

Anglicisms in Omani Arabic: A Study on the Use, Status, and Perception of English Loanwords

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Abstract

The growing dominance of English in fields such as education, technology, business, culture, and politics across the globe has contributed to the existence and spread of Anglicisms in world languages. The use of anglicisms, English loanwords, is a global phenomenon that has a significant impact not only on international communication exchanges but also on people's native languages. Modern varieties of Arabic, including Omani Arabic, are no exception to this growing trend. This research is an attempt to investigate the status of Anglicisms in Omani Arabic. The aim is to determine the factors promoting the use of Anglicisms in day-to-day interactions and people's attitudes towards them. As a method of data collection, the study used focus group discussions that included seventy undergraduate students. The findings of the study showed that anglicisms are consistently used by young Omanis in face-to-face and virtual interactions. Furthermore, the findings revealed that a large number of anglicisms have undergone morphological and phonological adaptation and thus been incorporated into the lexicon of Omani Arabic. This rising trend of anglicisms can be attributed to certain factors including a) the influence and prestige of Anglo-American culture, b) the influence of information and communication technology, c) the internationalization of education, d) lexical voids in the native language, and e) conciseness and expressiveness of English loanwords. Finally, apart from some voices against the unnecessary use of anglicisms in the language, the younger generation seems to accept and have a positive attitude towards the use of English loanwords in day-to-day interactions.

Keywords: Anglicisms, Anglo-American culture, globalization, loanwords, Omani Arabic

1. Introduction

The lexical influence of English on the modern varieties of Arabic is noticeable. Due to mass media, socio-political, economic, and technological reasons, it is evident that the Anglo-Saxon culture has a noticeable impact on world cultures and languages (Ivan, 2013). It is no exception that the modern varieties of Arabic, similar to other languages, e.g. French (Saugera, 2017), Spanish (Rodríguez-Medina, 2016), German, Swedish, and Finnish (Hänninen, 2021) among others, have been affected by the increasing presence of Anglicisms some of which have undergone morphological and phonological adaptation and have become part of the local language lexicon.

In this era of globalization, modern societies are becoming globalized, multi-national, multicultural, and multilingual. Geographical vicinity and cohabitation of foreign or expatriate communities, intercultural and linguistic interaction between these diverse communities influence the languages in contact at different levels (Ivan, 2013). One of the effects of language contact is lexical borrowing. Lexical borrowing as a linguistic phenomenon refers to the process of taking lexical items from one language and transferring them into another. Such a process, as mentioned above, occurs when there is language contact and is triggered by certain factors such as geographical proximity and cohabitation of populations, technological and scientific advances (Luján-García & García-Sánchez 2020), cultural, political, socio-economic relations between nations (Şimon, 2016), or linguistic, i.e. related to bilingualism (Greavu, 2010), or factors related to the prestige of the borrowing languages (Haspelmath, 2009).

1.1 The Linguistic Situation in Oman

Arabic is considered the official language of Oman; however, some Omanis speak a number of indigenous languages. For instance, the indigenous population of Dhofar speaks indigenous languages referred to as Modern South Arabian (MSA) including Mehri, Jibbāli/Shahri, Hobyōt, Baṭhari and Harsūsi, etc (Rubin, 2014). In addition, others, as pointed out by Al-Balushi (2016) speak non-indigenous languages including Baluchi (from Baluchistan), Fārsi/Persian (from Iran), Zidjāli (from Pakistan), Kojki/Luwāti (from India), and Swahili (from East Africa). Furthermore, the existence of foreign languages spoken by the huge non-Arabic speaking workforce from Asian, African, and western countries has caused changes in Omani Arabic (Al-Balushi, 2016). Given this linguistic diversity and language contact that takes place between all these linguistic systems, several loan words from languages such as English, Urdu, Hindi, Persian, etc have entered the Omani variety of Arabic and some of them have undergone morphological and phonological adaptation and become part of its lexicon. In this paper, English loanwords, i.e. anglicisms, will be investigated with special focus on their

status, the factors promoting their use and people's attitude towards them.

