

Lenguas, lenguaje y lingüística

Contribuciones desde la Lingüística General

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(Eds.)

Título: Lenguas, lenguaje y lingüística.

Subtítulo: Contribuciones desde la Lingüística General.

Autor: A. Gordejuela Senosiáin, D. Izquierdo Alegría, F. Jiménez Berrio, A. de Lucas Vicente, M. Casado Velarde (eds.).

Editorial: Servicio de Publicaciones de la Universidad de Navarra.

Maquetación y corrección de textos: Apiedepágina.net

ISBN: 978-84-8081-478-2

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Lenguas, lenguaje y lingüística.

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ÍNDICE

PRAGMÁTICA NOMINAL EN LOS SUFIJOS DERIVADOS DE LA LENGUA ESPAÑOLA Jaume Alvedra i Regàs	9
LA DUPLICACIÓN PRONOMINAL EN LAS ORACIONES DE RELATIVO EN CATALÁN: UNA MARCA DE ESPECIFICIDAD Cristina Albareda	21
THE SYNTAX OF ELLIPSIS IN ARABIC FRAGMENT ANSWERS Ali Algryani	35
SELF-CONCEPT, EMOTIONAL INTELLIGENCE AND READING SKILL IN SECOND LANGUAGE ACQUISITION: IMPACT ON THE LEVEL OF ENGLISH? Elena Alonso-Blanco, Manuel Soriano-Ferrer, Ángel López García-Molins	45
THE INTERACTION OF EXTRAPOSITION FROM DP AND <i>RIGHT NODE RAISING</i> IN ENGLISH AND SPANISH Marian Alves	53
HACIA UNA SOCIOLINGÜÍSTICA DE LA ESCRITURA. LA ENCUESTA Leopoldo Idefonso Baliña García	65
APORTES DEL CONCEPTO DE NORMA AL ESTUDIO DE LAS ACTITUDES LINGÜÍSTICAS Rafael Alberto Barragán Gómez	79
ANALITISMO FRENTE A LA NOMINALIDAD. ESTUDIO CONTRASTIVO POLACO-ESPAÑOL Janusz Bien	91
LA EVOLUCIÓN DE LOS VERBOS DE MOVIMIENTO EN CHUJ Cristina Buenrostro	103
LA PÉRDIDA DEL LÉXICO DIALECTAL: ALGUNOS DATOS DE CASTELLANOPARLANTES DE SAN SEBASTIÁN Bruno Camus Bergareche, Sara Gómez Seibane	117
TECHNICAL TRANSLATION, TERMINOLOGY AND THE ACCESSIBILITY OF SPECIALIZED KNOWLEDGE IN PORTUGUESE Luis Cavaco-Cruz	129

HACIA UN GLOSARIO DEL LÉXICO DE LA INFORMÁTICA Y LA INTERNET EN ESPAÑOL Lirian Ciro, Neus Vila Rubio	141
EL LINGÜISTA EN EL PARLAMENTO Giovana de Sousa Rodrigues	153
ALGUNOS MITOS SOBRE LA ADQUISICIÓN DE LA LENGUA MATERNA Iván Enríquez Martínez	161
MARCO LEGAL Y PLANIFICACIÓN LINGÜÍSTICA EN LAS COMUNIDADES BILINGÜES DE ESPAÑA Gérard Fernández Smith, Luis Escoriza Morera	173
CORSICAN EQUIVALENTS OF <i>IT</i> -CLEFT SENTENCES IN ENGLISH: AN OVERVIEW Pierre-Don Giancarli	187
DESCOMPOSICIÓN LÉXICO-CONCEPTUAL DE LOS VERBOS PARASINTÉTICOS CON PREFIJO <i>DES-</i> Elisabeth Gibert Sotelo	203
TWO KINDS OF MINIMAL ANSWERS TO <i>YES-NO</i> QUESTIONS IN CZECH AND SPANISH Hana Gruet-Skrabalova	217
SOBRE LA NATURALEZA HÍBRIDA DE LAS RELATIVAS LIBRES INDEFINIDAS Edita Gutiérrez Rodríguez, Pilar Pérez Ocón	229
THE LEXICALIZATION OF ENGLISH LOANWORDS INTO EGYPTIAN ARABIC Walaa Hassan	243
¿ES EL CONOCIMIENTO MORFOLÓGICO UN MECANISMO DETERMINANTE EN LA RECUPERACIÓN DEL LÉXICO DISPONIBLE? Natividad Hernández Muñoz	259
TRADUCCIÓN COMO MEDIACIÓN INTERCULTURAL: DELIMITACIÓN CONCEPTUAL Y DIMENSIONES DE UNA PRÁCTICA Carlos Hernández Sacristán	269
LOS CENTROS DE CARÁCTER CULTURAL EN LOS ESTUDIOS DE DISPONIBILIDAD LÉXICA: ANÁLISIS Y NUEVA PROPUESTA María Herreros Marcilla	279
ASPECTOS ANTROPOLÓGICOS SOBRE EL FENÓMENO DEL CAMBIO DE CÓDIGO EN COMUNIDADES BILINGÜES. EL CASO DE ESTUDIO DE LA COMUNIDAD DE HABLA ALICANTINA José Iborra Torregrosa	291

