letter it is proceeding as we see in the borrowed words in table (4) above, (اليرد ʔljarid, الفلد ʔilʃild). Therefore, it is clear that the speakers use the definite article -ʔal preceding the borrowed words, in order for them to modify the borrowed word and accustom it to their spoken Arabic.

- Loanblends is the second type of borrowing that was identified in this study. Loanblends, as defined by Greavu & Blaga (2014), are hybrid loanwords where a part of the form is being borrowed from the foreign language and the other part of the word is replaced with a native morpheme. The following table (5) represents the borrowed words that were identified in this study and considered as loanblends by the researcher. It is important to note that pronunciation change occurred in all loanblends presented in the following table (5), although the table explains other changes that occurred to form the loanblends.

**TABLE 5: LOANBLENDS IDENTIFIED IN THE STUDY**

No	Borrowed Word	Phonetic Transcription	Origin Word	What changed?
1	الكربتى	ʔlkarbti	carpet	Adding ي or ة for the ending, b replaces p
2	طُرَقِي	ʔʔraqi	My truck	Adding ي as possessive pronoun to replace “My”
3	بلوڤين	bluqayn	Two blocks	Adding ين to refer to dual
4	الكوتشات	ʔlkawʃa:t	couches	Adding ات to refer to plural
5	سواترا (ة)	swa:tra	Sweater	Adding ة to refer to feminine

6	باسكي	baski	Basket	Adding the sound “i” to refer to feminine
7	باكييه	bakiji:	A packet	Adding the sound “i” to refer to feminine
8	الستورات	?lsstu:ra:t	stores	Adding ات to refer to plural
9	فركي	firki	Fork	Adding the sound “i” to refer to feminine
10	دَبّ	dabb	To drop (off)	Pronunciation and deleting the r
11	بَكْسَيْن	baksajn	Two boxes	Adding ين to refer to dual
12	فَرَز (نا)	farrazna	We froze	Adding “نا naa” to refer to past tense verb
13	بَتْرَيْن	bitrajjin	It is raining	Adding “بت bt” to refer to present tense verb

In the table (5) above, 13 out of the borrowed words are shown and are considered loanblends since a native Arabic morpheme is added to the borrowed part of the word. It is important to mention that some borrowed words that are identified in this section have had the definite article *-ʔal* /ال/ added to the beginning of the word, so that it defines the word it is connected to as discussed previously in the “Loanwords” part above.

As we look at table (5), we notice similar changes that occurred in multiple borrowed words such as adding a native morpheme to the end of the word in order to refer to it as feminine. This type of change occurred to the following words: “الكربتي ʔlkarbti: (carpet)”, “سواترا (ة) swatra (sweater)”, “باسكي ba:ski: (basket)”, “فركي firki (fork)”, “باكييه bakiji: (packet)”.

Grammatical gender is when nouns are classified and assigned to a gender category that is not often related to their real-world qualities (“Grammatical gender”, n.d.). Even though grammatical gender is not used in the English language, there are two grammatical genders in Arabic (“Your ultimate guide to mastering word gender in Arabic”, 2020). “Unmarked form” is the masculine

form in Arabic, with no special ending to the word, while “marked form” is the feminine form in Arabic with a special ending. The most common ending for a feminine form in Arabic is “ة” “ta-marbuta”. As we see in the words identified above, in English those words “carpet, sweater, basket, fork, and packet” are not either feminine or masculine. Although, when borrowed into Arabic, the speakers have added the sound “i” to each one of those words, which is what the ending of feminine words in Levantine Arabic sound like. By adding the sound “i”, the speakers have referred to those borrowed words as feminine, as a way to adapt those words into their spoken language. This raises the question of why the speakers feminized those words, or why they assumed they were feminine words. If we look at the Arabic synonym of each of those words, “carpet - سجادة, sweater - سترة كنزة, basket - سلة, fork - شوكة, packet - رزمة”, all 5 words are feminine in the Arabic language. This shows that the participants borrowed words from the English language and treated them the same way as their Arabic equivalents, which means that they do know the Arabic equivalents to those words, but they still borrow words from English and arabize them while speaking Arabic. In this case, language loss or language death could be occurring.

Another type of change occurred to other borrowed words that were identified as loanblends, was dualizing (as two) and pluralizing (making plural) some borrowed words. Loanblends, also called hybrid loanwords, were found in a previous study by Greavu & Blaga (2014) where only one part of the word is borrowed from the foreign language and the other part is being replaced with a native morpheme. A noun is divided into three categories in Arabic language, singular مفرد, dual مثنى, and plural جمع ("Back to basics: Singular, dual, and plural nouns in Arabic," 2011). Singular and plural nouns are found in Arabic as well as in English language. The dual noun, which consists of two things, two objects, two persons, two places, etc...is found in Arabic language and not in English. In English, in order to refer to a dual, the adjective “two” precedes the noun that we are

talking about and that noun takes the plural form. Although in Arabic, when referring to dual, the ending of a noun changes to what is called a dual form by adding “ن/” “alif and noon” attached to the noun, this is in the grammatical state of الرفع (raf’). Although in the grammatical states of الجر (al-jar) and النصب (al-nasb), the alif is dropped and becomes a “Yaa ني”, as we see in the borrowed words identified in this study “بَكْسَيْنِ baksajn (Two boxes), بَلُوكَيْنِ blu:qajn (Two blocks)”.