1.2 Anglicisms

The term Anglicism is a generic term that refers to the occurrence of English language elements (words) in other languages. According to Merriam-Webster Dictionary (2024), Anglicism refers to the 'characteristic feature of English occurring in another language' and/or 'adherence or attachment to English customs or ideas'. English as a lingua franca is in constant contact with other languages and it influences world languages by transferring concepts and words into them (Görlach, 2002). Badea (2009, cited in Şimon et al. 2021) provides a comprehensive definition of the phenomenon in which he states that 'an Anglicism is a word borrowed from British or American English, which designates a word or concept typical to the English culture'. Badea (2009) adds that the use of such borrowed words or concepts is either necessary or unnecessary.

The vocabulary of several languages has been expanded through the adoption of English words which are used in different fields, including education, media, science, technology, etc (Şimon et al. 2021). Morphologically speaking, borrowing is a word formation process that several languages use to create new lexemes, thus it is considered as a way for renewing and upgrading the lexicon (Ivan, 2013). However, for some scholars, e.g. (Firićă, 2017), borrowing words from foreign languages, e.g. English, can be a threat to the identity of the borrowing language, or an obstacle that may hinder the process of communication.

1.3 The Research Objectives

Oman, a country with a rich cultural heritage and a rapidly evolving modern landscape, has seen a notable influx of Anglicisms into its linguistic repertoire. Anglicisms, borrowed English words, phrases or expressions, have become prevalent in various domains of Omani society. The younger generation, as represented by the participants of the study, is at the forefront of this linguistic evolution. The aim of this paper is, therefore, to explore the presence of anglicisms in Oman and delve into how Omani youths perceive and incorporate them into their everyday conversations.

1.4 Research Questions

The study attempts to provide answers for the following research questions:

- How do the participants of the study (Omani youths) perceive the factors contributing to the use of anglicisms in their everyday conversations (Omani Arabic)?
- What are the attitudes of the participants towards the incorporation of anglicisms in Omani discourse?
- How do the participants perceive the status of anglicisms in Oman (on the rise or fall)?

1.5 Significance of the Study

The current study is an attempt to shed light on the existence and use of English loanwords in Omani Arabic, a phenomenon referred to as Anglicisms. The study is significant as it draws the attention of the native speakers of the language to the constantly increasing number of English loanwords being used by people in day-to-day interactions, and more importantly to the fact that a considerable number of these loan words have eventually undergone morphological and phonological modification and become part of the local language lexicon. The significance of the study lies also in raising awareness among Omanis about the reasons behind using anglicisms and language users' attitudes towards them.

2. Literature Review

2.1 English Loanwords in Arabic

Anglicisms have been studied worldwide from a variety of perspectives. Although research on anglicisms in modern varieties of Arabic seems to be underrepresented compared to other languages, the existing literature can provide a basis for conducting research on anglicisms in Omani Arabic and drawing valuable conclusions.

Loanwords are incorporated into all modern varieties of Arabic from various languages, such as English, French, Italian, Turkish, Persian, Hindi, Urdu, and others. A significant number of loanwords, including anglicisms, have become part of the lexicons of the modern varieties of Arabic. There are studies on loanwords in different Arabic dialects. To start with, Ibrahim (2006) investigated lexical borrowing in Modern Standard Arabic over a period of 17 years by analyzing issues of Al Ahram newspaper to determine whether or not the borrowing process has been stable. The study revealed that loan words mainly from English and French are commonly used in Arabic even though some have ready equivalents in Arabic. Furthermore, the vast majority of loan words have undergone phonological and morphological adaptations. Following Baker (1987), Ibrahim ascribed the spread and use of loan words in Standard Arabic to the slowness of the translation activity in the Arab countries compared to the spread and frequency of usage of newly created terms and concepts. In addition, the influence of politics, economics, inventions, and prestige often contributes to the increase and spread of lexical borrowings from influencing languages.

In the same vein, Assayed (2018) investigated the use of anglicisms in the language of Arabic media by analyzing several selected editorials from Al-Ahram newspaper between 2015 and 2018. The study argues that although anglicisms 'would bring some advantageous influences on Arabic, the improper use of borrowings may not be beneficial to the development of Arabic, and it may ruin the Arabic language'. Another study by Al-Saidat (2011) investigated English loanwords in Jordanian Arabic and the morphological modifications

such words undergo. The author makes a distinction between 'loanwords' and codeswitching'. While the former, is recurrent and consistently used by language users, the latter is momentary and infrequent. The study concluded that English loanwords in Jordanian Arabic are considered borrowed words rather than codeswitches as they have undergone morphological modification, exhibiting Jordanian Arabic inflections rather than English inflection. Likewise, Sa'eed (2010) concluded that English loanwords incorporated into Mosuli Arabic (a variety of Iraqi Arabic) undergo morphological modification, following the pluralization rules of Mosuli Arabic.

2.2 English Loanwords in Other Languages

Anglicism is a global phenomenon attested in world languages in different fields such as education, business, social life, cuisine, sports, sciences, advertising, entertainment, and transport, in both written and spoken languages. There have been numerous studies on Anglicisms from different perspectives. Choi (2021), for instance, investigated the use of anglicisms in the Korean language by analyzing magazine articles with special reference to translation as a means of language contact. The study adopted a diachronic quantitative analysis of the occurrence of anglicisms in Korean using corpora of original and translated magazine articles over 20 years. Choi's study revealed that the use of anglicisms increased significantly over the 20 years, arguing that various sociolinguistic factors such as language ideology, language policy, and linguistic attitude can have a positive or negative impact on the spread and acceptance of anglicisms in the Korean language. Furthermore, the study shows that compared to other native language users, translators are more cautious about accepting and using anglicisms in their translated works as translations may affect the language community.

From a general diachronic perspective, Drommel (2020) examined the use of anglicisms in Spanish. The study used an online survey in which participants of different generations whose ages ranged between 10 and 70 years old took part in the study by answering questions on their use of and attitude towards Anglicisms. Furthermore, newspaper and magazine articles from two specific periods, namely 1970 and 2020, were analyzed. The study found that there is a significant and progressive increase in the use of Anglicisms in the Spanish language in all the generations included in the study. The use of Anglicisms is not only restricted to colloquial speech but it is also manifested in the written language, indicating that language users 'have assimilated and accepted it so much that sometimes they are not even aware of its use in more formal occasions.' (p.73).

Hänninen (2021) conducted a cross-linguistic investigation into the use of anglicisms in newspaper advertisements in three European languages, namely German, Swedish, and Finnish. The study also looked at the similarities and differences in the use of anglicisms in these three languages. Hänninen's study showed that English loanwords are widespread in the advertising discourse in the three languages as most advertisements under study contain Anglicisms. According to the findings of the study, the common uses of anglicisms have often to do with product and company names, slogans, and technical terms. Such uses are motivated by the 'modernity and internationalism that English brings with it' and the lack of direct equivalents for certain English technical terms, i.e. lexical gaps, in the three languages (Onysko 2007)

Furthermore, Domanska (2009) investigated the attitudes of Norwegian students towards the use of anglicisms. The study aimed to find out whether or not the students are aware of the changes in the native language. The study showed that anglicisms are used orderly in Norwegian and that the majority of Norwegian students have positive attitudes towards the existence and use of anglicisms in their everyday language. However, the study mentions that 'there were a few voices against the speakers who exaggerate in their usage of anglicisms' (Domanska 2009, p. 57). In addition, Brdarevic-Celjo, Delic and Dubravac (2022) investigated the use of anglicisms by Bosnian EFL students and their attitudes towards English loanwords. The study revealed that anglicisms are used very frequently and that their use is associated with the frequency of reading, writing and speaking in English. Equally important, the participants expressed positive attitude towards the existence of anglicisms in the language which they consider and perceive as beneficial addition to their native language. Likewise, Skopljak (2023) studied the attitudes of IT professionals (native speakers of the Bosnian/Croatian/Serbian) and students in Bosnia and Herzegovina towards anglicisms and the English language and concluded that the participants showed an enormously positive attitude, which is reflected by the increasing number and frequent use of anglicisms.

Delić and Dedović-Atilla (2021) also investigated the usage of anglicisms among young native speakers of Bosnian. The study examined young Bosnians' knowledge of the original English written forms and translations of the anglicisms they use. Several 345 male and female Bosnian and Herzegovinian secondary school students from 9 cities participated in the study. The study found that young Bosnian speakers do not use anglicisms frequently in their day-to-day communication and that they are more familiar with the original written forms of anglicisms than with their Bosnian translations irrespective of the gender of the participants and the field of anglicisms. In addition, Kajtazović (2012) studied the use of anglicisms in Bosnian but in music magazines. She found out that lexical borrowings from English in the field of music in the Bosnian language are on the rise due to the lack of equivalent musical terms in Bosnian. This finding was also pointed out by Luján-García and García-Sánchez (2020) who state that the use of anglicisms in certain fields, e.g. computing and technology, is preferred for accuracy and economy of communication reasons.

Likewise, Zeljak (2013) states that the use of anglicisms in computer science in Croatian is popular in scientific journals regardless of the existence of acceptable equivalents in the Croatian language. In the same vein, Bosnian (Sadiković, 2017) and Serbian (Kavgić, 2021) show a natural tendency to use anglicisms in the field of computer science. Education is also one of the major fields influenced by lexical borrowings from the English language (David & Tălmăcian, 2013; Ivan, 2013; Pungă, 2018; Greavu, 2010). This is simply so because education, as pointed out by Şimon et al. (2021), has become more international, encouraging the mobility of students, teachers, and management staff. Learning, teaching, and training experiences can be obtained nowadays via real or virtual means, and given that the

materials adopted by international educational institutions are often written in an international language, e.g. English, contact between languages takes place, resulting in linguistic borrowings such as anglicisms (Şimon et al. 2021; Greavu, 2010).

Rodríguez-Medina (2016) studied the use of anglicisms in Spanish commercials. The study was based on the analysis of 531 television commercials in Spain. The findings show that there is a significant presence of anglicisms in the advertisements of cosmetics, hygiene, and personal care products on Spanish television. Rodríguez-Medina (2016) argues that some of the primary causes of using anglicisms are related to 'marketing and cost-saving strategies of multinational companies together with the prestige of the English language and Anglo-American culture in Spain' (ibid. 157).

3. Methodology: Data, Participants, and Procedure

In this study the term Anglicisms is used to refer to English lexical items (loanwords) used in the daily speech of Omanis irrespective of whether they are loanwords or instances of codeswitching. The study is restricted to anglicisms, i.e. English loanwords, as anglicisms tremendously outnumber borrowings from other world languages. The primary method of data collection adopted in this research is focus group discussions. The participants of the study are undergraduate students at Dhofar University, a higher education institution located in the south of the Sultanate of Oman. The participants are native speakers of Omani Arabic, a modern variety of Arabic spoken in the Sultanate of Oman. The number of participants is 70 students, 20 males and 50 females, and their ages range between 20-24.

With regards to the procedures adopted to gather data, the participants were first introduced to the phenomenon of Anglicisms and were asked to provide examples of English loanwords that they use in their day-to-day real and virtual interactions. Given the number of participants, the participants were allowed to work in pairs and/or groups to list the English loanwords they use in their local language. They were then engaged in group discussions to provide answers for the following questions: a) why do people use anglicisms although in many cases there are direct equivalents in Arabic; b) how do people react to this phenomenon; and finally, c) is the use of anglicisms increasing or declining? Each group provided answers and explanations for the questions raised. Their answers were noted.

4. Findings

Based on the analysis of the participants' contributions in the focus group discussions, several findings with respect to the use of anglicisms and people's perspectives of them have been reached. In general, the findings show that the use of anglicisms in everyday interactions is on the rise and that people seem to accept the presence of anglicisms as part of their local language. The findings are presented below as themes derived from the participants' responses to the questions raised in the discussions.

4.1 Finding One: Factors Promoting the Use of Anglicisms by Young Omanis

4.1.1 Influence of Communication Technologies

The analysis of the participants' responses and views reveals that one of the main reasons behind using anglicisms is the influence of communication and information technology tools such social media platforms. The following extracts are some of the participants' responses that illustrate this finding.

S1. The huge influence of social media made English loan words seem natural.

S2. The exposure to social media made it necessary to catch some English words, as it tends to create neologisms.

S3. "The influence of social media, globalization, and lack of equivalence.

4.1.2 Lexical Gaps in the Local Language

The study found out that absence of direct equivalent words and synonyms in the native language motivates language users to adopt and use anglicisms in their daily interactions. For instance, when new terms or concepts emerge and the local language has no semantic equivalents for them, speakers resort to using English loanwords to fill in the lexical gaps in their language. The participants provided the words below as examples of anglicisms used to fill lexical gaps in Omani Arabic.

- a) blogger (بلوگر)
- b) Bluetooth
- c) online
- d) story (ستوري)
- e) fashionista (فشنيسٽا)

4.1.3 Conciseness and Preciseness of English loanwords

The participants stated that they prefer using anglicisms instead of Arabic equivalents because English loanwords are more concise, precise and expressive, not to mention their wider frequency of use, when compared to their Arabic counterparts. The extracts below, which are taken from the participants' responses, illustrate these findings.

P. Because sometimes the Arabic equivalent is long in terms of pronunciation.

P. Sometimes, we link words to certain associative meanings that Arabic does not convey."

P. Some English words are shorter than their equivalents in Arabic.

4.1.4 Internationalization of Education

Due to the internationalization of education, English has become not only the language of instruction in higher education institutions in Oman but also an official language of communication used by the management, faculty and students. This has a significant impact of the use and spread of anglicisms as mentioned by the participants in the excerpts below.

P8. *Because sometimes the Arabic equivalent is long in terms of pronunciation, and the language of higher education in Oman is mostly English.*

P. *As the case of international students, we use more English to facilitate communication among us”.*

P7. *English is the language of studying here in higher education institutions in Oman.*

4.1.5 The Global Status and Perception of the English Language

The findings show that the young generation’s perception of English as a global influencing language associated with prestige, modernity, internationalism and general attractiveness drives the youth to use more anglicisms consistently and irrespective of the availability of equivalent words in their native language. The extracts below illustrate this finding.

P.5 *“The spread and easiness of English as a language, the demand for English everywhere, and the fact that English is more growing than Arabic and English-speaking countries are more progressed than Arabic-speaking countries.”*

P.7 *Some people think that using English words is linked with being prestigious.*

4.2 Finding Two: People’s Attitude towards Using Anglicisms

With respect to people’s attitudes towards the use of English loanwords in their native language, the findings indicate that there is a general acceptance and positive attitude towards using anglicisms. However, a number of participants called for a more regulated use, while others pointed out that the excessive and unnecessary use of English loanwords could have a negative impact on the long term.

P. *“I’m kind of on both sides. Using English loan words can show that the society is educated, and Omani speakers are bilingual; however, I’m also against, because with time we will replace the Arabic word with an English one and stop using the Arabic word, which can lead to language endangerment”.*

P. *“Against. It could ruin and weaken Arabic. I’m only in favor if the use of English loan words is balanced with Arabic”.*

P4 *“It is not really that negative, but I don’t want it to continue. I think we need to adapt more than borrow. I’m concerned for the future of Arabic, so I’m against. I also think we are capable of filling the gap.”*

P5 *“Against. We can find equivalents for loan words, as we don’t need another language to express the meaning of those words. Using loan words is one of the steps that lead to endangerment. Our language is flexible to add new words. We should safeguard our language from overlapping with another language.”*

P4.6 *“In my opinion, it’s not in favor of Omani Arabic nor Arabic in general, especially if the Arabic equivalent is there, but if the equivalent is nowhere to be found, then it’s all right to use loan words to fill the lexical gap. I’m in favor using English loan words only in the case of necessity.”*

4.3 Finding Three: The Current Status of Anglicisms

The analysis of data reveals that the use of anglicisms in Omani Arabic is on the rise. Language users use English loanwords in several situations such as in social media, TV shows, advertisements, socialization with expatriates and at the university. The participants stated that people use anglicisms whether or not they have been incorporated into their language and more interestingly irrespective of the presence of equivalent counterparts in their language. The following extracts are some of the participants’ responses.

5.3 *“It’s increasing, because of social media influence, in which English is the dominant language. e.g., concert (كونسرت).”*

5.4 *“It’s increasing. E.g., borrowing the word eyeliner (أيلينر) into Arabic, though it has an equivalent (كحل). I think the reason behind it is that the Arabic equivalent (كحل) is not associated with the modern use of eyeliner.”*

5.5 *“I think it’s increasing. e.g., mall (مول) instead of مجمع تجاري (كافيه) and coffee (كوفي) instead of مقهى and قهوة and telephone (تاليفون) and email (ايميل) instead of هاتف and البريد الإلكتروني*

5.7 *“It’s increasing, because the new generation is more concerned with English. E.g., sorry (سوري), account (أكاؤنت), post (بوست), and phone (فون).”*

5.8 *“I think it is increasing rapidly, especially at the university. E.g., cafeteria (كفيتريا), sorry (سوري), and social media related terms such as, blogger (بلوجر), streak (ستريك), story (ستوري), direct (message) [دايركت], and fashionista (فشنيسستا).*

5. Discussion of the Findings

The focus of the current study was to investigate the use of anglicisms in Omani Arabic and native speakers’ attitudes and perceptions towards the spread and use of English loanwords. The findings of the study showed that the influence of communication and information technologies plays a significant role in the spread and use of anglicisms. Technological innovations and inventions that may take the form of a new device, application, platform, etc. contribute to the expansion of a language’s vocabulary whether via borrowing or adaptation.

Given that new innovations spread quickly, they require names in a short period of time, which often does not happen, encouraging people to use loan words due to absence of equivalent words in their language. In this respect, Ibrahim (2006) points out that the slowness of translation activity in the Arab countries contributes to the spread of loan words in Arabic. The participants pointed out in the discussion that they use English loanwords such as *'blogger'*, *'Bluetooth'*, *'online'*, *'story'*, etc. due to absence of Arabic synonyms or semantic equivalents. This is consistent with Hänninen's (2021) conclusions that lack of direct equivalents is one of the main factors for the existence of English loanwords in German, Swedish and Finnish. Another cause for the use of anglicisms, as pointed out by the participants, is the conciseness and preciseness of English loanwords. Thus, although there are equivalents in Arabic, often longer than the original, people tend to use English loanwords as the latter can express the meaning precisely and concisely, enabling people access the content available on the internet more easily (Luján-García & García-Sánchez, 2020).

In addition, the fact that English is the language of instruction and as an official language of communication in higher education institutions in Oman contributed significantly to the spread of English loanwords. The product of study programmes in higher education institutions places a special emphasis on English language acquisition, which resulted in increased levels of English/Arabic bilingualism among the young generation (Greavu, 2010). To illustrate, students at university use English words such as *'semester'*, *'quiz'*, *'class'*, *'email'*, *'sheet'*, *'presentation'*, *'assignment'*. Although these words have standard equivalents in Arabic, many of these loan words have been adapted to the phonology and morphology of Arabic and have become part of the Omani Arabic lexicon. To exemplify, the English verbs *'cancel'*, *'finish'*, *'check'* and *'save'* have been adapted morphologically and philologically to Arabic by attaching suffixes and prefixes to express tense, aspect, gender and number distinctions. Likewise, nouns such as *'quiz'*, *'class'*, *'email'*, *'sheet'*, *'presentation'*, *'assignment'* *'quiz'*, *'class'*, *'email'*, *'sheet'*, *'presentation'*, *'assignment'* are also adapted to Arabic and thus are inflected for number (i.e. singular, dual, and plural) and gender (masculine or feminine) as Arabic nouns.

Social factors also play a role in promoting borrowing from English into Omani Arabic. The participants mentioned that people use and learn English in certain situations simply because English, as a global language, is associated with prestige and modernity, which motivates people, especially the younger generation, to use more English loanwords in their day-to-day interactions to identify themselves with the culture of the language. Additionally, the presence of English language media, in particular, TikTok, Snapchat, and music applications, further reinforces the integration of anglicisms into daily discourse. The media-driven exposure serves to normalize English elements in the language. Thus, as pointed out by Scherling (2012, p. 130), the use of anglicisms serves as 'a prestige marker for the educational level of the speaker and/or listener'. In the same vein, Greavu (2010, p. 5) points out that using English/American loanwords to describe cultural realities such as art, fashion, food, music, sports etc can be regarded as 'a sign of internationalization ... while rejecting them is a manifestation of self-isolation and cultural provincialism'.

Regarding people's attitudes towards the use of anglicisms, the majority of participants expressed a positive attitude towards the spread of and use of anglicisms. For instance, they stated that English loanwords are needed to fill lexical gaps and to provide a concise and precise meaning, which echoes the findings of Domanska (2009) and more recently Brdarevic-Celjo, Delic and Dubravac (2022) and Skopljak (2023). Furthermore, the fact that anglicisms are associated with a variety of connotations such as education, modernity, wealth and power motivates people to accept and continue to use anglicisms (Onysko, 2007). However, there exist voices against the excessive and unjustified use of English loanwords particularly in situations where Arabic equivalents are available, echoing Assayed's (2018) conclusions. This group of participants are concerned that the unnecessary use of loan words could have a negative impact not only on the local language but also on the communication process as English loanwords may become a barrier in the communication process especially for those not familiar with them (Firić, 2017). Therefore, using Arabic synonyms where possible is advisable.

With respect to the question whether the use of anglicisms is increasing or declining, the study revealed that the number of anglicisms used by language speakers, especially the young generation, is on the rise, which is in line with recent studies such as those of Choi (2021), Drommel (2020) and Skopljak (2023). The participants mentioned that as the Anglo-American culture continues to penetrate into several areas of society life such as entertainment, fashion, music, technology, education, sports etc more anglicisms are expected to enter the language. For instance, in the focus group discussion, the participants provided examples of anglicisms that have been noticeably used by people recently, which included *'eyeliner'*, *'streak'*, *'story'*, *'blogger'*, and *'fashionista'*. Thus, it seems clear that due to linguistic factors, i.e. absence of Arabic synonyms and social factors such as the prestigious status of Anglo-American culture and its associations, educational policies aiming at increased levels of bilingualism, and innovations in information and communication technology, the number of anglicisms in Omani Arabic is likely set to increase as such factors, among others, will significantly motivate people to use more anglicisms.

6. Conclusion

This paper has examined the factors promoting the use of anglicisms in Omani Arabic and people's perceptions and attitudes towards them. The results revealed that anglicisms are frequently used in day-to-day interactions. Interestingly, a large number of anglicisms have undergone phonological and morphological modification and eventually have become part of the lexicon of Omani Arabic. The study also concluded that the rising number of Anglicisms is due to a) the influence of Anglo-American culture in areas such as entertainment, food, fashion, music, ... etc., b) innovations in information and communication technologies, c) internationalization of education, d) absence of synonyms or equivalents in the native language, and e) transparency and expressiveness of English loanwords. Consequently, the number of anglicisms will likely continue to rise. Finally, apart from some voices against the unnecessary use of anglicisms, the younger generation expressed a positive attitude towards the use of English loanwords in their daily interactions.

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Authors contributions

Both authors contributed to the successful completion of this research. Ali Algryani undertook the task of reviewing the literature and collecting data. Syerina Syahrin refined the research questions and provided insightful additions to the discussion section. Both authors worked jointly on the analysis of data and the formulation of research objectives, questions, and methodology.

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Data sharing statement

No additional data are available.

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