

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is concerned with the research design and methodology. First the background of the subjects will be discussed. Next the method used for data gathering and analysis will be presented. This chapter will deal with two ways of data collection, oral and written. The oral data is collected by tape recording the picture naming exercise and the written data is collected by a specially designed questionnaire that includes a list of words. Both ways of data gathering procedures will be further discussed in the ensuing sections.

3.1 Research design

This study uses both the quantitative and qualitative approaches in terms of data collection and analysis. As already explained in Chapter One, interest in this research came from the observation that many English words have entered into the daily speech of Iraqi Arabic speakers. Hence, the data for this study comprise of the daily speech language (Iraqi Arabic dialect) of an Iraqi community residing in Malaysia. The data is entirely in spoken form, the first portion of which consists of (58) English loanwords which were derived from a set of picture cards shown to a group of Iraqi Arabic speakers. The participants were asked to confirm the use of loanwords through a picture-naming task. This was the first instrument used in this study and will be described in detail in Section 3.3.1.

During the collection of the first portion of the data, some of the participants suggested more English words that they use in their speech in addition to those depicted through the picture cards exercise. Some of these words are *album*, *air condition*, *aluminum*, and *cancel*. As such, a word search was carried out to obtain a more comprehensive list of possible English loanwords that can be included in this study. This process involved going through several dictionaries and observing the daily speech of the Iraqi community. It is important to note here that the researcher is a native speaker of Arabic and knows whether or not a word has been borrowed from another language.

As not all the new group of the English words can be depicted by picture cards, a new instrument was designed, which was the questionnaire and this will be described in detail in Section 3.3.2. Accordingly the data in this study consist of two groups of words, the first group consists of 58 English loanwords and the second group consists of 148 loanwords. The body of data obtained from both the picture naming task and the questionnaire will be quantitatively analyzed in terms of percentage of occurrences and qualitatively analysed in terms of the speakers' awareness and their reason for using the loanwords.

3.2 The Participants

The participants in this study are twenty-six Iraqi Arabic speakers, comprising of thirteen females and thirteen males. They vary in age, occupation, and educational level. Their ages ranged from fourteen to sixty-five years old, representing two generations. Twenty of them are adults above eighteen years

of age. By including participants covering a span of two generations, this study will be able to obtain from their responses, a wider picture of the use of loanwords with regards to the differences among them in age, educational background and proficiency and exposure to both Arabic as a mother tongue and English as a second language.

In terms of educational level, the adult subjects of this study have at least a bachelor's degree and some also possess master's degree while a few were working towards doctoral degrees. All the adult participants in this study had acquired Iraqi Arabic dialect as their first language at home and learned standard Arabic at school while English was learned as a second language later on in their study at school. Some were more fluent in English than the others which allowed this study to look at variations in the borrowed forms in terms of their original sounds and meanings.

3.2.1 Sample selection

This study sets out to investigate the existence of English loanwords in the Iraqi Arabic dialect. Therefore the ability of participants to recognize whether a particular word used in the Iraqi Arabic dialect is an English loanword or not is very important. This ability can be possible only if the participants have had sufficient knowledge of both the Iraqi Arabic dialect and English as a second language. Hence, adults who are Iraqis and had learned English language as a second language were deemed suitable as participants for this study. As such individuals selected to participate in this study are those who have studied English as a second language in school for a minimum of five years. Ten of the

twenty-six participants are students; thirteen are university graduates with first degree, three with masters' degree.

As the data in this study was collected over two periods of time, the participants in this study were divided into two groups, including individuals who participated in both the recording of picture naming exercise and the questionnaire as they were available at the time of the two examining stages while the others were only available at one period of time. The first group of recording involved twenty of the twenty-six participants and the second group of the questionnaire involved fourteen of the twenty-six participants; fifteen of them participated in both the recording and the questionnaire. A list that provides some information about the group who participated in this study can be seen as Appendix 1.

3.3 The Instruments

The data in this study is on unwritten language. Therefore it is obtained through careful observation of an Iraqi community speech habit focusing on the use of English words in their daily language (Iraqi Arabic dialect). What facilitated the data collection apart from the observation are the two instruments used in this study. The first instrument is a set of picture cards derived from the *Oxford English-Arabic Picture Dictionary* (1978). The picture cards consist of pictures selected from the dictionary without the word entries. This instrument was used as an illustrative cue for participants to name everyday household items. It was found that this instrument is the simplest and ideal way to collect the first portion of data as it must be collected orally without any influence on the participants.

As it was not easy to persuade the participants to record on tape the second group of English loanwords because they are embarrassed to record their voice on tape, another instrument was used to collect the data which was the questionnaire. Both instruments are described in detail in the following sections.

3.3.1 Picture Cards

One of the instruments used in this study is the *Oxford English-Arabic Picture Dictionary* (1978) which contains 80 pages of coloured pictures with their English-Arabic meanings and an index of phonetic transcription of each word. The coloured photocopy of the pictures that include things usually used at home were taken and pasted onto cards. These picture cards (without the dictionary entries) were used as the illustrative cue for the participants who were asked to name the things on the picture and each session was recorded on audio tape. A total of 58 pictures related to the study amongst several others were compiled into 17 picture cards. The picture cards are attached as Appendix 2.