Moving on to pluralizing in Arabic, the borrowed words identified in this study “الستورات ?lstu:ra:t (stores), الكوتشات ?lkawtʃa:t (couches)”, were adapted to the Arabic language by pluralizing them the Arabic way. Two different plural categories are found in Arabic language, the sound masculine plural جمع المذكر السالم and the sound feminine plural جمع المؤنث السالم (“Back to basics: Plural nouns in Arabic Part 1,” 2011). In English, most singular nouns are made plural by simply adding -s or -es (Ellis, 2022). However, pluralizing nouns in Arabic could take two different forms depending on the grammatical gender of the noun. A sound masculine plural noun has the suffix “waaw and noon ون” especially in Modern Standard Arabic added to it in the grammatical state of raf’, while the “waaw و” is dropped and becomes a “yaa ني” in both grammatical states “al-nasb” and “al-jar” as in “مسافر - مسافرين” (“Back to basics: Plural nouns in Arabic Part 1,” 2011). The two borrowed words that we identified in this study “الستورات ?lstu:ra:t (stores), الكوتشات ?lkawtʃa:t (couches)” were pluralized as feminine, based on the sound feminine plural form of Arabic. The sound feminine plural is recognized by adding “alif wa taa ت” to the end of the word. The words “stores” and “couches” that were borrowed by the participants from English, were employed as if they were feminine nouns and pluralized the way feminine nouns are pluralized in Arabic. Dualizing and pluralizing the borrowed words was another way of the speakers adapting the borrowed words to their spoken language.

A word that got the attention of the researcher that was used by a couple of the participants during the interviews, was the verb “دَبَّ dabb”. This verb was used whenever the speakers wanted to say “drop off something or someone”. The verb “دَبَّ dabb” exists in Arabic language but it means “to crawl or to proceed”. In this case, it seems as if the participants took the verb “drop” and mixed it up with another verb in Arabic that has a different meaning from the one they are referring to. In the case where the participants borrowed the verb “drop”, they have canceled the letter “r” from the original verb and pronounced it as if it was an Arabic word.

Moving on to the two verbs that were borrowed from the English language and were identified as loanblends “فَرَزْنَا farrazna: (we froze)” and “بَتْرَجِين bitrajjin (it is raining)”. Borrowing the verb “freeze” and changing it in order for it to fit the Arabic style in accordance with the past tense conjugation, the speakers added the suffix “ناا ل” to the end of the verb which indicates that the subject of the verb is a first person plural subject “نافن نحن/we” in Modern Standard Arabic or “نافنا نحنا” in Colloquial Arabic.

Similar situation applies to the borrowed verb “بَتْرَجِين bitrajjin” which took the Levantine Arabic present tense conjugation by adding the letter or prefix “ب ب” to the beginning of a present tense verb (Lyn, 2018). In Modern Standard Arabic, verb conjugation in the present tense for the pronoun “he” is adding the letter “ي ي” to the beginning of the verb, while verbs conjugation in the present tense for the pronoun “she” is adding the letter “ت ت” to the beginning of the verb. In the case of the verb identified in this study “بَتْرَجِين bitrajjin”, the speakers conjugated the verb as if the pronoun was feminine. In spoken Levantine Arabic, we say “بَتَشْتِي bitfatti” whenever we are referring to “it is raining”. The use of the “ت ت” indicates that the pronoun for the verb is “she” since we also say “الدني بتشتي” as if we are referring to mother nature. In this case, the speakers borrowed the verb “rain” which is always used with the pronoun “it” in English language, and

adapted it to the Levantine spoken Arabic, the participants' dialect, by conjugating the verb the same way its synonym is conjugated in Levantine Arabic.

- Derivatives is the third type of borrowing that was identified in this study. In linguistics, a derivative is a word formed from another word or base ("Merriam-Webster", 2023). Derivation in Arabic language is a common feature where ten words or more could be easily derived from one single morpheme. Derivation in English occurs by adding a prefix or a suffix to the root or the base word. Although, in Arabic language, derivation is not as simple as just adding a prefix or a suffix, it actually changes the word template by adding different vowels and consonants in order to form a new word and determine its function and grammatical category such as a verb, a noun, etc... (Ben Nafa, 2017). Here is an example of derivatives in Arabic:

Root word (كَتَبَ) kataba (to write) → Derivatives → كَاتِبَ kaatib (writer), كِتَابَ kitaab (book), مَكْتَبَة maktaba (library), مَكْتَب maktab (office) etc...

The following table (6) represents the borrowed words that were identified in the study and considered derivatives by the researcher.

**TABLE 6: DERIVATIVES IDENTIFIED IN THE STUDY**

No	Borrowed Word	Phonetic Transcription	Origin word
1	منرفز	minarfiz	Nervous
2	فول	fawwil	full
3	مِگورن	mikawran	Corona
4	هستَرنا	Histarna	Hysteria

5	مُهَيَّبَر	Mihajbar	Hyper
6	مفلتر (ة)	mfaltra:	Filter
7	تِگَسْنا (الوراق)	tikkasna:	Tax
8	سِشْوَرَت	sifwart	Sechoir
9	تَمَكْجِيت	timakjzit	Maquillage

Since derivation is a common feature in Arabic language, the participants in this study have derived 9 different words while speaking Levantine Arabic during the interviews. 7 of the 9 words were derived from English words while 2 were derived from French words. As we look at the table (6) above, we noticed that all 9 original words are either nouns or adjectives, and the speakers borrowed these words from English and derived verbs as well as Levantine dialect adjectives from them. In the case of the words “nervous, corona, filter, and hyper,” the speakers derived adjectives from the two adjectives “nervous and hyper” and adjectives from the nouns “corona and filter” that rhyme with native Levantine Arabic adjectives such as “مغبر mighabber” which means dusty, and this rhymes with the derived adjectives “منرفز minarfz, مهيبر mihajbar, مكوّر mikawran, مفلتر mfaltra:”.

