

# THE MORPHOLOGICAL ADAPTATIONS OF ENGLISH LOANWORDS USED IN MODERN STANDARD ARABIC

Mr. Othman Saleh Mahdy Mohammed, Dr .Shaikh Suhel Samad

PhD scholar, Assistant professor

English Department

Sir Sayyed College of Arts, Commerce and Science, Dr. BAMU, Aurangabad, India.

*Abstract:* This study investigates the morphological modification of words in Modern Standard Arabic (MSA) borrowed from English. Loanwords are used as if they are Arabic words. In the previous studies, it was found that proper nouns enter Arabic more than common nouns, but in this study, the researcher interested to cover 'the common nouns', because 'they were found to be Arabicized. They do have the plural forms and follow the principles of derivational morphology of Arabic that is root-based', Al-Saqqa(2001:ix). The analysis of the data indicates that the most important changes in the morphological aspects of the loanwords occur in gender, number, and word-formation. The study suggests further research for loanwords recently entered MSA through communication and technology.

**Keywords:** phonology, loanwords, influence, English, loan words, Arabic, contact.

## 1. Introduction

The lexicon of any language can be divided into native and non-native words. The non-native words are called loanwords or borrowed words. In language studies, the term 'borrowing' is commonly employed to refer to the linguistic element which is taken over and incorporated into another different language. It sometimes takes the form of lexical items, which are linguistically familiar as loanwords and they are regarded as non-native words until they become part of the lexicon of the borrowing language.

Bloomfield (1933:444) defined borrowing as "the adoption of features which differ from those of the main tradition". He classified borrowing into three types: culture borrowing which happens between two different languages, intimate borrowing occurs through contact of different language speakers by conquest or immigration, and dialect borrowing occurs when one dialect borrows heavily from another within the same speech area.

Gleason (1955: 397) describes borrowing as "the coping of a linguistic item from speakers of another speech form" and then he states that "the most evident instances are those in which the two forms of speeches are quite different". Borrowing does not necessitate the speakers of the languages to be physically in contact. Speakers of a language may adapt English words or may be unaware of the process. What causes languages to borrow differs from one language to another. It may be due to a need to fill in a gap or extend an existing meaning, but sometimes the speaker of a language borrows foreign words for prestige. "Different languages initially treat loanwords differently in that they usually transform them so that they fit the morphology of the recipient language, However, they sometimes leave them as they were in the donor

language i.e. the language which is borrowed from, and thus new structures come into existence”, (Kheder 2011:1).

English loanwords underwent different linguistic changes while being assimilated to MSA. They either acquire some of the phonological and morphological features of MSA or keep the linguistic features of English, the source language without any changes. Borrowing has always been studied under linguistic contact and sound change. The researcher's main interest is to study the phonological and morphological changes in English words used by Hodeidian people and to point out their effect on MSA

To sum up, it can be stated that borrowing is done by translating the vocabulary item or rather its meaning into the recipient language. Such a loan translation in the English 'skyscraper' which is translated into MSA as /naṭihat al-sahab/. The English 'loanword' itself is a literal translation of the German 'Lehnwort', making it a loan translation.

Many scholars agree that exposure to English by Arabic people has started with the arrival of the British mandate in some Arabic countries, such as Egypt, Yemen.

## 2. Review of literature

Borrowing is a natural process of language change whereby one language adds new words to its lexicon by copying those words from another language. The process of borrowing is one of the most frequent ways of acquiring new words, and speakers of all languages do it. One of the initial reasons for borrowing is when one language has a lexical gap; it borrows a term to express the necessary idea or concept. True loanwords are typically regarded as phonologically, morphologically, and grammatically integrated into the host language. Bloomfield (1933:146) recognized two levels of borrowing: "pure" borrowing, where the word retains all its native features, and 'adjusted' borrowing, where the word is adapted to the structural criteria of the host language".

There are two types of loanwords; the first type is phonologically similar in the donor language form and the borrowing language form. This 'transliterated' loanword is used in the borrowing language with the closest possible sound and the closest possible meaning to the original word. In contrast 'calques' also called 'translations' or 'loan shifts' where the borrowed term consists of foreign form and meaning with native morph phonology.

