

44. English-Malay Loanblends and the Indices of Adaptability

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ABSTRACT

The objective of this study is to investigate and analyze the English-Malay *Loanblends*. The realm of *Contact Linguistics* is concerned with the consequences when languages come into contact (Blake, 2008). However, among the inevitable consequences is the emergence of *pidginized forms*, *creoles*, *code-switching*, *code-mixing* and also *lexical borrowings* (Hoffer, 2002; Christopher, 2005; Durkin, 2011). This study focuses on *loanblends* as discovered by Haugen (1950) as forms of *hybridized borrowings* consisting of both *importation* and *substitution*. These are borrowings whose mode of *adaptability* into the *recipient language* (Weinreich, 1953) employs both *native* and *foreign elements*. The researcher employed survey and observation of different instances of loanblends from the English-Malay borrowings in daily use among the Malay speakers in Serdang. The findings of the study demonstrate that the Malay speakers use some *loanblends* of English-Malay *morphemic fusions*. In these *loanblends*, the last morphemes are mostly *substituted* with native expressions but the meanings remain the same with the original words in the *donor language*. As a conclusion, the researcher is convinced that the English-Malay borrowing is a rich area of academic investigation and he finally recommends further researches on *phonemic substitution* in English-Malay loanwords.

Keywords: English-Malay, Loan-blends, Indices, Adaptability.

Introduction

Lexical borrowing has been a recurring phenomenon anytime languages come into contact with other languages and cultures (Blake, 2008). That is why there have been prolific researches in this area among *contact linguists*, *sociologists*, *cultural anthropologists* e.t.c who focus attention on documenting the types, amounts, processes and even rates at which the borrowings occur (Hoffer, 2002).

However, words and morphemes are borrowed from *donor languages* into *recipient languages* for some obvious *motives*. The motives for borrowing have been broadly classed into two: *gap or need-filling motives* and *prestige motives* (Shukla and Jeff, 2006). *Need-feeling motives* make it necessary for languages to borrow words from other languages especially words for new ideas and artefacts associated with the *donor language* and which do not exist in the *recipient language*. Examples of this are the English words: *radio*, *train* and *coffee* borrowed by the Hindi language; and the Hindi words: *pundit*, *yoga* and *guru* borrowed by the English language. On the other hand, words are borrowed for *prestige motives* when speakers of the *donor language* have certain prestigious activities, ideas or artefacts that the speakers of the *recipient language* do not have and they want to associate with them (Radford et al, 2009). For instance, the English language borrowed Latin words and phrases because Latin had been the language of Education for centuries in the West. Expressions like *Ibid*, *e.t.c.*, and *et al* are all of Latin origin being used in English written materials (Hoffer, 2002).

Adopting foreign words has been a feature of living languages and nearly every language borrows from another. The English language borrows from more than 50 languages but French is the major donor language to English vocabulary (Blake, 2008). From its history, it can be understood that although Latin had earlier contributed to the English vocabulary, the largest contribution came from French after the Norman Conquest of 1066. This is the Middle English period. The Normans conquered England and imposed French instead of the Old English. French was then used in courts and among the nobles. Only the commoners were using English (Christopher, 2005). The English language continues being *recipient and donor language* across the globe. It borrows words from languages in every continent and English words are also borrowed in every continent.

Linguists have gone far in the study and analysis of *loan words*. The most fundamental contributions in this area were made by the American linguists Einar Haugen and Uriel Weinreich (Hoffer, 2005; Baklanova, 2006; Hoffer 2002). Weinreich, (1966) asserts that when languages borrow words from other languages, they mostly *adapt* them to their stylistic, grammatical, phonetic and semantic features. And, when foreign elements are *adapted* to the norms and needs of the *recipient language*, they are said to be *integrated* and *assimilated*. On the other hand, Haugen (1950), identified two processes in the borrowing of words: *importation* and *substitution*. *Importation* is when a whole word is *imported* from the *donor language* into the *recipient language* without *adapting* it to the features of the *recipient language* –what Weinreich termed *phonological citations* or *unassimilated loanwords*. *Substitution* is when the word or part of the word borrowed is *substituted* with an element of the *recipient language* for *integration*. In addition, Haugen identified a category of borrowed words which he termed *loanblends*. Loanblends, according to Haugen, involve both *importation* and *substitution*. They are therefore *hybridized* borrowed words which have the *morphemes* of both the *donor language* and the *recipient language* (McGregor 2009). This study focuses on the *English-Malay loanblends* and the indices of *adaptability*.

Problem Statement

The borrowings among languages take different forms. In most cases, one can understand the donor language from the *loanword*. Of linguistic interest are the ways the recipient languages *adapt* foreign words. This adaptation can be *morphological*, *phonological* or both. The recipient language can also *translate* parts or morphemes of the original word using its native resources. Sometimes, the same word is borrowed twice with different meanings. These are all products of *contacts* between languages and cultures, and the *motive* to incorporate the word(s) of the donor language in the vocabulary of the recipient language.

Although the English language also loans words from the Malay language –case of the words *rattan* and *sago* (Blake, 2008), this study focuses on English-Malay loan words. Studies have been conducted on the English-Malay borrowings but none of the earlier studies focused on *loanblends* as a category of loan words. Some words of English origin being used by the Malay speakers are composed of morphemes from both English and Malay. This study is therefore unique for the fact that it investigates *morphemic hybridization* of the loaned English words in Malay. The study will also unravel which morphemes are usually *substituted*, and whether the words assume different shades of meaning or not.

Research Questions

This study seeks to address the following research questions:

- i. Are there loanblends among the English-Malay borrowed words?
- ii. Which morphemes/syllables are usually substituted?
- iii. Do the words have the same meanings as the original ones in English?

Significance of the Study

Identifying words as foreign that originally belong to other languages is truly a great achievement in linguistic studies. But, to give the words more accurate pictures, they are further classified into categories from the perspective of their mode of adaptation into the recipient language (Weinreich 2011). In view of this, the *contact linguists* have not just succeeded in establishing the fact that languages borrow words from one another, they have also succeeded in classifying the borrowed words into different categories based on certain features of adaptability (Hoffer, 2002). For example, a study by Shukla and Jeff (2006) demonstrates that the Indonesian words *juru pustaka* (expert book), *juru terbang* (expert fly) and *juru berita* (expert news) are just literal translations of elements of the English language into the Indonesian. These are *loan translations* of the English words *librarian*, *pilot* and *journalist* respectively. Other forms of adapting borrowed words abound.

Therefore, this study is uniquely significant because it does not focus only on documenting English-Malay borrowed words, but it seeks to identify and analyze English words in Malay that are composed of both English and native morphemes. This may set pace for a new trend in investigating the English-Malay words so that interesting discoveries would be obtained.

Review of Related Studies

Lexical borrowing has been an interesting area of *sociological, anthropological and contact linguistic* studies. Different studies have yielded different findings in their attempts to put *loan words* in their proper perspectives. Among the foremost pace setters in the study of linguistic borrowing is the American linguist Einar Haugen (1906-1994). His article: *The Analysis of Linguistic Borrowing (1950)* is still considered highly significant in the current study of borrowings and their *integration*. Haugen in this article identified three categories of borrowed words: *loanwords, loanblends and loanshifts*. To identify each of these categories, he gave the two criteria: *Importation and Substitution*. Therefore, *loanwords* are pure *importations or lifting* of words from the *donor languages* into the recipient languages without any trace or modification by the recipient language. Good examples of these are the Dutch words: *buoy, deck and yacht* used in English (Blake, 2008). *Loanblends* are borrowings having both *importation and substitution*. In loanblends, the borrowed words are composed of morphemes imported from the donor languages and also morphemes of the recipient languages. Example is the Old English word *preost + had* (priesthood), where *preost* is imported and *had* is native Old English (Hoffer, 2005). The last category is the *Loanshift*. This is when native morphemes are used without any importation to substitute those of the donor language but in a foreign pattern. Examples of this are the Maori words *papa patopato* (board knock) and *roro hiko* (brain electric) which mean *keyboard and computer* respectively (Radford et al, 2009).

Another fundamental study in this area is the Weinreich's *Languages in Contact* (1953 and 2011). In this work, Weinreich pointed out that when languages adapt words from other languages, these words are mostly *assimilated or integrated* into the recipient language. This integration is done in many ways. Words are integrated phonologically, morphologically, semantically e.t.c. However, Weinreich also identified *unassimilated loanwords or phonological citations* which 'keep intact' their features of the source language even as used in the recipient language. In line with Weinreich's point, Baklanova (2006) observed that many borrowed words in Tagalog that are of Chinese, Sanskrit, Arabic, English and Malay languages are morphologically, phonologically and semantically assimilated. He also observed that many recent words of English and Spanish origin belong to the category of *phonological citations*, words like *illegal workers* and *religious clash*. Radford et al (2009) also assert that when words are borrowed, they are mostly assimilated to phonology and morphology of the host language. Examples include the Hausa words *kashiya*, and *farfesa* (Sani, 2014) and also *fenti, filasta and hoda* (Jaggar, 1945), which are adaptations of English words: *cashier, professor, paint, plaster and powder* respectively.

However, Durkin (2011) identified four types of borrowings. Some of these are the same with Haugen's. The four categories here include: *loanwords, loan translations (or Calques), semantic loans and loanblends*. The most interesting here are *loan translations* and *semantic loans*. According to Durkin, loan translations are structural replications of words or expressions from the donor language into the recipient language by the use of synonymous words. Examples include the English expressions *skyscraper* (Wolkenkratzer) and *loanword* (Lehnwort) which are literal translations from German (Adeniyi, 2010). On the other hand, *semantic loan* is when the meaning of an existing word is extended because of association with the meaning of a partly synonymous word in the donor language. For instance, the word *phase* was from French in the 17th century but because the word acquired specific senses in Physics and Chemistry, the French borrowed it back with the new senses. The American Portuguese word *humeroso* (capricious) was given the meaning *humorous* from AmE (Hoffer, 2002).

It is appropriate here to also discuss the German linguistic tradition that distinguishes *Lehnwort* and *Fremdworter*. This is a highly influential tradition in the study of borrowings especially in the German-speaking world. The German linguists classed borrowings into two categories: *lehnwörter* and *fremdwörter*. *Lehnwörter* are loanwords and *Fremdwörter* are foreign words. In this tradition, a *lehnwort* exhibits some adaptation to the morphology and phonology of the recipient language. It may also conform to the grammar and derivatives of the recipient language. On the other hand, a *fremdwort* retains the features of the donor language in terms of morphology and phonology, and it does not conform to the grammar and derivatives of the recipient language. From the Spanish to English, examples of *lehnwort* include: *futbol* (football), *mitin* (meeting), and *filme* (film); and *fremdwort* include: *sketch, sandwich and airbag* respectively (Durkin 2011).

However, borrowings are not always directly from the source languages. Sometimes, words are borrowed from the *intermediary* languages into the *destination* languages. The challenge here is how to identify the *trace* of the original language. Linguists are able to identify the *first, intermediary and then the destination* languages based on particular features of the words. Borrowing from an intermediary language is termed *secondary borrowing*, and, when a word is borrowed from the same source at different times, the forms are termed *doublets* (Hoffer, 2005).

The Malay language has had contacts with different languages and these contacts have also given rise to borrowings. Among the languages that share words with Malay include: Sanskrit, Tamil, Portuguese, Dutch, Hindustani, Mandarin, Arabic, Javanese and English (Macvay, 2004). The *loanwords* in Malay, as in other languages, have been adapted in accordance with the conventional features of Malay spelling and pronunciation. For instance, the words *Bahasa, cawan* and *khamis* are borrowed versions of *bhasha, chawan* and *Alkhamis* of Sanskrit, Mandarin and Arabic respectively. But, some loanwords in Malay retain their shapes as in the original languages. Examples include *bank, hospital* and *hotel*, which are spelt exactly the same as in English (Macvay, 2004).

The English-Malay borrowings are worth studying. The contact between English and Malay has led to the emergence of the Malaysian informal English termed *Manglish* and also a large scale borrowing from English to Malay. Numerous English words have been adopted and adapted to suit the Malay language. A few examples include: *sains* (science), *bajet* (budget), *amaun* (amount), and *resit* (receipt). However, this adaptability also sometimes affects meanings and class of words; like the English nouns *terror, power* and *action* are used as adjectives in Malay with different shades of meanings. This study focuses on a category of English-Malay borrowings termed *loanblends*. Members of this category are composed of elements of both English and Malay languages.

Methodology

This is a qualitative study. The research was inspired by the researcher's careful observation of the seemingly English words being used by the Malay speakers in their spoken and also written usages. The researcher then embarked on surveys and more careful study of the instances of these words in daily conversations and also as used in signboards and bill boards. He then came up with an inventory of words that were the focus of this investigation.

Because he always had the privilege of one-on-one interaction with the Malay speakers, the researcher was able to elicit information on the pronunciations and meanings of the words (or data) obtained. In these interviews, the researcher based his questions on the data at hand and also required the respondents to provide words of English-Malay elements. This is a form of semi-structured approach so that lot of information could be tapped from the respondents. IPA symbols were used to transcribe the words as pronounced, while spellings and meanings were also noted.

Results and Discussion

This section seeks to answer the research questions raised. The instances of English-Malay loanblends are presented and discussed so that it becomes understood that these forms of borrowings are not mere liftings from the donor language. They are hybridized borrowings made up of elements of both the donor and the recipient languages. They include:

	English	Malay
a.	Communication	Komunikasi
b.	Emperor	Empayar
c.	Innovation	Inovasi
d.	Intervention	Intervensi
e.	English	Inggeris
f.	Edition	Edisi
g.	Class	Kelas
h.	Rehabilitation	Rehabilitasi
i.	Preposition	Preposisi

	English	Malay
j.	Motivation	Motivasi

The Malay words above clearly have elements of both English and Malay. Each of the words is closely examined and carefully discussed as follows:

- a. *Komunikasi*: this is based on the English word *communication*. Although the word is also morphologically adapted, the focus here is on how whole syllables of the English language are substituted with the ones from Malay. In English, the last two syllables ‘cation’ are realized /-keɪf(ə)n/ but in Malay these are realized as /-kasi/. The word has the same meaning as in the English.
- b. *Empayar*: in this loanblend, what is taken from English is only the first syllable /em-/ and the onset the second syllable. The rhyme of the second syllable is changed from /ə/ to /a/, and the whole of third syllable is altered from /rə(r)/ to /ja/. The English *emperor* is pronounced /empərə(r)/. The word has the same meaning as in English.
- c. *Inovasi*: this is the borrowed equivalent of the English word *innovation*. The adaptation here also affects the last two syllables /veɪf(ə)n/. These syllables are changed to /vasi/, where the onset of the second syllable is retained, and the whole of the last syllable is changed from the English /-f(ə)n/ to Malay /si/. However, the word means the same as in English.
- d. *Edisi*: this stands for the English word *edition*. The loanblend in Malay means the same as the English original. The adaptation here is how the last syllable is changed from the English /-f(ə)n/ to Malay /si/.
- e. *Inggeris*: this is the word *English* itself. While the word has two syllables in English, it is made to have three in Malay because a vowel is inserted after the /g/ sound. It is both morphologically and phonologically adapted. The English pronounce it as /ɪŋɡlɪ/. The most interesting adaptability is how the English syllable /-lɪ/ is altered to Malay /ris/. It retains its meaning of *Bahasa Inggeris* (English language).
- f. *Kelas*: this is the adapted form of the English word *class*. In English, the word is *monosyllabic* but in Malay it is made *bisyllabic* by simply inserting a vowel between the consonants cluster coming as the onset of the syllable. It is now /kelas/ instead of /kla:s/. The meaning is the same with that of English.
- g. *Preposisi*: as the adapted version of the English word *preposition*, this word has a whole syllable altered from /f(ə)n/ to /si/. The word maintains its original meaning but has been adapted both morphologically and phonologically.
- h. *Motivasi*: this is the Malay adapted form of the English word *motivation*. The adaptability mostly affects the last two syllables, where the rhyme of the fourth syllable is changed from /ei/ to /a/ and the whole of last syllable is changed from /f(ə)n/ to /si/. It has the same meaning as in English.
- i. *Rehabilitasi*: this loanblend in Malay is adapted by dropping the rhyme of the 5th syllable and changing the whole of last syllable. It stands for the English word *rehabilitation* and it means the same.
- j. *Intervensi*: this loanblend is the Malay version of the English word *intervention* with the same meaning but different spelling and pronunciation. The most important adaptability is the substitution of the English last syllable /-f(ə)n/ with the Malay /-si/.

Conclusion and Recommendation

It is understood that the English loanwords in Malay can be classed into different categories based on the scales of adaptability as discussed by Haugen (1950) and Weinreich (1953). This study focused on *loanblends* and as Baklanova (2006) observed that the Tagalog language adapts words by hybridization, Malay also hybridizes the English words borrowed. This pattern of hybridization was also discovered by Shariq (2013) where he observed that the English-borrowed nouns in Urdu are made to conform to Urdu plural formation by adding the Urdu suffixes to the English singular, as in /cimniya:n/ (chimney) and /lempon/ (lamps).

The findings of the study demonstrate that there are *loanblends* among the English-Malay borrowed words and most of these loanblends are *complex words*. In most of these loanblends, the last syllables are usually replaced with native elements. In others, only vowels are inserted or *rhymes* changed but *onsets* kept. In most cases, the words retain their original meanings as in English. Based on the conviction that this area is worth researching further, the researcher recommends researches on English-Malay phonemic substitution.

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