In the case of the rest of the borrowed words presented in the table (6) above, “full, hysteria, tax, sechoir, maquillage”, which are all either nouns or adjectives, the speakers derived verbs from all of them. The verb for the adjective “full” in English would be “to fill,” which means that the speakers could have borrowed from the verb “fill” and not the adjective “full”, but the researcher predicted it was borrowed from the adjective “full” based on the way the verb was pronounced.

In English, we are unable to find a verb that derives from the noun “hysteria,” although the speakers treated the word “hysteria” as if it was an Arabic word, derived a verb “هستر hastar” and conjugated it in accordance with the Arabic past tense conjugation rules by adding “naa<sup>u</sup>” as if it

had a first person plural subject “*nafnu*: نحن”. The same applies to the word “tax” where the speakers borrowed the word from English and derived a verb since this is a common thing in the Arabic language. Likewise, the two words “سِفْوَرْت *siḥwart*, تَمَكَّجِت *timakjzit*” are also derived verbs from two different borrowed words, although they were not derived from borrowed words from English but from the French language. This shows how the speakers adapted these borrowed words to their spoken Arabic language by deriving different words from the borrowed words automatically, without any planning, as was shown in another study by Al-Jarf (2021).

The group A participants have borrowed many words from the English language during the interviews with the researcher. As we see in the findings above, all the borrowings went through some phonetic and morphological changes in order to bring them into their spoken language, in this case Levantine Arabic. This process of change that borrowed words go through, is called “Arabization” which means arabizing the words or making the words Arabic in form, style, or character (Khrisat & Mohamad, 2014, p.134). The participants considered and treated the borrowed words as always as if they were Arabic words to the point where derivation occurred to several the borrowed words identified in this study. As mentioned earlier, derivation is a common feature in the Arabic language, but not as common in the English language. As mentioned in the literature review, the process of Arabization has been taking place since the era of ignorance due to many circumstances such as geographic, economic, and political through the islamic ages as mentioned by Al-Shbiel (2017). On top of geographic, economic, and political circumstances, Arabization has been shown to occur for culture and tradition adaptation, due to travel and immigration status as we see in the case of the participants in this study.

Looking back at all the borrowed words identified in this study, two mechanisms from Haugen’s theoretical framework, regarding borrowing could be discussed here. The two mechanisms



referred to are “importation” and “substitution.” According to Haugen, importation is when a foreign word is reproduced in a language, while substitution is when some morphemes of a foreign word are replaced in order to adjust that word and adapt it to the structures of the recipient language (Greavu & Blaga, 2014). Most of the words discussed above were somewhat imported from English into Arabic by the speakers, they were reproduced and used as if they were originally Arabic such as “الكربتي ʔlkarbti:,” “الكوتشات ʔlkawtʃa:t,” “فكّس fakki:s”. Some of the words discussed in this study were also substituted and adjusted to the Arabic language structures and style such as “مُكَوَّرَن mikawran,” “بلوڨين blu:qayn,” “بتراجين bitrajjin” .

In order to answer the third research question that attempted to find out how the process of borrowing affects the younger generation speaking Arabic and if they were aware of the borrowed and arabized words by the older generation, Group B participants were presented orally with a set of sentences that included the borrowed words identified in this study, then were asked questions related to those specific words. The sentences presented to the participants were all in Levantine Arabic. The following section will discuss the answers of the participants to the questions asked regarding the borrowed words. The questions that were asked as well as the sentences that the participants were presented with, are found in the appendix below. The purpose of those questions is to find out if the participants of group B are aware of the words being borrowed from English and are not of Arabic origin. I have tried to include multiple words in one sentence in order for the interviews not to take longer than 30 minutes each, since we identified over 30 words in the first set of interviews with group A. In the sections above, 32 identified words in this study were discussed, with two words borrowed from the French language. The researcher has decided to omit the two French words that were borrowed and stick to only the ones that were borrowed from English, since the study is focusing on what is borrowed from English.

Answers to three questions that were asked to the participants regarding the borrowed words are what the researcher focused on.

- Results regarding group B participants' answers to Question 1 (Q1) "Is this word an Arabic word?":

12 of the participants's answers to this question were "Yes" referring to the words being Arabic words, except for three participants who answered differently to some of the words they were presented with. This means that 12 out of 15 participants believe that all the words identified in this study as "borrowed words", to be Arabic words, which means that Arabization has taken place. This indicates that 12 of 15 participants are not aware of the borrowing process that occurs between Arabic and English. Participant (d) answered "No" to 17 words out of the 30. By answering "No", participant (d) does not think that those words are Arabic words. While participant (m) answered "No" to 14 out of the 30 words, which indicates that those words are not Arabic words in his/her opinion. While participant (g) answered with "No" to only 4 out of the 30 words. Participants (d), (g), and (m) referred to those words to be English words and not Arabic. All three participants mentioned that those words might be borrowed from English automatically since they use both English and Arabic language, and both languages come in contact. (Table with each participant's answer is found in Appendix C)

It is important here to state that both participants (d) and (m) spent a couple of years back in their home country while they were younger and went to school there for a couple of years, where they spoke Arabic and learnt the language at school there. Although, participant (g) did not spend any time in their home country, but took a couple of Arabic courses in college while getting his/her Bachelor's degree. Since all three participants have learned Arabic from sources other than their parents, or the community they live in, we see that they have a better understanding and knowledge

of the Arabic language. Both participants (d) and (m) mentioned that they listen to Arabic music daily, and watch Arabic shows especially during Ramadan time.