The second type of borrowing is that the native word has no phonological similarities to the foreign word. These arguably do not constitute true loanwords, and will not be considered in this study.

The course of contact between English and MSA can be said to have been channeled through two main ways: 'a formal one', which stemmed from the fact that English was the language of the colonizer. The southern part of Yemen was under the British mandate so that Hodeidian people were in contact with people from the southern part of Yemen- they went on trade, they had relatives there so they were affected heavily by the English language. On the other hand 'an informal one', which stemmed from the fact, that English has long become the language of international communication, industry, trade, and technology at large.

## 2.1. MORPHOLOGY OF MSA

Arab grammarians, who divided words into three-word classes based on their form. These classes are '*ism*', 'noun' literally 'name', *fi'l*, 'verb' literally 'action' and *harf* 'particle' literally 'letter'. They also stated that the term '*fi'l*' corresponds fairly closely to the term verb as used in English. The term '*ism*' covers what we call nouns and adjectives, while the term '*harf*' covers everything else including personal pronouns, demonstratives, deictics, prepositions, conjunctions, and the definite article.

The main morphological features that are dealt in this study are gender, number, verb formation, possessive and voice. They are dealt with in detail in the next sections.

### a. GENDER

All nouns in Arabic carry gender, either female or male. MSA differentiates between human and non-human nouns. The gender of the human nouns category, such as /ṭabi:b/ 'a male doctor' or /tabibah/ 'a female doctor, and the proper nouns follow the gender of the person. Nouns referring to animals also follow the same principle. However, each object in the non-human (inanimate) noun category has its gender, which does not change: /kursi/ 'chair' is always masculine while /ḡarah/ 'tree' is always feminine. Since there is no neutral, non-gendered word for 'it', either 'she' or 'he' must be used with any singular noun depending on its gender. The form of a noun usually indicates its gender. A noun ending in the letter/taamarbuta/<sup>1</sup>'the tied-t' almost always refers to the feminine gender with some exception some proper names carry this letter 'the tied -t' but they refer to masculine. The other ending may appear at the end of some derived feminine singular nouns. Name of cities, foreign countries, and winds, which are explicitly female such as /ṣa:qir/ 'barren woman' are also female. The female letter /ta marboṭah/ is sometimes pronounced and sometimes not.

### b. PLURAL

MSA distinguishes between human and non-human plural including animals.

#### 1- HUMAN PLURAL

These are of three categories: Broken Plurals, Sound Masculine Plurals, and Sound Feminine Plurals.

#### 2- BROKEN PLURALS

In this kind of plural, the consonants of the stem of the singular noun is broken, therefore they are named Broken Plural, and the consonants are given different vowel patterns which result in changing the syllabic structure of the word. The singular word /walad/ 'child' is changed into /ʔawla:d/ 'children'. The root consonants <w-l-d> are the same in both words; however, the vowels have changed and have different positions.

<sup>1</sup> 'ta marbotah', the tied ta, is also called 'ta alta'neeth; which means the 'ta' of femininity.

### 3- Human Sound Masculine Plurals

The singular sound remains untouched while it takes one of the two different endings /-u:na/ or /-i:na/ depending on its grammatical function. However, the final 'fatha' or /a/ vowel is not pronounced except in very formal registers of MSA. For example, the masculine noun 'Yemeni' can take either plural endings 'Yemenju:n' or 'Yemenji:n' which means Yemenis.

### 4- Human Sound Feminine Plural

Nouns that refer to human females take the ending /-a:t/ as shown in the example: /muslimah/ 'female Muslim', /muslima:t/ 'female Muslims'.

### 5- NON-HUMAN PLURAL

The Non-Human Plural follows more than one pattern. It may look like the Broken Plural: /ba:b/ 'door', /ʔabwa:b/ 'doors' or like the plural /-a:t/: /luʔah/ 'language'; /luʔa:t/ 'languages'. These nouns refer to concrete or abstract non-rational entities according to Kheder(2010: 57), and so are treated as if they were a single group taking feminine singular agreement. The non-human plural nouns act like the feminine singular nouns in all respects: in the examples /ʔaʃgar. xadra:ʔ/ 'green trees' or /luʔa:tagnabijah/ 'foreign languages' both adjectives are singular feminine.