LA RHINOGLOTTOPHILIA DESDE UNA PERSPECTIVA TIPOLOGICA (CON UNA NOTA SOBRE LA LENGUA VASCA)	
Iván Igartua	303
DIRECTIONALITY IN ADVANCED TONGUE ROOT HARMONY	
Gary Linebaugh	315
EL BILINGÜISMO INDIVIDUAL: ENFOQUES SOBRE UN CONCEPTO	
Lara Lorenzo Herrera	325
LA PREPOSICIÓN EN ESPAÑOL Y EN CHINO. DIFERENCIAS CONSERVADORAS ADITIVAS	
M^a Azucena Penas Ibáñez, Jinbai Zhang	333
LENGUA Y CULTURA EN EL EPISTOLARIO DE PEDRO DE MUGICA A ANTONI M. ALCOVER	
Maria Pilar Perea	345
INFLUENCIA DE LOS SONIDOS ADYACENTES Y LOS MÁRGENES DE DISPERSIÓN DE LAS VOCALES MEDIAS ANTERIORES DEL CATALÁN EN HABLA ESPONTÁNEA	
Agnès Rius-Escudé, Francina Torras Compte	357
LA CATEGORIZACIÓN DEL CONOCIMIENTO ESPECIALIZADO: ANÁLISIS Y CLASIFICACIÓN DE LAS RELACIONES DE SIGNIFICADO ENTRE TÉRMINOS COHIPÓNIMOS	
Mercedes Roldán Vendrell	369
LOS ESQUEMAS ENTONATIVOS DEL FRAGATINO: DESCRIPCIÓN Y COMPARACIÓN CON VARIEDADES ROMÁNICAS PRÓXIMAS	
Lourdes Romera, Ana Ma. Fernández Planas, Wendy García-Elvira, Paolo Roseano, Josefina Carrera, Albert Ventayol, Eugenio Martínez Celdrán	389
LA INFLUENCIA DEL GÉNERO TEXTUAL EN LA PRODUCCIÓN DEL ELEMENTO PROSÓDICO	
Asier Romero, Aintzane Etxebarria, Iñaki Gaminde, Urtza Garay	401
A VUELTAS CON EL YEÍSMO: PRODUCCIÓN FONÉTICA, PERCEPCIÓN CATEGORIAL Y CAMBIO	
Assumpció Rost Bagudanch	417
ESTUDIO DE DISPONIBILIDAD LÉXICA EN APRENDICES ITALIANOS DE ESPAÑOL: ANÁLISIS CUANTITATIVO	
Roberto Rubio Sánchez	429
SOME OBSERVATIONS ON MORPHOLOGICAL CASE IN OLD SAXON	
Iker Salaberri	443

REPRESENTACIONES SOCIALES EN TORNO AL PROCESO DE EVALUACIÓN: ALUMNOS DE ELE EN LA CIUDAD DE MÉXICO Yuritzky de la Paz Sánchez López	455
ESTRATEGIAS LINGÜÍSTICAS PARA LA CODIFICACIÓN DE LA CAUSALIDAD EN TEXTOS ESCRITOS POR ESTUDIANTES UNIVERSITARIOS Paola Sánchez Portilla, Celia Díaz Argüero	463
LA INFLUENCIA DEL CONOCIMIENTO DE VARIAS LENGUAS EXTRANJERAS EN EL LÉXICO DISPONIBLE Inmaculada Clotilde Santos Díaz	477
EN BUSCA DE LA IDENTIDAD LINGÜÍSTICA. EL ESPAÑOL CARA A CARA CON EL CROATA Anita Skelin Horvat, Maša Musulin	485
CARACTERÍSTICAS ACÚSTICAS DE LA ASPIRACIÓN DE /-S/ IMPLOSIVA EN EL ESPAÑOL HABLADO EN MÁLAGA. HACIA LA RESILABIFICACIÓN PRESTIGIOSA DE UN SEGMENTO SUBYACENTE ENTRE LOS JÓVENES UNIVERSITARIOS Matilde Vida-Castro	495
MICROINFORMÁTICA. MODELOS DE VARIACIÓN INFORMATIVA MICROPARAMÉTRICA Xavier Villalba, Sílvia Planas-Morales	507
AINDA AS ‘REFLEXÕES’ SOBRE A <i>PRONUNCIACÃO</i> NO SÉC. XVIII PORTUGUÊS Ana Paula Banza	517
ASPECTOS DE LA MORFOLOGÍA PORTUGUESA EN EL SIGLO XVIII: LAS <i>REFLEXÕES</i> (1768/1842) DE FRANCISCO JOSÉ FREIRE Maria Filomena Gonçalves	529
DIDASCALIAS E IMPLICATURAS: UN ESTUDIO LINGÜÍSTICO-PRAGMÁTICO DEL LENGUAJE FEMENINO EN EL SIGLO XVII M^a José Rodríguez Campillo	539
EL CONTACTO LINGÜÍSTICO EN LA LITERATURA ALJAMIADA: ¿DÓNDE ESTÁ DIOS? Juan Antonio Thomas	551
PRESENTACIÓN DE LIBRO: <i>LA LINGÜÍSTICA EN ESPAÑA: 24 AUTOBIOGRAFÍAS INTELECTUALES</i> Xavier Laborda, Lourdes Romera, Ana Ma. Fernández Planas	563