The results here have shown that most participants think that those words are Arabic words, based on the language they have been learning from their parents at home. The participants who responded with a “Yes”, answered quickly without hesitation or putting any thought into the question, as if they were 100 percent sure of their response. This indicates that this is the Arabic they know and they learned. The chart (1) below shows the combined number of words that each participant thought to be Arabic words.

# of words thought to be Arabic vs. participant

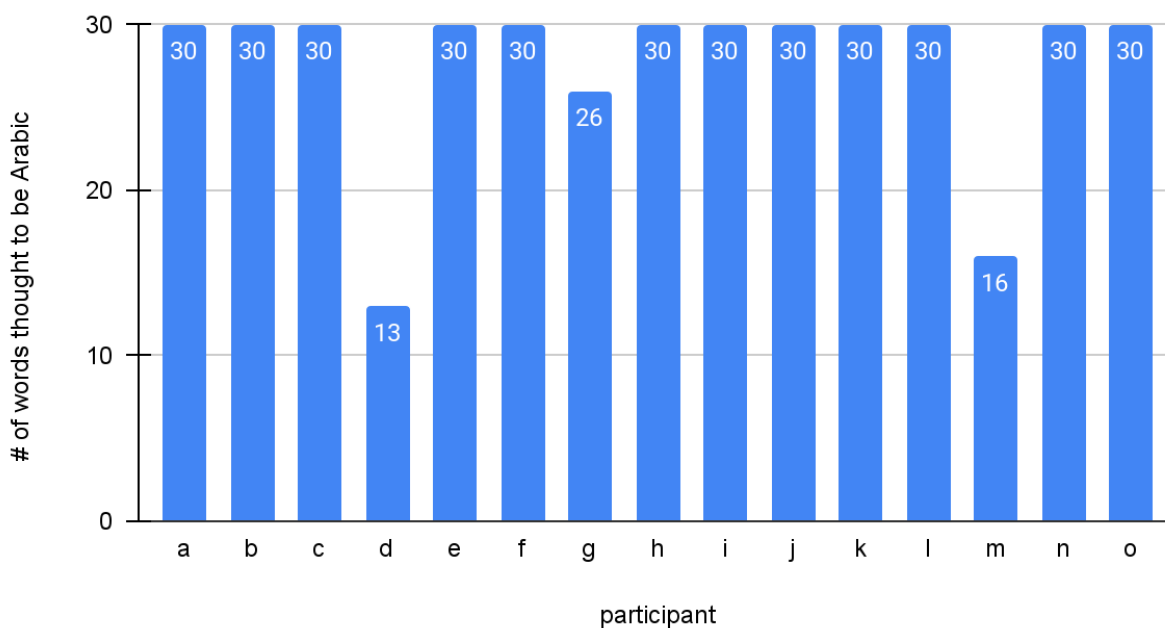


Chart 1: Number of words thought to be Arabic by each participant

- Results regarding group B participants' answers to Question 2 (Q2) "Can you name another Arabic word with the same meaning?":

Regarding the findings based on the participants' responses to question 2, we found that most of the participants could not come up with one Arabic word that could mean the same as the words they were presented with. Although, the same participants who acknowledged that some of the words are not Arabic words in the section above, were able to name other Arabic words as synonyms to some of the words brought up to them. Participant (d) who recognized that 17 out of the 30 words were not really Arabic, was able to give us an Arabic word with the same meaning to 18 out of 30 words. This participant gave an Arabic synonym to the same words they considered non-Arabic words in the previous section, in addition to one word that was considered by them to be an Arabic word previously, the word “ʔisstu:f الستوف”. Participant (d) gave the word “ʔisstu:f الستوف” an Arabic synonym “Gas غاز” which is a Levantine way of saying a stove. It is important to note that some of the words that participant (d) was unable to provide us with an Arabic synonym to, are words that are normally used in Levantine dialects in countries such as Lebanon and Syria. Those words have been adapted by the Levantine dialect for quite some time such as, “mfawwal مفول”, “ʃarriʒ شرّج”, “ʔiʃfu:fir الشوفير”. Although, some of the words that we identified as borrowed words such as “bo:n بون”, which is “pound” in English, and it is a unit of weight used in the United States that is equal to a little less than half a kilogram, but not used in the Arab world. The meaning to this word in Arabic would be “رطل”, which is not the unit of weight used in the Arab world. The “Gram or Kilogram” is indeed the unit of weight utilized in Arabic countries such as Syria, Lebanon, Egypt, etc... Since this unit of weight (pound) is not utilized in their home country, it is clear that the generation who migrated to the United States adopted the word “pound” into their spoken Arabic language due to the fact that it is a new weight unit that they had to adapt to in the United States. So, the younger generation has learned this word from their parents and kept on using it as if it was an Arabic word.

Participant (m) who acknowledged 14 out of 30 words to be non-Arabic words in the previous section, was able to name an Arabic word with the same meaning to the same 14 words they considered to be non-Arabic words. Participants (d) and (m) gave similar words to be synonyms to the words they were presented with except for the two words: “البرد ljarid” where participant (d) said “حديقة fadi?a” which is the Modern Standard Arabic synonym, where participant (m) said “بستان busta:n” which is the word more used in Levantine Colloquial, and the word “برك barrak” where participant (d) replied with “وقف wa??af” and participant (m) answered with “صف s'aff”. This might be related to the fact that both participants spent time in their home country at a younger age, or due to them learning those specific words from their parents. Although, participant (g) was able to provide us with a word of the same meaning in Arabic to only 3 out of the 4 words that they considered non-Arabic words in the previous section. Participant (g) wasn't able to name an Arabic word that would have the same meaning as the word “كيت (I cut) kittet” that was identified as a borrowed word, even though this participant did not think of the word to be an Arabic word in the previous section.