#### c. THE DUAL

A noun which refers to the quantity 'two' does not follow the plural pattern as it is in the case of the English language but has a special pattern called 'dual'. To form the dual, two suffixes /ajn/ or /a:n/ are added to the singular noun either masculine or feminine, /manzil/ 'house', /manzilan/ or /manzilajn/ 'two houses'. On the other hand some nouns have a special form of dual: /ʔab/ 'father'; /ʔabawajn/ or /ʔabawa:n/, the letter /w/ is inserted before the dual suffix.

#### 2.2. The definite and indefinite article:

The definite article al- 'the' is one way to make an indefinite noun definite. /kita:b/ means ( a book), /alkitab/ means ( the book). It goes with singular, dual and plural, feminine and masculine nouns. However, not all words without al- are indefinite. So another way to define a noun is by adding a defining noun. In the example /gamiʃatal alum wa al teknologja/, which means, 'the university of science and technology', the noun /gamiʃat/, which means university does not have 'al', although it is definite by adding the defining noun/al alum wa al /teknologja /, which means, 'science and technology'. On the other hand, proper nouns are definite with or without /al/; for instance, /Hodeidah/ ( name of a city in Yemen) is definite, as it is in /Al Hodeidah /, which means, 'Hodeidah'. Therefore, as a rule, a word modified by al- is definite but a word without it is not necessarily indefinite.

When pronouncing al- in some words, the letter l- assimilates to either 'lam Shamsyah', (sun letter) when this belongs to a group of alveolar sounds which are (/t,θ,dʰ,ð,r,z,s,ʃ,ʒ,dʒ,l,n/). As no two

successive letters are allowed, the resulting doubled consonants become emphatic by adding the pronunciation marker called /shadda/: al-fa:reʔ/, for example, (the street). In other cases, 'lam Qamariah' (moon letter) appears, such as /al qalam/ (the pen). It is worth mentioning that /un/ al tanween/ may be considered as a sign of indefinite. /altanween/ can be equivalent to indefinite articles an/a in English.

### 2.3. SOCIAL ATTITUDES TOWARDS BORROWING

Attitudes towards borrowing may be either positive or negative since there have been always proponents and opponents in all languages to the issue of language purity. Though borrowing is considered as an inevitable phenomenon found in most living languages, the attitudes towards it differ from one language speakers to another. In MSA for example, there are two different views concerning borrowing from other languages, some people consider it as a positive phenomenon. The main reason for that, it enriches the lexicon of a language. In their opinion, it is better to borrow cultural terms from other languages when there are no appearance equivalents in Arabic than inventing inaccurate terms by derivation or whatever. They say that borrowing is found in all languages in the world'. They believe that it causes no harm to the language.

English as one of the most languages spoken nowadays is far from being a perfectly pure language. Throughout its long history, it has borrowed thousands of words from many languages. The opponents have seen borrowings as a sign of 'corruption and mental laziness'. This only shows the lack of imagination and very often the words are used only through a feeling of superiority in being acquainted with another language, and perhaps the most important, there is a serious objection to such borrowing is that many people are unable to understand new words. Arabs are proud of their language for several reasons - religious, historical and cultural. It was natural therefore the 'purists' may believe that word-formation, as far as possible, should be carried out by using the native lexical resources of the language and that loan translations and direct borrowings from other languages should be discouraged. Zughouli (1978) as quoted by Othman (2005:35) pointed out that, "There is a strong tendency in the Arab World in general and in Saudi Arabia in particular towards 'purism'. For this reason, Arabic academies have been established to deal with this threat".

According to Emery (1982) as quoted by Yaseen (2010: 19), "the first language academy in the Arab world was established in Damascus in 1919, significantly it was called the Scientific Arabic Academy, its job was to coin new terms for new concepts and inventions. Three other language academies were subsequently set up in different Arab countries; Egypt, Iraq and lastly in Jordan".