THE LEXICALIZATION OF ENGLISH LOANWORDS INTO EGYPTIAN ARABIC

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1. INTRODUCTION

The aliveness and dynamicity of human languages involve an inevitable situation of contact which often leads directly to structural linguistic change across languages. Contact is a cause of “any linguistic change that would have been less likely to occur outside a particular contact situation” (Thomason 2001: 62). This dynamic process of contact all the time has created a number of linguistic phenomena. The most commonly attested of these is lexical borrowing or loanwords. In a cross-linguistic survey of loanwords in forty one languages, Haspelmath & Tadmor (2009) argue that all languages they studied, and probably all languages in the world, cannot entirely avoid loanwords. Language contact has always been of interest to linguists from different linguistics fields (Sapir 1921, Pedersen 1931, Haugen 1950, de Saussure 1959, Lehmann 1962).

The confusion between the terms *borrowing*, *loanwords*, and *code-switching* has been a controversial matter in previous studies. Literature in this area has shown that loanwords are only one of a number of types of borrowings that occur across language boundaries when the speakers of a certain language are confronted with new items and ideas in another language they have been in contact with. Other types of borrowings include: loan-shift, loan-translation, and loan-blend. Thus, the confusion that needs to be clarified at this point is between the terms *code-switching* and *loanwords*.

Code-switching (CS) is the utterance-internal juxtaposition in unintegrated form of overt linguistic elements from two or more languages, with no necessary change of interlocutor or topic. It is a linguistic phenomenon carried out by bilinguals who have enough knowledge to alternate between two languages. It is done momentarily and infrequently. Also, a certain situation of code-switching is never repeated in the same exact way since it extends beyond particular linguistic item/s to a further detailed discussion. On the other hand, loanwords are used more frequently, always with the same significance, and are used by bilinguals as well as monolinguals.

There are different views in the literature concerning the mechanisms of loanwords vs. code-switches. This study adopts the view that holds loanwords and code-switches to be of different mechanisms. Code-switching is based on the total respect of the integrity of both the donor and the recipient languages' phonological, morphological, and grammatical systems, while in borrowing, in general, and in loanwords in particular, only the linguistic systems of the recipient language have to be respected when these loanwords are integrated into the language (Poplack 1993; Poplack & Meechan 1995, 1998; Budzhak-Jones 1998; Turpin 1998). The existence of loanwords in the recipient language is regular as they are integrated into it to be used by monolinguals, most of whom can-

not acknowledge their foreign origin. Thus, to avoid any sort of confusion between these terms, this study is only concerned with the term *loanwords* in the sense of referring to the spontaneously transferred lexical items.

2. BORROWING IN ARABIC (LITERATURE)

Loanwords are studied in different languages with variable interests touching upon different fields of linguistics including: phonetics, phonology, morphology, and semantics, as well as sociolinguistics and historical linguistics. As far as Arabic is concerned, the area of loanwords has been approached by a number of researchers with different linguistic perspectives addressing different varieties of Arabic. Ibrahim (2006) investigated the borrowed words in MSA by means of comparing issues of *Alahram* newspaper from 1987 to 1988, in 2000 and finally in 2005. Mustafawi (2002) examined English loanwords in Gulf Arabic (GA) aiming to draw a fine line as to whether they should be treated as borrowings or code-switches. Salih (1995) was interested in the possible functions of loanwords in Arabic. Bader (1990) investigates French and English loanwords in Arabic from a semantic point of view. Heath (1989) examines the immense body of foreign words introduced to Moroccan Arabic through code switching between Arabic and French in a mainly bilingual community. Abu-Absi (1986) examines foreign loanwords in conversation as an attempt of modernization. Khalil's (1984) study of EA is diachronic, investigating loanword origin rather than integration. Finally, Sa'id (1967) studies integration of loanwords into MSA, and at parts specifies this to MSA as rendered by Syrian speakers. The current study attempts to explore a new area of loanwords in Arabic, that of loan verbs, and how they are lexicalized into Egyptian Arabic. Also, the study investigates the integration of English loan nouns in Egyptian Arabic with respect to gender and number assignment.

3. PROCEDURES OF THE STUDY

3.1. Research questions

The study aims at answering the following questions:

- 1- Do English loan nouns retain their original gender and number when used in EA?
- 2- Is there consistency in the gender and number markers associated with English loan nouns when integrated into EA?
- 3- How do English loan verbs behave grammatically when integrated into EA?
- 4- What are the most prominent factors that affect the mapping process of English loanwords onto EA?

3.2. Data

The data examined in the study is extracted from 22 hours of free speech recorded to adults between the age of 22 and 35 with different levels of English proficiency talking about different topics and in different social settings (academic, friendly, and family). The data was then transcribed into IPA by the researcher, who is a native speaker of EA. After transcription, data was categorized based on their field of use.