According to the findings above, this shows that the two participants who spent some time in their home country have a better Arabic vocabulary than the one participant who took a couple of Arabic courses while in College in the United States. These findings have shown that the process of borrowing and Arabization that was adapted by the older generation, in the case of this study, the participants of Group A, have affected the younger generation or the participants of Group B in the way they have learned to speak Arabic. The Chart (2) below shows the combined number of words that each participant was able to give an Arabic synonym to.

(Table with participants' answers to this question is found in Appendix C)

# of words each participant gave an Arabic synonym to vs. Participant

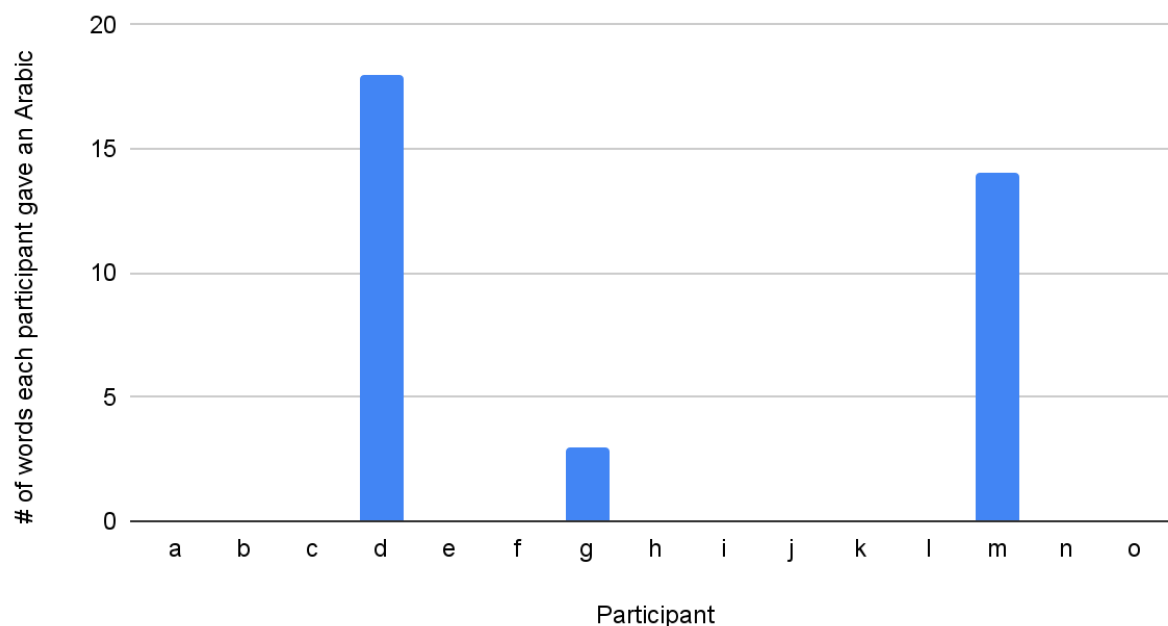


Chart 2: Combined number of words each participant gave an Arabic synonym to

- Results regarding group B participants' answers to Question 3 (Q3) "What does this word mean in English? Do you notice any similarities between the Arabic and English words?":

The participants from Group B were asked two questions regarding the words they have been presented with during the interviews. The purpose of those two questions is to find an answer to the second part of the third research question to this research study "Are they (younger generation) aware and receptive of the borrowed and arabized words by the older generation?". The two questions led to each participant giving us the meaning of each word in the English language and telling us if they see any similarities between the Arabic and the English form. All 15 participants gave each word its English synonym, although they were shocked by the similarities between the

English and the Arabic form for each word. The findings here were similar to the findings above, in the sense that only participants (d), (g), and (m) showed some type of awareness of the borrowing process. All other participants did not even realize that these words seem to be borrowed from the English language until they started realizing how similar the words were.

After this, some of the participants showed some interest in the borrowing process and started naming other words to the researcher and asking if they were borrowed words since they sound like their English meanings, such as “بنطالون/bantalo:n/pantaloony”, “تلفون/telefo:n/telephone”, “مئل/m?jl/mail”, “شوز/fu:z/shoes” etc... This shows that the borrowing from English to Arabic goes on and on. Some of the participants also showed interest in learning the right form of Arabic language, in order for them to teach their own children the right Arabic words, although this might be somewhat difficult to keep up with as the borrowing from English to Arabic within this community seems to be wider than originally thought.

## Chapter Five: Conclusion

This research study has focused mainly on the process of language borrowing. This study aimed to examine the different words borrowed from English into Arabic by Syrian Arabic speakers in the United States with a purpose to explore the borrowed words, assess the way they were adapted into the Arabic language and what changes they underwent. This research study also focused on determining how the process of language borrowing affects Syrian Arabic speakers in the United States speaking Arabic by transforming English words into Arabic. This study also aimed to show how the process of language borrowing by Syrian Arabic speakers in the United States affects the younger generation in learning to speak the language.