There are two methods of vocabulary creation originally preferred by the academics: the first one was renewal of ancient terms which is not used nowadays, termed /al-istīnbaʔ/ or 'discovery', the early instances of this method were successful, an example is the word /qīṭar/ which originally denoted a line of camels was applied to a railway train. The second way is the derivational method whereby numerous neologisms have been coined for new inventions, for example from the patterns denoting 'locality' we have /maṣnaʕ/ (factory), /maṭbaʕah/ (press), /maǧmaʕ/ (academy), and /mawqif/ (bus stop). Nevertheless, it is



fair to say that the theoretical potential of derivation as a means of word-formation has not been matched by practical achievement. However many terms proposed by scholars failed to be used by MSA speakers, for example, /mithyaʕ/ which was derived from the verb /yotheeʕ/ 'to announce' to be an equivalent for radio, but 'radio' is used and if you say /mithyaʕ/. Arab speakers may not understand you.

In MSA today, there are many doublets, one of the pair being the native term proposed by the academies and the other a loanword favored by the majority of educated speakers and understood by the man-in-the-street. There is a feeling among the purists that loanwords will destroy the 'spirit' of the language, whereas other types of people think that any living language which adopts and adapts loans to its own phonological and morphological patterns will never be negatively affected. From the above, each society has its own ideas and beliefs toward acceptance for the simplest choice, the loanword, or rejection for it and attitude making an effort to find the alternative and then imposing it on the community.

#### 2.4. TYPES AND REASONS OF LINGUISTIC BORROWING

The phenomenon of borrowing occurs when one language uses a new lexical item or concepts from another language. It is a phenomenon that is found in almost all living languages and it is considered as an important source for enriching the lexicon of the language. Greenberg (1957) as quoted by Othman (2005:15) defined lexical borrowing as, "the acceptance in one language of a form, in both its sound and meaning aspect, from another language; though usually with both phonetic and semantic modification".

Bloomfield (1933: 494) stated that "the habit of learned borrowing from the classical languages has spread to the other languages of Europe; in each one, the learned borrowing is accompanied by adaptation which reflects circumstances of the contact". In his book '*language*', Bloomfield classified borrowing into three types, (1) cultural borrowing, (2) intimate borrowing, and (3) dialect borrowing. Each type has certain characteristics that can be used in contrasting it with other types. The first type, cultural borrowing, happens according to Bloomfield, when the borrowed features come from a different language. The second type, intimate borrowing, happens when two languages are spoken in what is typographically and politically a single community. Within this community, one nation may give more than another. For example, old English borrowed Latin terms but gave nothing in return. Intimate borrowing occurs through contact with different language speakers by conquest or immigration as in the case of the English language in the United States. In this specific case, English was the upper-hand language. The privileged and the dominant spoke it. Intimate borrowing may finally lead to the death of the other language or languages. In contrast, Bloomfield (1933:463) stated: "the lower language may survive and the upper die out if the conquerors are not numerous, or if they do not bring their women". The third type, dialect borrowing, occurs when one dialect borrows heavily from another within the same speech-area. A speaker who comes in contact with persons who enjoy much greater prestige imitates their speech in addition to their conduct.

Borrowing takes place due to language contact and the international exchange of knowledge, technology, and science. According to Dubey (1991) as quoted by Othman (2005:16), 'Lexical borrowing is preferred when:

- 1- A language is unable to convey aspects or messages from a culture alien to it.
- 2- The language suffers from limitations in meeting the surging demands of specific communication in the field of science, technology, etc.
- 3- A deficiency in the individual's linguistic repertoire prevents him/her from exploiting the available lexical resources of the language. On the other hand, it can be noticed clearly that not all foreign terms used in a certain language do not equivalents rather many other factors play important roles in using such terms.