4. DISCUSSION

4.1. Why Borrowing?

Borrowing may be the most common linguistic process across languages. Almost all languages are donors as well as recipients of words. According to Ngom, “[...] speakers might borrow a word to express a concept or thought that is not available in their own language or they may borrow words simply because such linguistic units are associated with language” (2002: 37-38).

Referring to the linguistic situation in Egypt, it is a diglossic one in which EA is the native language used in daily interactions, whereas MSA is “the written language of contemporary literature, journalism, and spoken prose” (El-Hassan 1978: 32). MSA is taught at schools and used at high-register situations; it is very similar throughout the Arab world, unlike the local varieties that differ widely from one Arab state to another. Additionally, English and French have a presence in the Egyptian society especially among the well-educated class.

4.2. Gender and Number Assignment of Nouns in MSA and EA

4.2.1. Gender Assignment

The process of gender assignment to the Arabic nouns is a grammatical rather than a natural one (Khalil 1999). That is to say: animate and inanimate nouns are assigned to be either feminine (f) or masculine (m) depending on the final phonetic segment. Also, gender is reflected on the surrounding items such as pronouns, verb inflection, adjectives, and demonstratives. This argument is valid for most of the nouns in Arabic language, however some nouns get their gender assigned based on the entity they refer to regardless of their phonetic structure.

Whereas the morphological system of Arabic language leaves the masculine nouns unmarked, it marks the feminine ones in a number of different patterns. The following section discusses the different categories of gender used for Arabic nouns:

(1) Real Gender:

In this category, the animate words related to male sex are masculine, and those related to the female sex are feminine (e.g. *rajul* “man”, *a:b* “father” *di:k* “cock” are masculine, whereas *imra2a* “woman”, *um* “mother”, *daja:jah* “hen” are feminine).

(2) Formal (unreal) Gender:

Arabic nouns that do not demonstrate the “concept of pair” are assigned to be either masculine or feminine based on their phonetic structure, more specifically based on the final phonetic segment of a word. Words ending with [a] are generally feminine, and those ending with some other phonetic segment are assumed to be masculine. Thus, *sa:ʕa* “watch” *ʃadzara* “tree”, *sayyara* “car” are examples of non-paired nouns assigned to the feminine gender based on their final phonetic segment [a], whereas *ħa:ʔiT* “wall”, *kita:b* “book”, *qalam* “pen” are examples of non-paired nouns assigned to the masculine gender.

(3) Exceptional Forms

Nouns that are categorized to be exceptional do not fall under any of the above two categories. They get assigned the masculine or feminine gender based on the entities they signify rather than the form, e.g. *xali:fa* “caliph (M, S), /ʃams/ “sun” (F, S), /ibil/ “camels” (F, P), /miSr/ “Egypt”, and /ʕayn/ “eye”.

As for EA, nouns are grouped in two main groups as simple as masculine or feminine with no further subcategorization. Similar to MSA, masculine nouns are phonetically unmarked in EA, whereas the feminine ones are. The most common phonetic marker for feminine words is [a] which exhibits itself in three different allomorphs: [a], [ah], and [at] as in the following examples:

(1)/oTTa/ s, f.

(2)/oTTah/ s, f.

(3)/uTTit l-gira:n

4.2.2. Number Assignment

MSA has a three-way number system: besides singular and plural, it also has a dual. Additionally, the plural has two forms (the so-called broken plural and the so-called sound plural based on gender and singular nouns are morphologically unmarked in Arabic, whereas the dual and plurals are).

Number system in Arabic differs remarkably from one variety to another. Specifically, number systems in MSA and EA are different. In both varieties, the singular is unmarked, whereas the dual and the plural are. The dual has a very rare occurrence in EA, but not in MSA. As for plural, the broken plural is the more common in both varieties. However, MSA and EA differ with respect to predictability since it is predictable in MSA and unpredictable in EA.

4.3. Gender and Number Assignment of English Loan-Nouns in EA

4.3.1. Gender Assignment

Onysko points out that “the majority of borrowing are nouns” (2004: 61), and this is true for the case of EA loaning words from English. Very few loan nouns are used with no phonological or morphological changes; the majority of English loan nouns undergo phonological and morphological changes when lexicalized into the recipient language, EA in this particular study.

Animate loan nouns get lexicalized into EA by assigning them either to feminine or masculine gender depending on the entity they are referring to. Most of the loan nouns of this type are used to refer to certain jobs. Though they might have an MSA equivalent word, Egyptians, even monolinguals, tend to use the loan noun and lexicalize it into their native language using the phonological and morphological markers of EA. Consider the following single masculine examples in (4) and the single feminine examples in (5):

(4)	(5)
(a) /brofoseir/: university professor	(a) /brofoseira/: university professor.
(b) /monteir/: person who does montage or filmmaking.	(b) /monteira/: person who does montage or filmmaking
(c) /dokto:r/: physician	(c) /dokto:ra/: physician
(d) /sekirteir/: secretary	(d) /sekirteira/: secretary

The above examples in (4) and (5) show that Egyptians are loyal to the gender distinction used in EA when it comes to animate loan nouns that have a specific gender referent, more specifically the ones that denote a profession. However, it is important to show that not all loan nouns that denote a profession are used in the form of male/female pair. Some of them are used only in the masculine form (e.g. /mikani:ki/ “mechanic”) and others only in the feminine form (e.g. /nersa/ “nurse”), which may be explained on social boundaries base that map certain jobs to specific genders.

Inanimate loan nouns behave differently when lexicalized into EA. Even though they do not have a gender-specific referent, once they are part of the EA lexicon they get assigned to a gender and are lexicalized through the necessary phonological and morphological changes. Consider the following examples of loan nouns that have been lexicalized into EA; the words are categorized based on the context they are used in:

(6)

Context	Loan noun	Gender	Referent	Loan noun	Gender	Referent
Technology & Communication	/ʃa:t/	(m)	Chatting	/brintar/	(m)	Printer
	/ilfæs/	(m)	Facebook	/hidfo:n/	(m)	Headphones
	/il-læb/	(m)	Laptop	/meil/	(m)	Email
	/ilwats/	(m)	What’s App	/fæks/	(m)	Fax
	/meil/	(m)	Email	/iskri:n/	(f)	Screen
	/kumbiyuter/	(m)	Computer	/makanah/	(f)	Machine

The above examples show that the majority of loan nouns related to technology and communication are assigned to the masculine gender and are lexicalized into EA only phonologically with no morphological markers. I argue that the few words of this particular context assigned to the feminine gender derive that from their formal Arabic correspondent. They may be lexicalized into EA both phonologically and morphologically through the addition of the feminine marker /a/ as in /makana/, or without the feminine marker as in /iskri:n/ which is “ʃa:ʃah” in EA.

(7)

Context	Loan noun	Gender	Referent	Loan noun	Gender	Referent
Clothes & apparel	/fu:zah/	(f)	A pair of shoes	/bandanah/	(f)	Bandanna
	/bu:t/	(m)	Boots	/berfu:m/	(m)	Perfume
	/Sandal/	(m)	Sandals	/blo:za/	(f)	Blouse
	/andar/	(m)	Underwear	/tfert/	(m)/(f)	T-shirt
	/ro:b/	(m)	Robe	/bʒæmah/	(f)	Pajamas
	/iska:rf/	(m)	Scarf	/ʒenz/	(m)	Jeans

In the apparel context, the phonological marker rules the gender assignment process of the loan nouns, regardless of their Arabic correspondent if existed. For example, the word /blo:za/ has no equivalent in Arabic, however it is lexicalized as a feminine word and refers only to a woman's shirt. Also, the word /bʒæmah/ has a feminine correspondent in MSA "maena:mah", but not in EA. Some loan nouns like /tfert/ may be used both in a feminine and masculine sense depending on personal preference only.

(8)

Context	Loan noun	Gender	Referent
Chemicals	/ʒloko:z/	(m)	Glucose
	/ga:z/	(m)	Gasoline
	/banzi:n/	(m)	Benzene
	/betro:l/	(m)	Petrol
	/asfalt/	(m)	Asphalt

As the above data shows, all of the above examples of loan nouns that refer to chemical substances are lexicalized into EA as masculine nouns which may be explained based on the fact that all of them are liquids and the word liquid is "sæ?il" in Arabic, which is a masculine word.

(9)

Context	Loan noun	Gender	Referent	Loan noun	Gender	Referent
Measures	/gra:m/	(m)	Gram	/metr/	(m)	Meter
	/kilu/	(m)	Kilo	/mi:l/	(m)	Mile
	/letr/	(m)	Liter	/melli/	(m)	Millimeter
	/Santi/	(m)	Centimeter	/yrdah/	(f)	Yard

The examples in (9) show that almost all of loan nouns used in measuring context are lexicalized into EA as masculine nouns, as they remain unmarked at the end.

(10)

Context	Loan noun	Gender	Referent
Household	/freizer/	(m)	Freezer
	/twalet/	(m)	Toilet
	/telvizyu:n/	(m)	Television
	/telifo:n/	(m)	Telephone

Similar to the loan-nouns used in chemical context, the above table shows that loan nouns used in household context are phonologically unmarked and are lexicalized into EA as masculine nouns. This may be the result of the fact that each of these household items is an apparatus that translates into Arabic as “*geha:z*”, which is a masculine noun.

(11)

Context	Loan noun	Gender	Referent	Loan noun	Gender	Referent
Food	/fo:ko:la:tah/	(f)	Chocolate	/keikah/	(f)	Cake
	/bi:tza/	(f)	Pizza	/Sa:laSah/	(f)	Salsa
	/fæhi:ta/	(f)	Fajita	/hʌmborger/	(m)	Hamburger
	/makaro:nah/	(f)	Macaroni	/niska:feih/	(m)	Nescafe
	/kreimah/	(f)	Cream	/aiskreim/	(m)	Icecream
	/vænelya/	(f)	Vanilla	/sænda:witʃ/	(m)	Sandwich

The food context may be the richest in terms of using loan nouns from English language. In this context, the presence or absence of the morphological feminine marker [a] is responsible for lexicalizing the loan noun as feminine or masculine in EA, since these nouns have no Arabic correspondent to adhere to when assigning a gender.

(12)

Context	Loan noun	Gender	Referent	Loan noun	Gender	Referent
Miscellaneous	/kumment/	(m)	Comment	/ista:d/	(m)	Stadium
	/diko:r/	(m)	Decor	/senimah/	(f)	Cinema
	/ʃi:k/	(m)	Check	/kænzayah/	(f)	Can
	/go:n/	(m)	Goal	/no:ta/	(f)	Note
	/gorna:n/	(m)	Journal	/bo:dra/	(f)	Powder
	/dola:r/	(m)	Dollar	/hælwæsah/	(f)	Hallucination

The examples in (12) from general contexts provide evidence that the presence of the phonological marker [a] automatically assigns the loan noun to the feminine gender, whereas its absence means that the word is assigned to the masculine gender.

It is evident from the above examples, collected from different conversation contexts, that loan nouns exist powerfully in EA. Some of them have Arabic equivalents, while others do not. Nevertheless, the majority of these loan nouns are subject to phonological and morphological changes that enable the lexicalization process so that they are to be easily

used by monolinguals as well as bilinguals. Thus, masculinity or femininity of loan nouns can be identified from the referent sex in case of animate nouns; as for inanimate nouns, the gender is mainly identified by the presence or absence of the feminine marker [a].

4.3.2. Number Assignment

Loan nouns in EA follow the rule of not marking the singular nouns. The only marker that a singular noun loaned into EA might have is one related to gender assignment as discussed above in detail.

As for dual, loan nouns in EA adhere to the same dual marker used by other Arabic nouns in EA, [ein], which is distributed functionally with the marker [hein]. However, the use of either allomorphs is phonologically conditioned as illustrated in the following examples:

(13)

- | | | |
|--------------------------|------|-------------------------------|
| a. /læb/ “laptop” (s, m) | »»»» | /læbein/ “Two laptops” (d, m) |
| b. /meil/ “email” (s, m) | »»»» | /meilein/ “two emails” (d, m) |
| c. /ro:b/ “robe” (s, m) | »»»» | /ro:bein/ “two robes” (d, m) |

(14)

- | | | |
|-------------------------------|------|-------------------------------------|
| a. /vidyu/ “video set” (s, m) | »»»» | /vidyuhein/ “two video sets” (d, m) |
| b. /steryu/ “stereo” (s, m) | »»»» | /steryuhein/ “two stereos” (d, m) |
| c. /sto:dyu/ “studio” (s, m) | »»»» | /sto:dyuhein/ “two studios” (d, m) |

(15)

- | | | |
|--|------|--|
| a. /ʃu:zah/ “a pair of shoes” (s, f) | »»»» | /ʃu:ztein/ “two pairs of shoes” (d, f) |
| b. /bʒæmah/ “a pair of pajamas” (s, f) | »»»» | /bʒæmtein/ “two pairs of pajamas” (d, f) |
| c. /sidi:haya/ “CD” (s, f) | »»»» | /sidihaytein/ “two studios” (d, f) |

The examples in (13), that are all of masculine singular loan nouns and end with a consonant sound, adhere to the dual marker [ein] when lexicalized into EA. On the other hand, the masculine singular loan nouns that end in a vowel sound, as in (14), adhere to the other variant of the dual marker which is [hein]. The examples in (15) show that feminine singular loan nouns tend to use the dual marker [ein] just like the singular masculine ones. However, the addition of this marker makes it a must to replace the final sound of the singular loan noun [a] or [ah] with the sound [t] to make it lexically and phonologically accessible to the native speakers of EA. It is worth mentioning that when dual loan nouns are lexicalized into EA contexts, the verbs, demonstratives, and all other elements of the sentence structure get conjugated in the dual *masculine* form whether the dual loan noun is feminine or masculine. See the following examples:

(16)

- a. eshtareet bʒæmtein Helwein
 bought-I pajamas-two nice-two(m)
 “I bought nice two pairs of pajamas”.
- aa. *eshtareet bʒæmtein Helwtein
 bought-I pajamas-two nice-two(f)
 “I bought nice two pairs of pajamas”.
- b. alli: kummintein Helwein
 he-said-me comment-two nice-two(m)
 “He said two nice comments to me”.

The pluralization of loan nouns into EA may be processed in the form of broken plural or sound plural depending on the phonological structure of the loan noun. The loan nouns pluralized in broken plurals are the ones that have been fully lexicalized into EA since they have been borrowed from English long time ago. Consider the following examples:

(17)

- a. /makanah/ “machine” (s, f) »»»» /makan/ “machines” (BP)
- b. /karto:nah/ “cartoon box” (s, f) »»»» /karti:n/ “cartoon boxes” (BP)
- c. /kabsu:lah/ “capsule” (s, f) »»»» /kabsu:l/ “capsules” (BP)
- d. /vi:za/ “visa” (s, f) »»»» /veiyaz/ “visas” (BP)
- e. /sega:rah/ “cigarette” (s, f) »»»» /sægæ:yr/ “cigarettes” (BP)

As far as sound plural is concerned, masculine sound plural disappears in EA when loan nouns are in question, regardless of the gender assigned to them as singular nouns. The majority of loan nouns adhere to the feminine sound plural; the following different patterns are identified:

A. Singular loan nouns that are assigned to the feminine gender and marked for femininity are pluralized by omitting the feminine marker [a] and adding the feminine plural suffix [a:t], as illustrated in the following examples of animate and inanimate feminine singular loan nouns:

(18)

- a. /baTTa:ryyah/ “battery” (s, f) »»»» /baTTa:ryya:t/ “batteries” (FSP)
- b. /kæmerah/ “camera” (s, f) »»»» /kæmira:t/ “cameras” (FSP)
- c. /va:za/ “vase” (s, f) »»»» /va:zæ:t/ “vases” (FSP)
- d. /sekirteira/ “secretary” (s, f) »»»» /sekirteira:t/ “secretaries” (FSP)
- e. /nersa/ “nurse” (s, f) »»»» /nersa:t/ “nurses” (FSP)

B. Singular masculine inanimate loan nouns ending in a consonant are pluralized in EA by the addition of the suffix [a:t] as a number marker. However, the addition of this marker also changes the gender of these loan nouns in the plural form to be feminine, which is reflected in other sentence structure elements:

(19)

- a. /læb/ “laptop” (s, m) »»»» /læba:t/ “laptops” (FSP)
 b. /meil/ “email” (s, m) »»»» /meila:t/ “emails” (FSP)
 c. /gra:m/ “gram” (s, m) »»»» /gra:ma:t/ “grams” (FSP)
 d. /katalo:g/ “catalogue” (s, m) »»»» /katalo:ga:t/ “catalogues” (FSP)
 e. /kasit/ “cassette” (s, m) »»»» /kasita:t/ (cassettes) (FSP)

C. Singular masculine animate loan nouns ending in vowel sounds, namely /-u/ and /-i/, are pluralized in EA by the addition of the suffix /-ha:t/; and, similar to the loan nouns ending in consonant sounds, the addition of the plural suffix also changes their gender to feminine plural. The examples in (20) provide evidence:

(20)

- a. /vidyu/ “video” (s, m) »»»» /vidyuha:t/ “video” (FSP)
 b. /steryu/ “stereo” (s, m) »»»» /steryuha:t/ “stereos” (FSP)
 c. /sto:dyu/ “studio” (s, m) »»»» /sto:dyha:t/ “studio” (FSP)
 d. /kombu/ “compo” (s, m) »»»» /kombuha:t/ “compos” (FSP)
 e. /fa:mbu/ “shampoo” (s, m) »»»» /fa:mbuha:t/ “shampoos” (FSP)

4.4. Verb patterns in Arabic

Theoretically, MSA has fifteen possible verb forms, the most common of which are only ten patterns that also exist in EA with a few phonological and morphological changes.

4.4.1. Verb conjugations in MSA and EA

A brief outline of the two main classes is provided in the following two tables in the perfect/past form and in the imperfect/present form, respectively.

(21)

	English	MSA	EA
Singular	I wrote	katabtu	katabt
	You (m) wrote	katabta	katabt
	You (f) wrote	katabti	katabti
	He wrote	kataba	katab
	She wrote	katabat	katabt

Dual	We wrote	katabna	
	You wrote	katabtuma	
	They (m) wrote	katabaa	
	They (f) wrote	katabataa	
Plural	We wrote	katabna	katabna
	You (m) wrote	katabtum	katabtuu
	You (f) wrote	katabtunna	
	They (m) wrote	katabuu	katabuu
	They (f) wrote	katabna	

The above table shows the way a regular sound verb like *kataba* is conjugated both in MSA and EA in the perfect/past form. The following one shows how the same verb is conjugated in the imperfect/present form.

(22)

	English	MSA	EA
Singular	I write	aktubu	aktib
	You (m) write	taktubu	tiktib
	You (f) write	taktubi:na	tiktibi
	He write	yaktubu	yiktib
	She write	taktubu	tiktib
Dual	We write	naktubu	
	You write	taktuba:ni	
	They (m) write	yaktuba:n	
	They (f) write	taktuba:n	
Plural	We write	naktub	niktib
	You (m) write	taktubu:na	tiktibu:
	You (f) write	taktubna	
	They (m) write	yaktubu:na	yiktibu:
	They (f) write	yaktubna	

Tables (21) and (22) show that the way verbs behave in EA is different to a great extent from the way they behave in MSA, both phonologically and morphologically. As shown, EA does not offer any conjugations for the dual whether in the perfect/past or the imperfect/present forms.

4.5. Patterns of English loan verbs in EA

English loan verbs integrated into EA follow two basic patterns of lexicalization, namely: (1) verbs that have been borrowed from English and adapted to verb conjugation patterns of EA, both phonologically and morphologically; (2) and English loan verbs that are either denominal verbs in English or have been denominalized into verbs during the process of being lexicalized into EA.

The first type is the more common of English loan verbs in EA. It follows the second verb pattern in Arabic, which is *faʿʿala*, which changes to *faʿʿal* in EA. The following are some examples of English loan verbs extracted the free speech data recorded for the purpose of this significant study:

(23)

English verb	Loan verb in EA	Pattern	English verb	Loan verb in EA	Pattern
Comment	/kumment/	faʕʕal	Check	/ʃayyk/	faʕʕal
Share	/ʃayyar/	faʕʕal	Program	/barmag/	faʕʕal
Hang	/hænnig/	faʕʕal	Set up	/SaTTab/	faʕʕal

The above examples show that the included verbs share two features: (1) all of them describe or are related to technology and computer use (except for *check* which is used to refer to anything that needs to be checked), (2) and all of them follow the pattern faʕʕal.

With respect to these verb tense conjugation patterns, they follow patterns of (faʕʕal). The following table shows an example of how the loan verbs are conjugated in the perfect/past tense as they are lexicalized into EA:

(24)

English		EA	English		EA
Singular	I shared	/ʃayyart/	Plural	We shared	/ʃayyarna/
	You (m) shared	/ʃayyart/		You (m) shared	/ʃayyartu/
	You (f) shared	/ʃayyarti/		You (f) shared	/ʃayyartu/
	He shared	/ʃayyar/		They (m) shared	/ʃayyaru/
	She shared	/ʃayyaret/		They (f) shared	/ʃayyaru/

(25)

English		EA	English		EA
Singular	I comment	/akumment/	Plural	We comment	/nkumment/
	You (m) comment	/tkumment/		You (m) comment	/tkummentu/
	You (f) comment	/tkummenti/		You (f) comment	/tkummentu/
	He comment	/ykumment/		They (m) comment	/ykummentu/
	She comment	/tkumment/		They (f) comment	/ykummentu/

EA differs from MSA regarding the allowed tenses, since EA allows for progressive tense, which does not exist in MSA. The progressive is composed in EA through the addition of the morpheme /b-/ to the beginning of the verb. Consider the following examples:

(26)

English		EA	English		EA
Singular	I'm commenting	/bakumment/	Plural	We're commenting	/binkumment/
	You're (m) commenting	/bitkumment/		You're (m) commenting	/bitkummentu/
	You're (f) commenting	/bitkummenti/		You're (f) commenting	/bitkummentu/
	He's commenting	/bykumment/		They're (m) commenting	/bykummentu/
	She's commenting	/btikumment/		They're (f) commenting	/bykummentu/

(27)

	English	EA		English	EA
Singular	I'm sharing	/baʃayyar/	Plural	We're sharing	/binʃayyar/
	You're (m) sharing	/biʃayyar/		You're (m) sharing	/bitʃayyaru/
	You're (f) sharing	/bitʃayyari/		You're (f) sharing	/bitʃayyaru/
	He's sharing	/byʃayyar/		They're (m) sharing	/byʃayyaru/
	She's sharing	/bitʃayyar/		They're (f) sharing	/byʃayyaru/

The second type of English loan verbs includes English denominal verbs, which are basically nouns used as verbs to fill a gap in the lexicon of English language. The majority of English denominal verbs that are lexicalized into EA follow the pattern (faʃʃal), the same as in regular loan verbs, as shown in table (28). Additionally, some of these verbs are shortened as they are integrated into EA, as in /fayyis/, /nattit/, and /mazdid/, for example. Consider the following examples:

(28)

English	EA	Pattern	English	EA	Pattern
To facebook	/fayyis/	faʃʃal	To send (esp. an email)	/sandid/	faʃʃal
To tweet	/tawwit/	faʃʃal	To mention	/manʃin/	faʃʃal
To surf the internet	/nattit/	faʃʃal	To fill up	/fawwl/	faʃʃal
To format	/farmit/	faʃʃal	To powder	/baddar/	faʃʃal
To missed-call	/mazdid/	faʃʃal	To cash money	/kayyif/	faʃʃal

However, a few English loan verbs do not follow the same verb pattern, *faʃʃal*, when lexicalized into EA. Examples of loan verbs that do not follow certain verb patterns are provided in table (29).

(29)

English	EA
To google	/gu:gel/
To ring (as in call someone)	/ring/

5. CONCLUSION

The data examined in this study shows that English loanwords exist in EA regular daily contexts. Some of these words have Arabic equivalents, while others do not. In both cases, the majority of these words are subject to phonological and morphological changes that get these words to be fully lexicalized into EA. English loan nouns are lexicalized into EA in a manner that retains the same gender distinction system of EA nouns, which is based on the phonological ending of these nouns on one hand, and the noun significant reference on the other. English loan nouns follow the EA number system regarding the way they are phonologically unmarked as singulars and marked as duals and plurals.

English loan verbs lexicalized in EA were categorized in this study into two main types: (1) the regular verbs, and (2) the denominalized verbs. The first one includes English

verbs that EA borrowed, and they are lexicalized according to the conjugation patterns established in EA. The second type includes the verbs that are derived from nouns as they are lexicalized into EA, or are already denominalized in English before they are loaned to EA.

There are different reasons behind the fact that loanwords are well-established and used on a wide level in EA, the most important of which is explained in Baker's statement "translation activity in the Arab world is still too slow when compared to the speed with which new terms are coined for new concepts in the West and the frequency of their usage once coined" (1987: 88). This statement of Baker was a visionary one, since the situation he described almost thirty years ago has become even more complicated and the gap has become much wider due to the massive developments in technology and communication.

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