As a result of immigration from the Arab world to the United States of America as well as cultural attachment in Arab communities in the United States, it is normal that both English and Arabic languages come in contact. Findings of the present study have shown that Syrian Arabic speakers in the United States have been borrowing many English words, adapting them into their spoken Arabic dialect, and arabizing them by putting them under some phonological and morphological changes in order for them to fit the system of Arabic language. This study has shown that Syrian Arabic speakers may replace the sound /p/ to /b/ when borrowing words such as “pound” and pronounce it as “bo:n بُون”. They would also replace the sound /v/ to /f/ since the sound /v/ is not found in the Arabic language when borrowing words such as “stove” that became “ʔisstu:f الستوف”. Another way of fitting the borrowed words into the Arabic system based on the findings of this study is to dualize or pluralize some nouns based on the Arabic dualization and pluralization system in words such as “blu:qayn بلوڤين / two blocks”, and “ʔlstu:ra:t الستورات / stores”. Findings also suggested that Syrian Arabic speakers feminize some borrowed words by following the Arabic grammatical gender system where “carpet” became “ʔlkarbti الكرّبتّي”, and



“basket” became “باسكي baski”. Adding the definite article *-al* ال that is usually used in Arabic language preceding a noun in order to define that noun, was another way of adapting the borrowed words into the Arabic system as found in this study “الستوف *ʔisstu:f* (stove), الفلد *ʔilfeld* (field)”. Another process that borrowed words have undergone was conjugation of verbs based on the Arabic conjugation system where the verb is subject to the gender of the noun or pronoun it is expressing its action for example, “فرزنا *farrazna:*” where the suffix “نا *naa ʔ*” was added to the ending of the verb which indicates the subject of the verb being a first-person plural subject “نحن *nafnu* /we”. Derivation of words from one borrowed word was another process that was found in this study, where Syrian Arabic speakers change the template of the morpheme by adding vowels and consonants in order to form a whole new word of a different grammatical category, which is usually a normal and common feature in the Arabic language for example “منرفز *minarfiz* (derived from nervous), مَكْوَرَن *mikawran* (derived from corona). The findings of this study also show that due to the borrowing from English into Arabic, the heritage Arabic speakers in the United States have been using the borrowed words as if they were originally Arabic, since they have been learning to speak Arabic from the older generation who has been borrowing words from English and arabizing them. This shows that Arabic language is wrongly transferred from native Arabic speakers to heritage Arabic speakers in the United States.

### **Pedagogical implications:**

Following the findings of this study that show that borrowing words from English and arabizing them, might cause heritage speakers to learn Arabic the wrong way. Heritage speakers are usually unaware of the borrowing process, so it is important to raise this issue and make people aware of language borrowing that has become an automatic process that is inevitable due to the contact of cultures and languages around the world, as this issue could apply to any other heritage speakers

living abroad and learning to speak their heritage language. This comes in agreement with other findings of other studies such as Al-Saidat; 2011, and Al-Btoush; 2014 (as cited in Abushihab, 2016).

It would be feasible for institutions and universities that offer Arabic language courses in the United States and other non-Arab countries, to include in their syllabus sessions that teach about the language and the borrowing process that usually occurs in all countries when two languages come in contact.

### **Delimitations:**

It would have been ideal to have one more group of participants in this study, even a younger group than group B (maybe teenagers), in order to find out how the borrowing process has affected the third generation here learning to speak Arabic. Although, due to time constraints and having to possibly deal with ethical issues and difficulties with parents and guardians, it was decided to deal with only two different groups of participants at this time.

### **Limitations:**

One main limitation to this study is that the study covered a limited number of borrowings. Even though the number of participants who participated was sufficient, a bigger number of borrowed words would have been found if a bigger number of participants would have taken part in this study. This study was based on only 32 borrowed words that were identified during the interviews, with 2 words that were not borrowed from the English language. A bigger number of participants would have led to more borrowed words and more findings. Another limitation is that all participants were originally Syrians with a couple of participants whose one parent is of Lebanese origin. This would be a limitation, as the study did not look into the borrowing process within other Arabic communities and dialects.

Another limitation is that the current study focused only on borrowings from English.

**Future Research:**

During the interviews, a couple of words that were borrowed from the French language were identified, so future research is encouraged in order to collect borrowings from languages other than English, and figure out if they go under the same adaptations the English words undergo in order to fit the system of Arabic language, either by pluralizing, dualizing, feminizing, defining nouns, and deriving a number of words from one morpheme. This is important as the process of borrowing needs to be better understood.

The study dealt with only two different groups of participants of adult speakers, future research including children participants who are heritage speakers of Arabic might provide us with a better understanding of the process of borrowing and a deeper understanding of how it affects different generations of heritage speakers of Arabic.