Several studies have been conducted to clarify the idea of linguistic borrowing. They have shed light on the different methodologies and results that are related to the field of borrowing. Tomoda (1999) examined the extent and nature of the influx of words from European languages and discussed some of the effects they are having upon the Japanese language. He found that there was a considerable increase in the proportion of garage used in Japanese during the twentieth century. High levels of garage usage were found in advertising, sport and modern technology, while the proportion was much lower in traditional areas. He asserted that many new words appear to have been adopted to introduce the connotation of 'modern', 'fashionable' or 'high tech' rather than to fill a lexical gap in the conventional sense. El-Khalil (1983) studied the English loanwords in the journalistic Jordanian Arabic as read by an educated native speaker of Arabic. The sample of his study consisted of sixty issues of the two daily Arabic newspapers 'Al-Raʿf' and 'Al-Dostour' in the period of three years between 1979-1981. The result of his study showed that the loanwords had undergone different changes concerning phonology, morphology and semantic when assimilated into Arabic. Al-Saqqa(2001) studied 'English loanwords in the language of Arabic Advertising in Jordan'. She aimed at analyzing the English loanwords used in a written advertisement in Jordan at the phonological, morphological and semantic levels. She classified English loanwords into two categories- proper nouns and common nouns. She found that proper nouns were always non-arabicized when used as loanwords. That is because they did not have dual, plural, adjectives, or verb forms. They were always used in the singular form. On the other hand, she found also that the common nouns are found to be arabicized, they are adapted to suit the phonology and morphology of Arabic. Othman (2005) studied six Yemeni newspapers in the body and advertisement sections. His study comprised of 102 issues. He studied the loanwords in journalistic Arabic in Yemen. He found that the words come to Arabic from various languages such as English, Turkish, Hindi, and French. He found that Yemenis use English words due to that these words do not have equivalents terms in Arabic, some words do have Arabic equivalents terms or they are arabicized, but foreign words are used to show high prestige and there is no law banning the use of foreign terms, especially in mass media.

Generally speaking, these studies investigated English loanwords, mostly used to study the loanwords used in journals and newspapers.

### 3. OBJECTIVES OF THE STUDY

This study tries to:

- 1- Investigate the morphological adaptation of English loanwords borrowed in MSA.
- 2- Investigate the morphological modifications of English loanwords borrowed in MSA.
- 3- Suggest further research for loanwords recently adapted in MSA via communication and technology.

### 4. STUDY DESIGN

To fulfill the study objectives, different methods have been used. The study follows both qualitative and quantitative approaches of study. The main source of the data a corpus consists of around 404 loanwords the researcher observed the way of how people from Yemen, Iraq, and Syria make morphological modifications to these words, he did so by listening to Arabic broadcasting and accessing Arabic web sites and social media. Two criteria constrained the choice of loanwords for the current study. First, the loanword must be of English origin or come to MSA by English speakers or English media. Therefore, loanwords are traced back to English by using some bilingual and monolingual dictionaries. Second, the loanwords are still in use.

## 5. Result and Discussion

Most English loanwords into Arabic underwent different morphological changes to suit the MSA system. The morphological changes, that will be dealt with in this study are gender, number, and verb formation. The researcher chose these morphological aspects as the morphemes that added are apparent and can be easily applied to MSA.

### 1- Gender

MSA has two types of gender the masculine and feminine. In MSA, the root is considered as masculine unless it is feminized by adding /tamarbotah/ which appears at the end of the word. According to El-khalil(1983: 43), 'there is no sign for masculine and so every word is considered masculine unless it is feminine by meaning such as / bintun/ 'girl'. another feminine sign is /ta marbotah/ /tun/<sup>(2)</sup> which appears at the end of the feminine word', and it is vitally important to differentiate between /tun/ of feminine sign and /tun / (tanween) which is considered as an indefinite sign. Such as, /muṣlim/ for a male teacher, to feminize/muṣlim/, the grammarians of MSA add /ta marbotah/ at the end of the word to become feminine, so it becomes /muṣlimatun/ (female teacher).

However, some words are etymologically feminine without /ta marbotah/ such as /bint/ (girl) and some words with /ta marbotah/ but are etymologically considered as masculine. Such as /ṭalḥah/ 'proper name'.

English, on the other hand, makes a few gender distinctions however; many English nouns are still marked for gender. Thus there is personal masculine( he), feminine noun( she), personal dual-gender , it

- a feminine bound morpheme in MSA<sup>2</sup>



includes nouns that can be used as masculine and feminine without a gender morpheme such as actor and actress, common gender for example (baby) and collective nouns for example(class). English has a neuter (it) and dual-gender (he and she) while MSA has not. So Arabic speaker tends to assign English words as either masculine or feminine and neuter gender disappeared. Therefore, if we looked at the following English dual-gender Arabic speakers add the feminine marker to the English word: such as Doctor /dɒktə/ masculine when announced to feminine the say /dakturah/ the /ta marbotah / is added as the marker of the feminine. There are English words that do not take any marker but Arabic people consider them feminine because their pronunciation is the same as those of MSA, such as /kibrya?/ pride so the cafeteria is considered feminine.