3.3.2 The Questionnaire

During the interview the participant suggested some words which were not included in the list of words. At this point it seemed probable that there were still a number of English words existing in the Iraqi Arabic dialect which the participants had not thought of. Therefore a number of English dictionaries, in particular the *Oxford English Dictionary* and *Electronic Dictionary* were scanned and every word that is suspected to be relevant is recorded. The number of words obtained through this exercise was 148 words. It is not easy to persuade

the participants to record 148 loanwords orally, and furthermore not all words can be depicted by pictures. Therefore a questionnaire was designed as a second instrument in this study (See Appendix 3). The questionnaire contains nouns and verbs that are used not only at home but also in different aspects of life. The questionnaire also sought the participants' opinion towards borrowing.

The questionnaire was used to confirm the existence of the 148 English loanwords in the Iraqi Arabic dialect. It is termed a questionnaire although it consists of just a few questions to aid in the analysis of the data. The participants during the recording were not so cooperative; they were embarrassed to record their responses especially the young participants and preferred writing their responses on a sheet of paper. As such the words were listed and the participants were asked about their usage of these words.

The questionnaire consists of five pages tabulated in a table of five columns. The first column contains all the 148 loanwords. For the second column, the participants were asked to choose one of three options for each of the 148 word. The options were: the word exists in Iraqi Arabic dialect; the word is familiar in society but not used by the participant personally; and the last option is no such word exists in the Iraqi Arabic dialect. In the third column, the participant has to write the equivalent word(s) in Arabic for each of the 148 words, if there are any. In the fourth column they have to indicate which word they preferred to use, the English loanword or the equivalent Arabic word.

Then on the last page a space was provided for participants to add any other English words not included in the list that they use in their daily dialect. They

were also asked to tick a reason (from three options) to indicate why they use English loanword.

Apart from all the above, on the front page the participants were asked to provide some personal information such as age, gender, race, educational level and language skills.

3.4 Data Gathering Procedure

Two weeks were allotted for visiting each participant at home and for the purpose of recording the first portion of the data. Before starting the recording, the participants were briefed on the purpose of the recording and the study as a whole. Then, with the tape recorder on, the participants were shown the 17 picture cards containing numbered items from the *Oxford English-Arabic Dictionary* (1978) one by one. The participants were asked to name each of the items illustrated on the cards. The total amount of English loanwords recorded from each participant was 58 words. Then through the questionnaire, the participants were shown the second group of English loanwords (148 words) written in English without pictures. They were asked to indicate whether they use any of the words or heard someone else using them. They were also asked to give equivalent(s) in Arabic if there are any, and to indicate whether they prefer to use the Arabic or the loanword. Finally the participants were also asked if they could provide loanwords other than the ones listed in the questionnaire and on the picture cards.

3.5 Data analysis procedure

The data in this study consists of two portions as mentioned previously. The first portion comprised of 58 words obtained orally from twenty Iraqi speakers in a picture naming exercise. The recording of this set of English loanwords was transcribed for each participant in order to facilitate their analysis (see Appendix 4). These words were analyzed by focusing on the influence of English on the Arabic phonological production. The data was also analyzed by categorizing them into assimilated and non-assimilated words depending on the phonological production of the English loanwords by the Iraqi speakers. The analysis of this group was based on Haugen's (1953 as cited in Heah, 1989) theory on oral borrowing.

The second portion of the data consists of 148 English loanwords. The existence of these words as loanwords in the Iraqi Arabic dialect is confirmed by a written questionnaire. The data under this portion is analyzed quantitatively based on the formula below:

$$\frac{\text{Number of responses} \times 100\%}{\text{Number of total loanwords (148)}}$$

The total number of written (148) and oral (58) words altogether is 206. These words are tabulated into groups related to different fields such as:

1. Clothes
2. Food
3. Furniture

4. Science
5. Weights and measurements
6. Sports
7. transportations
8. Miscellaneous

Percentages of occurrence of the loanwords were calculated for each field using the formula stated above. Based on Appel and Muysken (2005), the data under this portion was also analyzed by sorting the words into two groups depending on the distinction between importation and substitution. The ensuing chapter will discuss in detail the usage of the words with or without the existence of an equivalent in Arabic. Other factors that play a role in the existence of these loanwords such as age and education level will also be discussed.

3.6 Conclusion

This study is on the use of English loanwords in colloquial Arabic in particular the Iraqi Arabic dialect. The study is on the unwritten daily language used by Iraqis in informal communication with each other. This dialect is used by Iraqis with some English loanwords under the linguistic phenomena of borrowing. Thus this chapter has discussed the methodology used in gathering and analyzing the relevant data in order to describe the forms of borrowing that exist in the Iraqi Arabic dialect, and explain the reasons and effects of borrowing on the language. The chapter has also explained the

criteria used in selecting the participants. The next chapter will present the results of this analysis.