## References

- Abraham, N. (2018, May 8). Arab Americans. Encyclopedia.com | Free Online Encyclopedia. <https://www.encyclopedia.com/history/united-states-and-canada/us-history/arab-americans>
- Abushihab, I. (2016). Foreign Words in Jordanian Arabic among Jordanians Living in Irbid City: The Impact of Foreign Languages on Jordanian Arabic. *Journal of Language Teaching and Research*, 7(2), 284-292. <http://dx.doi.org/10.17507/jltr.0702.06>
- Al-Jarf, R. (2021). derivation from foreign words and acronyms borrowed in Arabic. *LINGUA. LANGUAGE AND CULTURE*, 1, 52-77. <http://www.cceol.com/search/article-detail?id=1020384>
- Alsaadany, K. A. (2003). Code Alternation Among Arab Speakers in America. *Umm Al-Qura University Journal of Educational, Social Sciences and Humanities*, 15(2), 67-95.
- Al-Shbiel, A. O. (2017). Arabization and its effect on the Arabic language. *Journal of Language Teaching and Research*, 8(3), 469-475. <https://doi.org/10.17507/jltr.0803.04>
- Alsulaiman, M., Mahmood, A., & Ghulam, M. (2017). Speaker recognition based on Arabic phonemes. *Speech Commun.*, 86, 42-51.
- Back to basics: Singular, dual, and plural nouns in Arabic*. (2011, October 16). Maktabah Ibn Uthaymeen Publication. <https://maktabahuthaymeen.wordpress.com/2011/10/16/back-to-basics-singular-dual-and-plural-nouns-in-arabic/>
- Back to basics: Plural nouns in Arabic Part 1*. (2011, October 16). Maktabah Ibn Uthaymeen Publication. <https://maktabahuthaymeen.wordpress.com/2011/10/16/back-to-basics-plural-nouns-in-arabic-part-1/>
- Ben Nafa, H. (2017, April 12). *How does derivation work in Arabic?* Arabic Language Blog | Language and Culture of the Arabic-Speaking World. <https://blogs.transparent.com/arabic/how-does-nominal-derivation-work-in-arabic/>
- Clements, J. (2022, October 13). What Are The Benefits Of Using Interviews In Research? *MOS Transcription Company*. <https://www.legaltranscriptionservice.com/blog/what-the-benefits-of-using-interviews-in-research/>
- Code Switching and Code Mixing/Differences*. (n.d.). English fn. <https://www.englishfn.com/code-switching-and-code-mixing-differences/>
- Definition of derivative*. (2023, March 11). Dictionary by Merriam-Webster: America's most-trusted online dictionary. <https://www.merriam-webster.com/dictionary/derivative>
- Deshmukh, A. (2021, December 20). *Besides English and Spanish, which language do you think is the most commonly spoken in the U.S.?* World Economic Forum. <https://www.weforum.org/agenda/2021/12/spoken-language-united-states-america-english-spanish-mandarin/>
- Ellis, M. (2022, December 18). *Plural nouns: Rules and examples*. Plural Nouns: Rules and Examples | Grammarly. <https://www.grammarly.com/blog/plural-nouns/>

- Gardner-Chloros, P. (2009). *Code-switching*. Cambridge University Press.
- Grammatical gender*. (n.d.). [www.dictionary.com. https://www.dictionary.com/browse/grammatical-gender](http://www.dictionary.com/browse/grammatical-gender)
- Greavu, A., & Blaga, L. (2014). A Classification of Borrowings: Observations from Romanian/English Contact. *Diversité et Identité Culturelle en Europe*, 10(2), 95-104.
- Haiek, J. R. (2010). Arab American almanac.
- Hardini, T. I., & Grangé, P. (2016). An overview of Indonesian loanwords from French. *Indonesian Journal of Applied Linguistics*, 6(1), 155. <https://doi.org/10.17509/ijal.v6i1.2749>
- Hendal, B. (2019). The Impact of Globalization, Arabization, and Englishization on Translation in the Arab World. *International Journal of Language and Literature*, 7(2), 28-34. <https://doi.org/10.15640/ijll.v7n2a3>
- Hoffer, B. L. (2005). Language Borrowing and the Indices of Adaptability and Receptivity. *Intercultural Communication Studies XIV*, 2, 53-72.
- Hussein, N. (2022, June 12). [mawdoo3.com](http://mawdoo3.com). [ما هو التعريب في اللغة العربية؟ - موضوع \(mawdoo3.com\)](http://mawdoo3.com)
- Ibrahim, Z. (2006). *Borrowing in Modern Standard Arabic*. academia.edu. [https://www.academia.edu/13143421/Borrowing\\_in\\_Modern\\_Standard\\_Arabic](https://www.academia.edu/13143421/Borrowing_in_Modern_Standard_Arabic)
- Jarvis S. & Pavlenko A. (2008). *Crosslinguistic influence in language and cognition*. Routledge. <https://doi.org/10.4324/9780203935927>
- Javed, F. (2013, August). *Arabic and English Phonetics: A Comparative Study*. The Criterion: An International Journal in English – Bi-Monthly, Peer-reviewed and Indexed Open Access eJournal ISSN: 0976-8165. <https://www.the-criterion.com/V4/n4/Javed.pdf>
- Kavtaria, M. (2011). GREEK AND LATIN LOAN WORDS IN ENGLISH LANGUAGE (TENDENCIES OF EVOLUTION). *International Journal of Arts & Sciences*, 4(18), 255-264.
- Khalifa, A. (1992). the Arabic language and Arabization in the Modern Era, Al-Furqan house of publishing, Amman
- Khrisat, A. A., & Mohamad, M. S. (2014). Language's Borrowings: The Role of the Borrowed and Arabized Words in Enriching Arabic Language. *American Journal of Humanities and Social Sciences*, 2(2), 133-142. <https://doi.org/10.11634/232907811402533>
- Lehmann, A., & Martin-Berthet, F. (2000). *Introduction a la lexicologie*. Paris: Nathan
- Little, B. (2022, March 23). Arab immigration to the United States: Timeline. HISTORY. <https://www.history.com/news/arab-american-immigration-timeline>
- Liu, X., & Zhang, L. (2011). On Chinese Loanwords in English. *Theory and Practice in Language Studies*, 1(12), 1816-1819. <https://doi:10.4304/tpls.1.12.1816-1819>
- Lyn. (2018, December 21). *The confusing world of B-prefix verbs in Levantine Arabic simplified*. theLevanTongue. <https://thelevantongue.com/levantine-arabic/b-prefix-verbs-levantine-arabic-simplified/>