## 2- Number

MSA has singular, plural as well as the dual form. The dual and plural are marked by special inflectional suffixes. Table 1 gives examples of the suffixes that are added to form dual.

Table11: forming dual in MSA

Gender	English word	The word in MSA transcript	Nominative dual	Genitive and accusative dual
Male	Doctor	/daktor/	/daktorani/	/daktorajni/
Female	Doctor	/dakturah/	/aktoratani/	/daktoratajni/
Male	Tan	/ʔan/		/ʔuni:n/
Male	*Studio	/ʔstidju:/	/ʔstidyuhani/	/ʔstidyuhajni/
Male	Dollar	/dular/	/dularani/	/dularajni/

The table2 presents some examples of the suffixes that are added to form the plural in MSA.

Table 2 : forming plural in MSA

English word	Human masculine plural	Human feminine plural	Broken
Doctor	/dakatirah/	/Dactorat/	....
Tan	....	--	/ʔʔanan/
*Studio	.....	/ʔstidyuhat/	
Dollar	.....	/dularat/	
Barrel	....		/barami:l/

\* Al-Suswa (2002) as quoted by Othman (2005:71) stated 'standard Arabic does not have nouns ending in long vowel 'waw al-Mad' when Arabic people use English words like a stereo, studio, and scenario, they add the morpheme (-hat) to form the plural.

It is worth mentioning, from data collected and table 4.9 indicates that all words take either feminine or broken plural markers, and the masculine plural marker is absent.

### 3- Verb formation

MSA verbs are based on roots, most of the roots have three consonants, and they are called trilateral such as (k-t-b). Some few verbs have more than three consonants (four-consonant (quadrilateral) (such as z-l-z-l, b-r-h-n). MSA verbs are classified as perfect, imperfect, and imperative.

The adaptation of English words into verbs follows the grammatical rules of forming verbs from nouns. The English word which was adapted as verbs treated as if it was Arabic. That word is given the perfect, imperfect or imperative markers. Such as (Facebook), the researcher heard that Arabic speakers form a verb from this noun, they say: 'huwayufaskib' (he uses Face book). The following is a brief description of the three types of verbs in MSA, and how English words behave like MSA verbs.

Table3: forming verbs from English loanwords into MSA:

1 <sup>st</sup> person	Perfect	Imperfect	Imperative
Sg	/tu/ eg /fasbaktu/	/ʔ—u/ eg /ʔfasbiku/	
Pl.	/--naa/ eg / fasbaknaa/	/nu—u/ eg /nufasbiku/	
M. dual	/--aa/ eg /fasbakaa/	/ju—ani / eg / jufasbikani/	
F dual	/--ataa/ eg /fasbakataa/	/tu—aani/ eg /tufasbikani/	
M pl	/--u:/eg / fasbaku:/	/ju—u:na/ eg / jufasbiku:nsa/	
F pl	/na:/eg / fasbakna:/	/ju—na/ eg / jufasbikna/	
2 <sup>nd</sup> person	Perfect	Imperfect	Imperative
M Sg	/--ta/ eg /fasbakta/	/tu—u/ eg / /tufasbiku/	/fasbik/
F Sg	/--ti/ eg / fasbakti/	/tu—i:na/ eg / tufasbiki:na/	/fasbiki/
Dual for both m/f	/Tuma:/eg /fasbaktuma:/	Tu—a:ni/ eg /tufasbikani/	/fasbika/
M .pl	/tum/ eg / fasbaktum/	/tu—aa-ni/ eg / tufaskaani/	/fasbiku:/
F pl	/tuna/eg / fasbaktuna/	/tu—na/ eg /tufasbikna/	/fasbikna/
3 <sup>rd</sup> person	Perfect	Imperfect	Imperative
M sg	/-a/ eg /fasbaka/	/ju---u eg / jufasbiku/	
F sg	/at/ eg /fasbakat/	/tu—u/ eg / tufasbiku/	

It is noticed that imperative occurs only with second person.

### 6. Conclusion

MSA is exposed to borrowing from other languages for ages. There are a lot of English words that were used and are still being used in MSA; the sources of these words are traced back to English origin.

Based on the results in this study one may conclude that the contact between English and MSA is sharp, so MSA must accept English words either with or without adaptation. There are many academies, which try to keep MSA pure language, but English words come to MSA through people who are not linguistically qualified to deal with them. So many English items are noticed in MSA in spite of the different efforts of Arab linguists to arabicized these words. It is noticed that these foreign words have more affection for spoken Arabic than written.

This study also reveals that English words have undergone different changes concerning morphology when adapted to MSA.

All foreign words are treated as if they were Arabic words. Arabic speakers add the suffixes that are usually added to the words in MSA to adapt the English words. The aspects that are discussed in this study are gender, number, and verb formation.

It is clear that Arabic speakers use such English words, and use them according to MSA rules, but as English language teachers we have to know how to deal with these words properly.

In the field of teaching and learning, it is a good opportunity to consume these words into two proper ways:

#### 1. Correcting the misusing of English loanwords by English language teachers

As a teacher, the researcher observed many English teachers misuse these words, many English teachers pronounce English loanwords as they hear them from the street, such as they wrongly say /iskiri:m/ for the word ice-cream. So it is vitally important to guide such teachers to avoid these grave mistakes.

#### 2. Using English loanwords for explanation

It is a good tool to use English loanwords in the field of teaching by using them as examples because they are familiar with the students. Such as:

It is better to give the student these sentences:

'Ali drives the bus.' Rather Than using the sentence, 'Ali drives the van'.

'He eats chips' than using the sentence 'he eats meat' and so on. Because bus and chips are loanwords (these words are familiar with students.)

In this case, many books designed for English language teaching start with familiar words as a 'starter'. These books are graded from familiar to unfamiliar. Starting with familiar words may motivate learners to continue their studies. They may have a positive attitude towards the language used in their daily life. The researcher recommended for other studies to examine the English loanwords into Arabic. These studies should be more comprehensive and discuss all the aspects of borrowing. This study discusses only the two aspects due to the short period. This topic needs more studies to deal with the topic in detail.

## References

- 1- Al Al-Saqqa, S. (2001). English loanwords in the language of Arabic advertising in Jordan. *Unpublished MA Thesis, University of Jordan, Amman, Jordan.*
- 2- Alotaibi, Y., & Meftah, A. (2013). Review of distinctive phonetic features and the Arabic share in related modern research. *Turkish Journal of Electrical Engineering & Computer Sciences*, 21(5), 1426-1439.

- 3- Bloomfield, L. (1933). *Language*. 1933. *New York: Holt*.
- 4- EL-Khalil, T. M. M. (1983). *Linguistic analysis of the English loanwords in journalistic Jordanian Arabic as read by an educated native speaker of Arabic* (Doctoral dissertation, Yarmouk University).
- 5- Gleason Jr, H. A. (1955). *An introduction to descriptive linguistics*, Rev.
- 6- Javed, F. (2013). Arabic and English phonetics: A comparative study. *The Criterion: An International Journal in English*, 4(4), 1-13.
- 7- Kheder, S. (2011). *Language contact and noun borrowing in Algerian Arabic and Maltese: A comparative study*. Southern Illinois University at Carbondale.
- 8- Matthews, P. H. (2000). *Oxford concise dictionary of linguistics*. Shanghai Foreign Language Education Press.
- 9- Maya Y.( 2010.) , English loanwords in the Arab newspapers, *Unpublished MA Thesis University of Jordan, Amman, Jordan*.
- 10- Mohammed, O. S. M., Samad, S. S., & Mahdi, H. S. (2018). A Review of Literature of Computer-Assisted Translation. *Language in India*, 18(9).
- 11- Othman, M. M. I. (2005) *Loanwords in Journalistic Arabic in Yemen* (Doctoral dissertation).
- 12- Soliman, A. (2008). The changing role of Arabic in religious discourse: A sociolinguistic study of Egyptian Arabic.
- 13- Tomoda, T. (1999, January). The impact of loan-words on modern Japanese. In *Japan Forum* (Vol. 11, No. 2, pp. 231-253). Taylor & Francis Group.
- 14- Watson, J. C. (2002). *The phonology and morphology of Arabic*. Oxford University Press on Demand.