- McGranahan, C. (2018). *Ethnography Beyond Method: The Importance of an Ethnographic Sensibility. Sites: A Journal of Social Anthropology and Cultural Studies*, 15(1). <https://doi.org/10.11157/sites-id373>
- Nordquist, R. (2019, June 30). *The definition of borrowing language*. ThoughtCo. <https://www.thoughtco.com/what-is-borrowing-language-1689176>
- Pham, L. (2021, April 15). *How immigrants to the U.S. can adapt to a new culture while maintaining ties with their home country*. The Drawing Board. <https://www.thedrawingboarddfw.com/adapting-to-a-new-culture/>
- Rubinkam, M. (2015, November 20). *In Allentown, America's little Syria, a divide on accepting refugees*. NBC10 Philadelphia. <https://www.nbcphiladelphia.com/news/local/in-allentown-americas-little-syria-a-divide-on-accepting-refugees/118498/>
- Sangasubana, N. (2011, March). *How to Conduct Ethnographic Research*. Nova Southeastern University | NSU Florida - Private University. <https://www.nova.edu/ssss/QR/QR16-2/sangasubanat.pdf>
- Stephan, R. (2021, April 30). *The story of Arab Americans' beginning in America – And the quest for fair representation*. United States Department of State. <https://www.state.gov/dipnote-u-s-department-of-state-official-blog/the-story-of-arab-americans-beginning-in-america-and-the-quest-for-fair-representation/>
- The Definite Article in Arabic*. (n.d.). Lebanese Arabic Institute. <https://www.lebanese-arabic-institute.com/arabic-definite-article/>
- U.S Immigration in the 1800s*. (n.d.). Ancestry Family History Learning Hub.
- Xiao, X. (2020). *The Study of Loanwords in English*. *Journal of Contemporary Educational Research*, 4(12), 36-43.
- Your ultimate guide to mastering word gender in Arabic*. (2020, May 14). ArabicPod101.com Blog. <https://www.arabicpod101.com/blog/2020/05/17/guide-to-arabic-grammatical-gender/>

## Appendix A

Questionnaire for interview with Group A

Interview questions for Group A:

How old are you? قديش عمرك؟

Where were you born? وين خلقت؟ وين خلقتي (أنثى)؟

At what age did you come to the United States? (If answer for question 2 is not United States)

بأي عمر جيت على أمريكا؟ بأي عمر جيتي على أمريكا (أنثى)؟

Which language do you use more often daily? أي لغة بتستعمل (ي) أكثر بحياتك اليومية؟ العربي أو الإنكليزي؟

Do you work? What do you do? شو بتشتغل (ي)؟

What are your hobbies? شو هواياتك؟ مثلا الطبخ، الشغل بالحديقة...؟

Those are the main questions that every participant would be asked in order to be followed by other questions based on their answers to the last question. Ask the women how they make a specific dish, ask the men to share some stories about immigration, the community etc...

## Appendix B

**Sentences presented to Group B with the interview questions regarding the identified borrowed words included in those sentences:**

After presenting the participants with the sentences below that include the borrowed words, they were asked the following questions:

- What does this word ..... mean to you?
- Is it an Arabic word?
- Can you name another Arabic word with the same meaning?
- What does this word mean in English?
- Do you notice any similarities between the Arabic word you use and the English version?

• اشتريت الكرّيتي والكوتشات والسئوف من السئور الجديد

ʃtari:t ʔlkarbtɪ w ʔlkawtʃa:t w ʔisstu:f mn ʔisstu:r ʔldʒdi:d

• اخدت طريقي مفول غراض للبرد ويركته ورا البيت

akhadt tʔraqi: mfawwal gra:d lljarid w barraktu wara ʔlbet

• قالو رح تزيين اليوم بس معقول تتلج لأنو سلطو الطرقات، يلا يجي الربيع فرزنا من البرد وهسترنا من هالطقس البشع

ʔa:lu raħ trajjin ʔlyu:m bas maʒʔu:l tlu:dʒ liʔanu: sʕaltʕu ltʕurʔa:t jala jidʒi rrabi:ʒ

farrazna mn ʔlbard w histarna mn hatʔaʔsil bifiʒ

• اليوم كتّيت بكس خضره فيه 10 باكيه بقدونس وباسكي بندوره ويون فلفل

ʔlyu:m kittet baksʔ khidra fi ʒaʃra ba:kiji baʔdu:nis w ba:ski: bandu:ra w bon flfl

• لازم جيب حدا يفكسلي الكهربي بالبيت، الي من مباح منرفزي لا فيي شرج تلفوني



la:zim dʒi:b həda yfakkislilkahraba blbajt ʔli mn mba:rħ mnarfzi: la: fiji ʃarridʒ  
tlfoni:

- الولد ناظر الشوفير يدبّه بفلد التمرين اللي ثلاث بلوكات من البيت

ʔlwalad na:tr ʔiʃfu:fʔ:r ʒdibu: bfild ʔltamri:n ʔilli tla:t blu:qa:t mn ʔlbajt

- اللي لابسته السواترا كانت البنوت بتلعب وسّخت -

ka:nit ʔlbanu:t btlʒab w wassakhit ʔisswa:tra: ʔlli la:bstā:

- بتعرف حدا مكورن بهاالفترة؟

btaʒrif həda mkawran bi hal fatra:

- بتحب تاكل السلطة بالفركي أو بالملعه؟

bthb ta:kul ʔissalata: bl firki: ʔaw bl malʒa:

- الأكل اللي في سكر كتير بيخلي الواحد يصير هايير

ʔlakil ʔlli fi: sikar kti:r bi:khalli: ʔlwaħad ysi:r hajbr

- ايمنى بتتكس الوراق كل سنه؟

ajmata: bttakkiss ʔlwraʔ kill sini:

- المي اللي بتوصل للبيوت بأميركا مفلنرة والا لا؟

ʔlmaj ʔlli btu:sal llbju:t bi ʔamʔrka mfaltra: wala la:





