



# The Hegemony of English Loanwords Over Kurdish Language on Facebook

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## Abstract

The global rise of the internet after the 2000s, as well as the rise of American influence in Iraq and Kurdistan, strengthened English's hegemony over all other Iraqi languages, including Kurdish. In fact, many Arabic and even Kurdish expressions are now being replaced by English ones. This study aims to identify loanwords used in selected Facebook groups, as well as instances that characterize English language hegemony in Kurdish social media. It also aims to discover the types of loanwords that are more commonly used in social media in relation to Myers-Scotten's Model. And then, relate all of this to the social class, age, or gender that uses loanwords the most on Facebook. On this basis, the researchers selected 2,776 Facebook posts and comments from two Facebook groups of teachers between January 1st 2022 and December 31st 2022 and by using discourse analysis the English loanwords were analyzed. The study's key findings were that, of the two types of loanwords, core borrowings were used more frequently, indicating the presence of the English language's hegemony. Additionally, male teachers in both groups used more English loanwords than female teachers did, whereas other social variables like social class and age showed less variation.

**Keywords:** Hegemony, loanwords, Facebook, Cultural borrowings, Core borrowings

## 1. Introduction

The colonialism of the British Empire and the economic globalization of America in the twentieth century significantly contributed to the spread of the English language, and the advent of the digital age in the twenty-first century made this process even more accessible. This has led to a significant increase in the number of people who use English as a second or foreign language. A fact that gave the English language hegemony over many other languages, especially in the formerly colonized nations.

Social media platforms are one element of new technology that has made it simpler for everyone to interact or even use the English language to communicate with people around the world. As a result, many English words and terminologies have made their way into other languages, and the Kurdish language is no exception. In particular, the spread of the internet access globally after 2000s and the rise of direct American influence in Iraq and Kurdistan strengthened the English language's hegemony over all other Iraqi languages, including Kurdish. However, the English's dominance did not stop there; it also paved the way for the extinction of many Kurdish terms. Thus, we now see many Arabic loans and even Kurdish expressions disappearing in the Kurdish lexicon and people are using English in their places.



The current paper is a sociolinguistic study that looks into the language used on Facebook by teachers. Teachers tend to use language more carefully than others, or at least they should because it is their job to educate people, and many of them teach languages.

### 1.1. Linguistic hegemony

Hegemony is derived from the Ancient Greek word *hegēomai*, which means "to lead or guide." Thus, in politics, the (hegemon) is the leader, guide, or commander, and hegemonia denotes the leadership Houssay-Holzschuch (2020, p.357). However, in the 19th century, the Italian thinker Antonio Gramsci revived the term with a relatively similar meaning.

In Gramsci's definition, hegemony is the dominance of a particular way of thinking and living, as well as the way in which that dominant concept of reality is diffused in both the public and private spheres of social life. Gramsci's concept of hegemony consists of three processes that facilitate the domination and that are summarized as: (1) *leadership is obtained through consent* or without the use of force, (2) *Leadership through legitimation*, in which the dominant group establishes rules that the subordinate group accepts without question as correct and just, and (3) *leadership through a consensual rule* that gives the subordinate the impression that their subordination is their choice and that it benefits everyone Gramsci (1999, p. 145).

Heller and McElhinny (2017) Further, consent entails persuading all participants in dominance relationships that things are as they should be; achieving such consent necessitates shared frames of interpretation and is thus a profoundly cultural and communicative process (p.8). Furthermore, Fontana (1993) asserts that in a hegemonic system, the dominant group must gain the support and cooperation of the minority group in order to maintain its dominance. This mass consent is obtained by creating a mass belief in the legitimacy and naturalness of this social structure, which is obtained by using the media and other institutions, such as religion and education.

There are many different aspects to see the effects of hegemony, including the social relationships between the dominants and the dominated languages. Since the beginning of the twentieth century, linguistic hegemony has captured writers' attention in various fields. According to (Wiley, 1996, p113 as quoted in (Suarez, 2002, pp. 513-514), linguistic hegemony is:

achieved when dominant groups create a consensus by convincing others to accept their language norms and usage as standard or paradigmatic. Hegemony is ensured when they can convince those who fail to meet those standards to view their failure as being the result of the inadequacy of their own language.

This is the reason why many former colonized countries adopted the English language or the language of the colonizers even though they had gained independence, for example, New Zealand, Indonesia, Nigeria, and others, when the people think that their language is inadequate to cope with the modern sciences and technology, they tend to use the language of the colonizers and abandon their native languages. Vélez-Ibáñez (2017, p. 17) asserts, "linguistic hegemony— all of the diverse processes seeking to end, bend, and twist a conquered population's means of communication." Many cases of language death and disappearance are caused by this phenomenon, which occurs when the dominant group marginalizes the dominated, which leads them to try to find a way to escape this marginalization by speaking the language of the dominant group. Moreover, Suarez adds, "Linguistic hegemony can be perceived where linguistic minorities will believe in and participate in the subjugation of the minority language to the dominant, to the point where just the dominant language remains" (Suarez, 2002, p. 514). It can be deduced from Suarez's statement that language shifts from the minority to the majority



language and, eventually, language loss are expected outcomes of successful linguistic hegemony.

So, hegemony can be another method of dominating, destroying, and colonizing other communities, but this time with consent. Modern colonizers do not rely on armies or sheer force; rather, they degrade and marginalize the minority language until its speakers abandon it in favor of the language of their superiors.

### 1.1.1. English language Hegemony

The linguistic hegemony of English has sparked heated debate in literature and has become a threat to the survival of numerous languages around the world. According to Phillipson (1999b), English is used in the majority of international conferences and events, which has led many to believe that it has become the global language (p.40).

English's association with success and hedonism, as portrayed in the advertisements of multinational corporations, contributes to its status as the dominant language. These symbols are reinforced by an ideology that honours the dominant language and marginalizes others; this hierarchy is rationalized and internalized as normal and natural, rather than as an expression of hegemonic values and interests. As noted by Phillipson (1999b, p. 41), the tool that facilitates these processes for English language deflection is ELT, which was developed by the British Council and promoted English language teaching as a profession.

The Americans poured money into education systems in "Third World" countries, and not least the English as a Second Language profession: ". . . the expenditure of large amounts of government and private foundation funds in the period 1950–1970, perhaps the most ever spent in history in the propagation of a language" (Troike, 1986).

According to Suarez (2002), the hegemonic forces are visible in various ways; for example, the English language is increasingly dominating international scientific collaboration, and the English language has been politically and socially neutralized to the point where it is presented as a technical instrument. The media, institutions, and social relationships are all examples of English language hegemony in action (p. 514). All of these factors associate linguistic minorities with inferiority, low self-esteem, and belittlement, despite the positive associations presented by the dominant language and culture (Phillipson, 1992, p. 287).

In Kurdistan, after 1992 Kurdish language was gaining ground against the processes of Arabization by changing many Arabic-system schools to Kurdish system ones and even some colleges started using Kurdish language instead of Arabic, the Kurdish language was becoming a well-respected language; however, after 2003 things had changed, for instance, all those who applied for higher positions in government had to know a good English, which was sufficient to impose English language hegemony. In addition, after 2003 and the establishment of numerous private schools in Kurdistan, the English language was regarded as more important than Kurdish, and parents increasingly sent their children to English system schools (Bakir, 2022, pp. 152-7).

It takes only a glance at Kurdistan's commercial establishments such as markets, hotels, restaurants, and factories – to observe English language hegemony in every aspect of modernized life in Kurdistan. Moreover, the stakeholder promotes this hegemony by requiring all members of the Kurdish community with the highest levels of education, presumably the elites, to learn and apply for English language courses. This is yet another step towards boosting the English language's hegemony over Kurdish and further marginalizing the Kurdish language.

### 1.2. Lexical Borrowing

When two languages or more come closer together, they tend to borrow from each other a fact that helps languages to continue living and be able to express new concepts and meanings, as



stated by AL-Basir (1979, pp. 46-47) in his book *Kurdish terminology* states: the language that has issues and inadequacies is the one that is livelier and more dependable for expressing emotions and beliefs. According to Sidiq (2020, pp. 1-2), there are two ways in which languages can deal with new terms: either a) by using their own lexical items, as in the case of semantic expansion, or by using raw materials to create new expressions, as in the case of compounding, or b) by relying on outside resources, as in the case of borrowing and calquing and because the first method takes a very long time, languages rely more on the second method.

The term borrowing has been defined by Haugen (1950, p. 212) as "the attempted reproduction in one language of patterns previously found in another," and Rendon (2008, p. 54) in his dissertation defines borrowing as "the process of importing linguistic items from one language into another". Both writers focus on the process of importing or reproducing linguistic items of other languages. However, other aspects of language – such as grammatical or semantical structures, can also be borrowed (Haspelmath & Tadmor, 2009, pp. 38-39) (Hock & Joseph, 2009, pp. 243-246). Moreover, there seems to be a kind of consensus among scholars on the definition of borrowing, following Trask (Trask, 2000), (Crystal, 2006) in his book *A dictionary of linguistics and Phonetics*, defines borrowing in terms of the process of transferring linguistic items without settling on what features of language are being transferred "The transfer of feature of any kind from one language to another...".

Others, such as Heine and Kuteva (2005, p. 6), define borrowing more narrowly, stating that it is a "...contact-induced transfer involving phonetic substance of some kind or another." They state that borrowing is a byproduct of language contact (i.e., how it occurs) and that borrowed items have phonetic features, which can be deduced from the definition that the items may be words, phrases, or expressions, but not structures.

However, Sabir inserts that verbal and nonverbal features can be borrowed (Sabir, 2013, p. 36). Rendon justifies this by stating that nonverbal features of language (such as gestures and facial expressions) can be borrowed because they accompany verbal features of language (Rendon, 2008, p. 547).

Some writers do not differentiate between borrowing and lexical borrowing or loanwords and use the terms interchangeably. For example, Fromkin, Roman, and Hyams, in their book *an introduction to language*, state, "Borrowing occurs when one language adds a word or morpheme from another language to its lexicon" (2011, p. 505). They use the word *borrowing* at the beginning of the sentence, but the definition of loanwords or lexical borrowing is found later. Furthermore, Haspelmath and Tadmor prefer the terms (transference or copying) and use them interchangeably with borrowing, whereas they use lexical borrowing for loanwords. They state, "lexical borrowing or loanword is a word that in some point in the history of language entered its lexicon as a result of borrowing (or transfer or copying)" Haspelmath & Tadmor, (2009, p. 36) and Kuiper and Allan (2017) use (copying) in their definition of lexical borrowing "...a word being copied from the vocabulary of one language into that of another.". Despite this, most writers use the term borrowing in a metaphorical sense.

In conclusion, borrowing refers to the processes of copying or transferring or adopting linguistic items. Many scholars, including (Haugen, 1950), (Haspelmath & Tadmor, 2009) (Hock & Joseph, 2009), all agree that borrowing is a general term and anything can be borrowed from lexical items, roots, and affixes to sounds and collocations, and even grammatical processes. When the process is meant for copying words or parts of the lexicon, it is called lexical borrowing or loanwords.



### 1.2.1. Types of Borrowing

Scholars have classified borrowings based on their degree of incorporation into the recipient language; for example, Myers-Scotton (2006, pp.212 – 216) divides borrowings into two categories:

- A) **Cultural borrowing:** for new objects i.e. words that do not have an equivalent in the recipient language and
- B) **Core borrowing:** for words that already exist in the language despite that they are borrowed because of their prestige or as Myres-Scotton puts it cultural pressure (Myers-Scotton, 2006, pp. 212-126).

While (Haspelmath and Tadmor 2009, 38,39), borrowing can be divided into two types: (i) material borrowing, which involves borrowing lexemes or perhaps just a stem or an affix, and (ii) structural borrowing, which involves copying or adopting syntactic, morphological, or semantic patterns such as word order patterns, case marking patterns, and so on.

And they further subclassify these two types into:

#### A) Material borrowing:

- 1 **Loanwords:** a word being copied from one language's vocabulary into another's.
- 2 **loanblends or hybrids:** words or phrases composed of a borrowed part and a part from the lexicon of the recipient language

#### B) Structural borrowing:

- 1 **Calque (or loan translation):** an item-by-item translation of the donor language's linguistic item.
- 2 **Loan meaning extension:** A donor language word's polysemy pattern is copied into the recipient language.
- 3 **Loan creations:** formations that were inspired by a foreign concept but whose structure is not patterned in any way on its expression (Haspelmath & Tadmor, 2009, pp. 38-39).

This classification is quite similar to Haugen's model, which categorizes borrowing into loanwords, loan blends, and loan shifts. According to the degree of morphemic substitution, however, this is the classification that is most frequently used within the field in which borrowing is classified.

### 1.3. Computer Mediated communication (CMC)

Humans have always sought ways to improve their communication skills, and it has been stated that language is the best medium for communication in all of its forms, such as in all verbal and non-verbal communication forms. After World War II, in the 1960s, a new medium Computer-Mediated Communication (CMC), began to emerge when military organizations prototyped the first email messages. Then, in the 1970s, the first chat technology was developed, known as (Talkomatic), and the rise of PCs in the 1980s, followed by the spread of the internet in the 1990s, sparked a revolution (Guy, 2019). Nonetheless, the term CMC gained widespread acceptance in the early 1990s thanks to an online journal publication called the Journal of Computer-Mediated Communication (Crystal, 2011, p. 1).

The term Computer-Mediated Communication is defined by following Walther and Burgoon (1992) as "Computer-Mediated Communication (CMC) Communication via a computer network. It may be one-to-one or one-to-many, and synchronous (in which participants are online simultaneously) or asynchronous (in which they are online at different times)." (Guy, 2019). According to Crystal in his book Internet linguistics (Crystal, 2011, pp. 32-33), the





internet language is neither spoken language nor written language, it is a new medium in between sharing characteristics of both, but it is identical to none of them.

### 1.3.1. Facebook

One of the most significant social trends of the previous ten years has been the development and growth of the social network site (SNS), Facebook. According to Caers, De Feyter, De Couck, Stough, Vigna, and Du Bois (2013, p. 983), Facebook estimated that it would serve one billion monthly active users by the end of 2012. despite the fact that it only became available to the general public in 2006 and by January 2022 the number became 2.9 billion monthly active users (Statista, 2022). Services are available in 200 different languages, and more than 90% of users are situated outside of the United States (Facebook Users by Country, 2023).

People can register for an account on the Facebook application or the website facebook.com. The new user selects a password and gains account access after providing some basic personal information. This account's home and profile pages are both crucial. In one place, "status updates" are displayed. Users are free to post whatever they want as a status update, and friends can react by liking it or leaving text comments. Users are informed of their friend's status updates and other activities (such as joining groups or becoming fans of things they like) on the home page, also known as the "news feed." The new user can start looking for friends and sending friend requests after creating a profile. Facebook, therefore, serves as an online platform for seeing and being seen, or to "presume": to produce and consume equally (Caers et al., 2013, p. 984).

## 2. Previous studies

Lexical borrowing, as a sociolinguistic phenomenon, has been one of the major fields of interest for sociolinguists in linguistics in general, especially those who are interested in language contact and language change. Internationally, numerous researches have been done in dealing with traditional situations pertaining to borrowing and loanwords in the written form, spoken form, and written form in the contexts of printed media such as books and newspapers. The number of studies done about lexical borrowing between English and other languages, such as Arabic, Ukrainian, and other languages, in social networking interactions, e.g., Facebook, is very few in comparison to the traditional studies examining borrowing in natural spoken interaction. Here the study will have a look over.

A study by Buriro et al. (2013) examined the attitudes of functional native learners toward learning English to determine if English hegemony is reflected in learners' attitudes toward both English and their mother tongue (ML-Sindhi). The Gramscian perspective co-optive was used as the primary theoretical construct in qualitative research to analyze the responses. Five open-ended questions were included in the survey, which was divided into three sections: cultural, instrumental, and emotional. The attitudes reflected the English hegemony, as Sindhi and MLS were viewed negatively. A minority of counter-hegemonic viewpoints were supported by cultural and emotional arguments.

In her dissertation, Sedeeq (2017) examined English loanwords in Central Kurdish dialect in media political discourse between 1993 and 2013, with the goal of determining the extent to which Kurdish journalists have adopted English loanwords when writing in Kurdish newspapers, comparing the frequency of Arabic loanwords in the selected years with the use of English loan words, and analyzing the semantic distribution and frequency of political English loanwords. Quantitative and qualitative methods were employed by the researcher to analyze political articles in a daily newspaper (Khabat). Between 2005 and 2011, the frequency of English loan words increased dramatically, whereas the frequency of Arabic loan words decreased gradually beginning in 1992. In addition, the researcher recommends that further



research be conducted on the Kurdish people's attitudes toward loanwords and the younger generation's use of language on social media, as well as on other versions of the Kurdish language, particularly the Northern Kurdish Dialect.

Abdulla (2015) studied the phenomenon of codes-switching of Kurdish Bilinguals Facebook users. The descriptive qualitative method studied 86 posts and 668 comments on the Facebook accounts of 6 bilingual Kurds. It concluded that intersentential type was the most frequent among the three types of codes-switching namely interasentential, intersentential, and tag switches. It was found out that in addition to all the six functions of Gumperz's, the Kurdish-English code-switching performs four more functions.

To the best of the researchers' knowledge, no academic study has been conducted in search of the types and reasons behind the use of English loanwords in Kurdish social media. Thus, the current study can be regarded as a ground-breaking attempt as far as CMC is considered in regard to electronic discourse. Accordingly, it will provide answers to questions like: What are the types of loanwords used in the Kurdish central dialect social media users? Which social network uses the greater number of loanwords? What are the reasons that make those social media users make use of those loanwords? Where is the hegemony found in the loanwords used in Kurdish social media?

### 3. Methodology and Data collection

The study uses a mixed approach. The data is qualitatively analyzed to categorize and assign reasons for using English loanwords on Facebook. Quantitative statistics would then further validate the findings and show the social class, age range, and gender that uses loanwords more frequently.

#### 3.1. The scope of the study

The scope of this research will be limited to the period between January 1st, 2022 and December 31st, 2022. It will focus on the study of English loanwords used in 2,776 posts and comments of Facebook groups namely (grupî mamosta beezimûnekan [the group of experienced teachers] and desteyi mamostayanî wanebêj [the commission of lecturing teachers]) specialized for two types of teachers: *permanently employed teachers* PET<sup>1</sup> (representing the middle class of teachers) and lecturers or *temporarily employed teachers* TET<sup>2</sup> (representing the lower class of teachers)<sup>3</sup>. Hence forth the abbreviated from PET will be used for *permanently employed teachers* and TET for *Temporarily employed or contracted teachers*

It is worth noting that all of the participants are school teachers in areas where the Sorani dialect is spoken, any participation written in other dialects is excluded.

#### 3.2. Aims of the study

The current study aims to identify loanwords used in the selected Facebook groups along with instances that characterize the hegemony of the English language in social media. As well as to find out the type of loanwords that is more frequently used in Kurdish social media by applying Myers-Scotten's Model and finally relate all these to the social class, age, or gender that makes more use of loanwords on Facebook.

1 All teachers who are permanently employed by the ministry of Education.

2 All contract teachers who are temporarily employed by the ministry of Education to fill in the vacancies in schools



### 3.3. Research questions

In the course of the study, these questions are going to be answered:

1. What loanwords are used in the selected Facebook groups?
2. What instances characterize the hegemony of the English language in social media?
3. Which type of loanword is more frequently used in Kurdish social media?
4. Which social class, age, or gender makes more use of loanwords on Facebook?

### 3.4. Hypotheses

It is hypothesized that:

1. There are more English words due to their prestige than words used for necessity.
2. The younger generation will use more English loanwords than others.
3. The number of core loanwords is greater than the cultural ones.
4. The number of loanwords is higher in higher social classes.

### 3.5. Procedures

The Facebook posts were copied into an Excel datasheet, then all the comments of the selected posts were extracted by an online program named (FBCommentExport) which extracts all the comments of a given post and presents them in an Excel Worksheet.

Next, a Facebook poll was posted in both groups to collect information about the age ranges of the group participants<sup>4</sup>.

Next, loanwords were grouped according to Myers-scotton's Model into Cultural<sup>5</sup> or Core borrowings<sup>6</sup>. In order to do that, the researcher consulted several dictionaries such as Oxford Languages and Google online dictionary, Oxford dual dictionary Kurdish- English and English – Kurdish (2006), Yad trilingual dictionary English – Kurdish – Arabic (2005), IT dictionary (2011), Ravay computer (2012), and a number of monolingual dictionaries like Harman dictionary (2005), Henbane Borîne dictionary (1986), and an Al-Maany.com online dictionary. Then, for analyzing the concept of hegemony, the results of Sabir's (2013) study are adopted. According to the study, the reasons why English words are used in Kurdish media are classified into four major categories: a) prestige, impact, or show off, b) length of some Kurdish terms compared to English ones, c) English loanwords' adaptability in use, and d) using different words and minimizing repetition.

### 3.6. Rational

This study would be a starting point for investigating the language used on social media platforms. It would provide a pathway for further investigation into other aspects of sociolinguistics in Kurdish social media.

## 4. Findings and Discussion

This section will discuss the two types of borrowing according to Myers-Scotton's model in the posts and comments written by teachers in two Facebook groups. The reasons behind the use of English words are elaborated by adopting the finding of Sabir's study.

4 The reason why the researchers did this poll was because most Facebook users did not provide information about their ages or blocked their Facebook accounts.

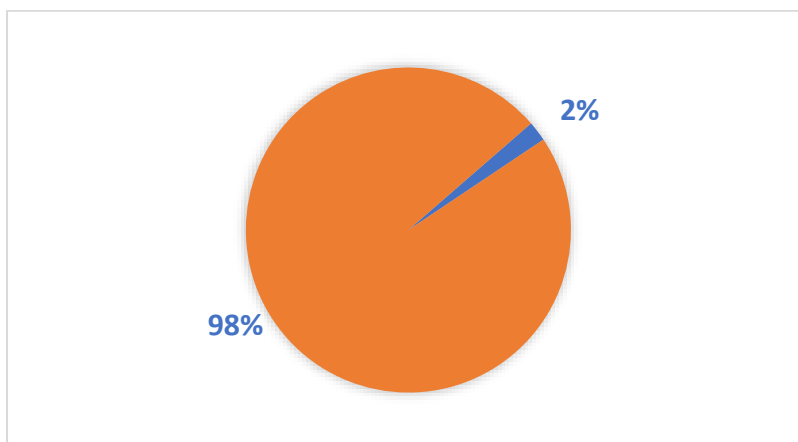
5 Items that fill gaps in the recipient language's word store because they represent objects or concepts that are new to the recipient language's culture

6 items that already exist in the recipient language's word store.





After having processed and analyzed 48 posts and 2,466 comments, the researcher has found out that posts make up 2% of the collected data, while the other 98% of the selected texts are comments by member teachers of both groups:



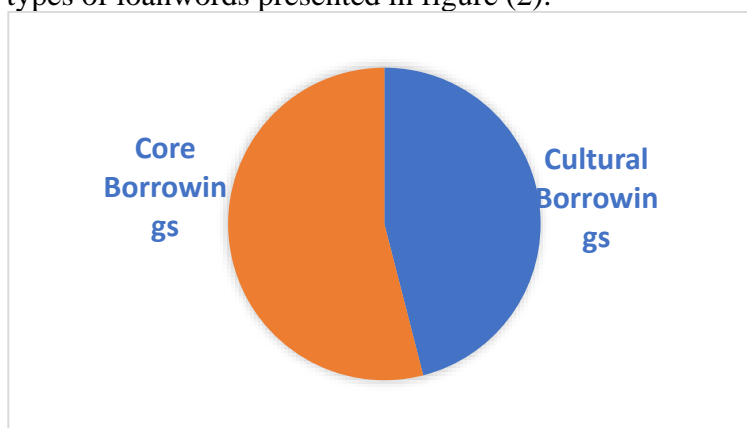
**Fig 1:** Represents the rate of posts and comments

Figure (1) shows that the number of comments from both groups is far greater than the number of posts, because a Facebook post is written by one member, whereas thousands of group members, including the post writer, can comment on the same post.

#### 4.1. Types of borrowing

According to Myers-Scotton (2006), loanwords are divided into two types cultural the borrowing of words relating to concepts or objects new to the languages culture, the examples of this kind are plenty; perhaps the most widespread examples are the borrowing of words like automobile, democracy, which are widely used across cultures in the world, and Core the borrowing of words that already there in the lexicon of the language.

Overall, (122) English loanwords were used by both groups with a frequency of (632) repetitions, out of which (46%) were cultural borrowings and (54%) were core borrowings. The following are the types of loanwords presented in figure (2):



**Fig 2:** Types of Borrowing according to Myers-Scotton (2006)



#### 4.2. Cultural loanwords

The first group of loanwords is cultural borrowings which are words that fill gaps in the recipient language's store of words because they stand for objects or concepts new to the language's culture. These often come in the form of the names of new objects (iPad, carton), measurement units, names of substances, and names of places that have connotation meanings attached to them like (Bermuda Triangle: the fictitious area of the Atlantic Ocean where dozens of ships and planes have disappeared) or even concepts which do not have an equivalent in the Kurdish language. Cultural borrowings in the study are listed in the following chart (chart 1).

No.	Kurdish form	Phonetic transcription	English loan	Assimilation <sup>7</sup>	part of speech
1	بانک	banik	bank	AS	N.
2	بار	bar	bar(metric)	AS	N.
3	بۆمب	bomb	bomb	AS	N.
4	كاميرا	kamîr	camera	AS	N.
5	دوانه ئوكسىدى كاربون	dwane oksîdî karibon	Carbon dioxide	PA	N.
6	كاربون ستيل	karibon stîl	carbon steel	AS	N.
7	كارتون	karton	carton	AS	N.
8	چينال	çenall	channel	AS	N.
9	چەك	çek	cheque	AS	N.
10	كوليج	kolêj	college	AS	N.
11	داتاشوو	dataşow	datashow	AS	N.
12	دبلوماسى	dbilomasî	diplomacy	PA	N.
13	ئى پەروەردە	î perwerde	e-education	AS	Prefix
14	ئيف شانزه	êf şanze	F-16	AS	N.
15	فەيسبوك	feysbûk	Facebook	AS	N.
16	فيلم	flîm	film	PA	N.
17	فورم	form	form	AS	N.
18	غاز / گاز	ğaz / gaz	gas	AS	N.
19	هاشتاگی	haşitagî	hash-tag	AS	N.
20	ئەنتەرنێت	entirinêt	internet	PA	N.
21	ناپياد	aypad	iPad	AS	N.
22	كيلومتر	kîlometir	kilometer	AS	N.
23	كلينس	klênis	Kleenex	PA	N.
24	لاپتوپ	laptop	laptop	AS	N.
25	لتر	ltir	liter	PA	N.
26	ماستەر	master	master	AS	N.
27	ميركەپتان	mêrkeptan	mercaptan	AS	N.
28	ميثان	anمî	methane	AS	N.
29	ميثانى ئەمئيل	îlئانî eمî	methanethiol	AS	N.

<sup>7</sup> the abbreviations AS, PA and NA refer to Assimilation levels as follows: AS for *Assimilated*, PA for *Partially Assimilated* and NA for *None-Assimilated*



30	میلانو	mîlano	Milan (ROCKET)	PA	N.
31	میلیون	miliyon	million	PA	NUMBER
32	پلاستیک	plastîk	plastic	AS	N.
33	پلئیت	plêt	plate	PA	N.
34	پولیس	polîs	police	AS	N.
35	پروفایل	profayl	profile	AS	N.
36	پروپان	propan	propane	AS	N.
37	رۆبۆت	robot	robot	AS	N.
38	سوشیال میدیا	soşiyall mîdiya	social media	AS	N.
39	سوما	soma	soma	AS	N.
40	سیستم	sîstem	system	AS	N.
41	سیستماتیک	sîstematîk	systematic	AS	Adj.
42	تاگ	tag	tag	AS	V.
43	تانکی	tanikî	tank	PA	N.
44	تیل	têll	tel.	AS	V.
45	تلهفون	telefon	telephone	AS	N.
46	توننیل	tunêl	tunnel	AS	N.
47	ڤهپ	veyp	vape	AS	N.
48	ڤایبر	vayber	viber	AS	N.
49	ڤیدیۆ	vîdiyo	video	AS	N.
50	یوتوب	yutub	YouTube	AS	N.

Table 1: Cultural borrowings

#### 4.2. Core loanwords

This second group of loanwords has Kurdish counterparts or close equivalents, they are used due to one or more of the following reasons:

**4.2.1. Modernity, prestige and impact:** Some English loans, in addition to their original meaning, carry some other connotative meanings, prestige, or a feeling of superiority:

1. هاوڕێیان کەسانێک پەیدا بوون کە هەلگرێ ئەجێندا/ی سیاسی حیزبى دەسه‌لاتیان لەپشتە

hawrêyan kewanêk peyda bûn ke hellgrî ecêndayi siyasî hîzbî desellatiyan lepşite

[Friends, there were people who have the political agenda of the ruling party behind them]

2. دەست خۆش بەس تۆ نوێنەری راستەقینە، ئەوانی تر هەمووی ڤهپکەن

dest xoş bes to nwênerî rasteqîney, ewanî tir hemwî feykin

[thanks, only you are a true representative, others are all fake]

In example (1), the writer tries to convey a negative meaning to the word (Agenda) but the Kurdish word (kariname) does not carry this connotative meaning. And in example (2), the Kurdish word (saxte) is perfectly suitable for the situation, but the writer preferred an English loan (fake) that can be said to (show off).

No.	Kurdish form	Phonetic transcription	English loan	Assimilation	part of speech
51	ئەجێندا	ecênda	agenda	AS	N.



52	ئۆتوماتیکی	otomatêkî	automatic	AS	Adj.
53	بۆیلهره	boylere	boiler	AS	N.
54	سهنته ری شار	senterî şar	city center	PA	N.
55	کلینیک	klînîk	clinic	AS	N.
56	دیکور	dîkor	decor	AS	N.
57	دیکتاتور	dîktator	Dictator	NA	N.
58	ئیکونومیك	îkonomîk	Economic	PA	Adj.
59	فهیک	feyk	fake	AS	Adj.
60	های سکول	hayî skul	high-school	AS	N.
61	هۆتیل	hotêl	hotel	AS	N.
62	ئایدهلوژیا	aydeloژیya	ideology	NA	N.
63	لیست	lîst	list	AS	N.
64	لوژیک	lojîk	logic	PA	N.
65	میکانیزم	mîkanîzim	mechanism	AS	N.
66	میدیاکار	mîdiyakar	media worker	AS	N.
67	مودیل	mudîl	model	AS	N.
68	پراکتیک	praktîk	practic	AS	Adj.
69	پروفیشنال	prufîşnal	professional	PA	Adj.
70	پروژه	proje	project	NA	N.
71	رۆلی	rollî	role	AS	N.
72	شووک	şok	shock	AS	V.
73	ستاندارد	standard	standard	AS	N.
74	تیم	tîm	team	AS	N.
75	تایپ	tayp	type	AS	N.
76	فیرته نه ری	vêrtenerî	veterinary	AS	N.
77	زون	zon	zone	AS	N.

**Table 2:** core borrowings used for modernity, prestige and impact purposes

There is more than one Kurdish equivalent for many of those English loans and yet they were chosen over Kurdish words.

**4.2.2. Length of Kurdish terms:** another reason that makes Kurdish speakers and writers use loanwords, such as:

- **boycott** in Kurdish is [piçirrandinê peywendî]
- **parliament** in Kurdish is [encumenê nwêneranê gel].

3. له بهر سبلیتی گهرم و سارد پالی لنبیدهیتوه

leber sbilîti germ û sard pallî lêbideytewe

[to lay down in front of worm and cold split(air conditioner)]

In this example, the word (split) is the shortened form of the expression (split air conditioner) it would not be easy to use the Kurdish meaning (dû beş) or (fênikkereweyi dû beş).



No.	Kurdish form	Phonetic transcription	English loan	Assimilation	part of speech
78	بايکۆت	baykot	boycott	PA	V.
79	کۆمسیۆن	komsiyon	commission	NA	N.
80	جیۆلۆجی	cêolocî	geology	AS	N.
81	راپۆرت	raport	report	PA	N.
82	سبلیت	sbilît	split(?)	PA	N.
83	ستاف	staf	staff	AS	N.
84	ترافیك	tirrafik	traffic	AS	N.

**Table 3:** core borrowings used due to the length of the Kurdish equivalents terms

**4.2.3. Flexibility:** some English loans are semantically more flexible than their Kurdish counterparts which cannot be easily used in all the contexts that an English loanword is used; for example, the word (agency) has the counterpart (nwênerayetî or nawendêtî)<sup>8</sup>

4. وتەبێژی کۆمسیۆن بە نازناسی فەرمی راگەیاند.

wtebêjî komsiyon be ajanisî fermî rageyand

[the commission spokesman informed the agency]

No.	Kurdish form	Phonetic transcription	English loan	Assimilation	part of speech
85	نازانس	ajanis	agency	PA	N.
86	کەیس	keys	case	AS	N.
87	کۆمپانیا	kumpaniya	company	PA	N.
88	فول	ful	full	PA	Adj.
89	پروسه	prose	process	PA	N.
90	کوالیتی	kwalêtî	quality	AS	N.

**Table 4:** core borrowings used for adaptability

**4.2.4. Variability:** Using English loanwords adds another way for varying the vocabulary, and sometimes the English loanword occurs side by side with the Kurdish word like: [data û zaniyarî] [peyrew û program].

No.	Kurdish form	Phonetic transcription	English loan	Assimilation	part of speech
91	کەمپ	kemp	camp	AS	N.
92	داتا	data	data	AS	N.
93	پلان	plan	plan	AS	N.
94	پۆست	post	post	AS	N.
95	پروگرام	program	program	AS	N.

**Table 5:** core borrowings used for variability minimizing repetition

**4.2.5. Facebook, internet, and other jargon:** especially computer and internet jargon. In addition to Sabir's outcomes, the researcher found another reason for using English loans which

<sup>8</sup> As mentioned in Yad English-Kurdish dictionary





is the jargon that is used in various social media platforms. The user may not know the Kurdish meaning of the English word.

5. سلاو ریز هیوادارم بلۆک نه کرین  
 sllaw rêz hiywadarm bilok nekrêyin  
 [hello, I hope were wont be blocked]

6. زۆر جار له کۆمێنتی تریاسم کردوه  
 zorcar lekomêntî tirbasn krduwe  
 [I talked about this in many other comments]

In both examples (5,6), the words (block and comment) certainly have Kurdish counterparts, yet the writer didn't bother to use them since they frequently appear on Facebook and he uses them as they are.

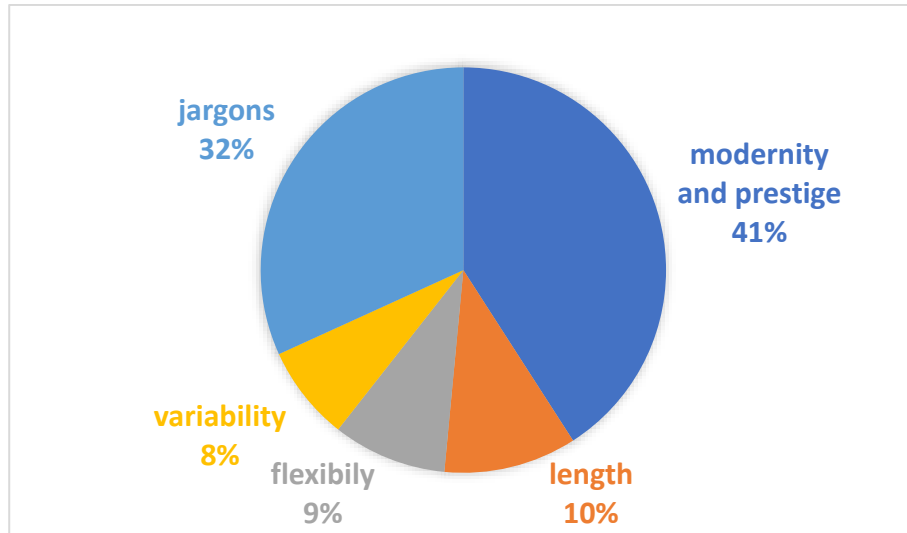
No.	Kurdish form	Phonetic transcription	English loan	Assimilation	part of speech
96	ئهكاونت	ekawnt	account(fb)	AS	N.
97	ئهدمین	edmîn	admin	AS	N.
98	ئهپلیکەیشن	epîkeyşn	application	AS	N.
99	بلۆک	bilok	block	AS	V,
100	کۆمێنت	komênt	comment	AS	N.
101	کۆمپیوتەر	kompîyuter	computer	AS	N.
102	کۆپی	kopî	copy	AS	V.
103	داوێنلۆد	dawnlod	download	AS	V.
104	فلتهر	flter	filter	AS	N.
105	گروپ	grup	group	AS	N.
106	هاککرا	hakkra	hack	AS	V.
107	جوینت	cwînt	joint	AS	N.
108	کیبۆرد	kîbord	keyboard	AS	N.
109	لیک ده کات	lîk dekat	leak	AS	V.
110	لایک	layk	like	AS	V.
111	لینک	lînik	link	AS	N.
112	مه سنجهر	mesincer	messenger	AS	N.
113	مۆبایل	mobayl	mobile	AS	N.
114	په یه ج	peyc	page	AS	N.
115	په یه ست	peyst	paste	AS	V.
116	پۆست	post	post	AS	N.

**Table 6:** Core borrowings used since they are known as computer, internet or other jargons

The findings reveal that 40 percent of core loans are used for modernity, prestige, or impact; the second most common reason is the use of social media and internet jargon, which occurs in 31 percent. The remaining three reasons aren't very significantly far from one another. 12 percent are due to the length of the Kurdish words, 9 percent are due to the adaptability of English terms, and the remaining 8 percent are due to variability. While there are many reasons for the English language's hegemony, the first two exhibit clearer hegemonic traits: modernity



and jargon. Although these two types of loans have ready and obvious Kurdish equivalents, English words are still frequently used.



**Fig 3:** Reasons for using Core borrowings

Furthermore, many of these English loanwords have replaced Arabic loans in the Kurdish lexicon, for example:

Police	شرطة	Tunnel	نفق
Filter	مصفی	List	قائمة
Report	تقریر	Veterinary	بیطری

Those Arabic loans were in active use until after 1992, when they were gradually replaced by English, particularly after 2003 (Sedeeq, 2017). The difference between the two hegemonies was in the way they were imposed. Arabic hegemony in Iraq was coercive, which is why with the disappearance of the authority, the hegemony weakened, whereas English hegemony is consensual, that’s why speakers use more and more English loans.

Despite the above English loans, the researcher also observed the use of a number of words borrowed from other languages, such as French, Turkish, and Spanish, and they are used frequently, such as (chauffage, cafeteria, reklam, mafia, Bermuda), for which there are no equivalent terms in Kurdish.

### 4.3. Assimilation of loanwords

According to Maczak-Wohlfeld (1995), cited by Sztencel (2009), English loanwords can be categorised based on the level of their morphological and orthographical assimilation into assimilated, non-assimilated, and partially assimilated forms. The assimilated loanwords are those that have been adapted to the Kurdish orthographical and morphological rules, while the none-assimilated loanwords are written or pronounced as they are in the English language. The partially assimilated forms are created by partially substituting a sound with a vowel or consonant.

The total number of loanwords found in the corpus were 116, among them 91 were non-assimilated such as : <ecênda> ئه‌جیندا, [agenda], <boylere> بویلره, [boiler], <tîm> تیم, [team].



And that may be for one of two reasons: either they are recently borrowed and have not yet been assimilated, or their phonotactics are similar to Kurdish morphological rules, allowing Kurdish speakers to use them with relative ease such as: >komênt< [comment], >bilok< [block], >roll< [role], >list< [list]. There are 21 partially assimilated English loanwords and only four fully assimilated English loanwords. Among the reasons for the assimilation of English loanwords, as confirmed by Sedeeq (2017, p. 90), Kurdish speakers are accustomed to a close similarity between the written and spoken forms. examples of this type are: >konomîk< [Economic], >litr< [liter], >entirînet< [internet]. Moreover, some English loanwords entered the Kurdish language from other languages such as Arabic, Persian, or Turkish; consequently, these loanwords underwent assimilation processes in the Kurdish language for instance: >dbilomasî< [diplomacy], >xaz< [gas], >ajanis< [agency].

#### 4.4. Sociolinguistic results

Both groups used more cultural type of borrowing than core borrowings. However, the difference between cultural and core is more significant in the TET group, which could be due to their social class and age difference.

1. PET are permanent government employees, so their income is more stable than TET. In contrast, TET who fill vacant teacher positions in schools are paid less than PET, indicating that their income is less stable and lower than that of PET.
2. PET are relatively older than lecturers (look at figure 4); the age range of TET is between 22, which is the age of graduation and 35, while the majority of PET ages range between 30 to 45. However, some of PET are older.
3. In both groups, males use more core words than cultural words, whereas females use a relatively flat rate of the two types of borrowing.

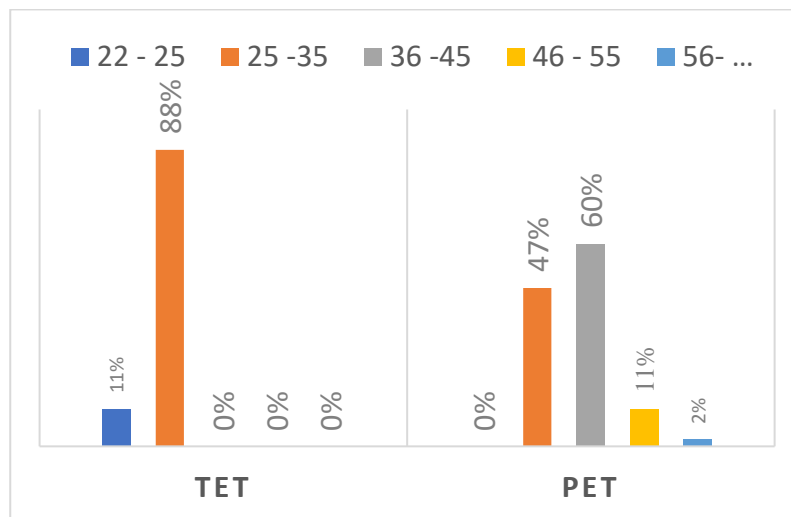
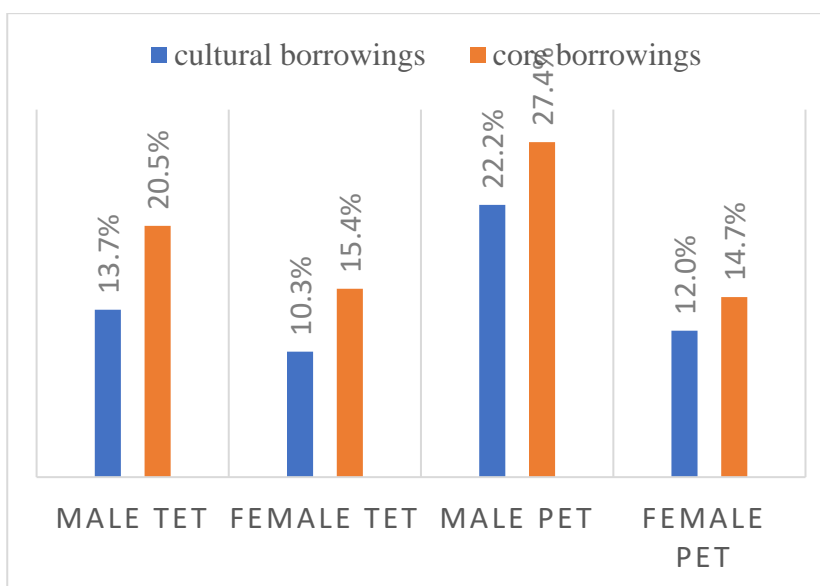


Fig 4: the age ranges



**Fig 5:** The use of core and cultural loanwords by male and female teachers

## 5. Conclusion

Even though the majority of social media platforms in Kurdistan only became widely used after 2010, it is evident that these platforms, especially Facebook, have a noticeable impact on the Kurdish language. This is evident from the preceding data and examples. It is important to note, however, that the current data is written, which tends to be more formal, and that the authors are teachers who, due to their profession, are much more careful with their language usage than the general population. As a result of the investigation, the researcher reached the following conclusions:

1. There were 121 English loanwords used in both groups with a frequency of 622. Also, found out that 45% of the words do not have equivalent meanings and known as cultural borrowings while the other 55% have equivalents and known as core borrowings.
2. And the hegemony lies within the use of English loanwords in social media where in many cases it is possible to use Kurdish equivalents instead and the instances of hegemony were divided into the following causes:
  - a. Modernity, prestige, and impact, or a better image, make the English language more attractive, and thus more widely adopted, than other languages.
  - b. The length of some Kurdish terms is another factor that drives speakers of a language to seek replacements in other languages, and the hegemonic language offers the replacements.
  - c. Adaptability: occasionally borrowed words are more adaptable than their native counterparts, gaining hegemony over native words.
  - d. Variability: Speakers and writers usually look for new words or new ways of expressing ideas, and the process of borrowing provides them with it.
  - e. Jargon: different situations require different sets of vocabularies for expression, and with the help of the English hegemony, social media has created a massive amount of jargon.



3. Several new English loanwords have replaced Arabic loanwords, such as police, filter, group, list, report, and veterinary<sup>9</sup> and this signifies the strengthening of English language hegemony over the hegemony of Arabic language hegemony in the Kurdish settings since after 1992, even though these Arabic loans previously possessed all hegemonic traits. Loanwords usually under go adaptations and they are in different levels of assimilations. Out of 116 English loanwords only 4 were assimilated and 21 English loanwords were partially assimilated while 91 were not assimilated.

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9 Although these loanwords are not associated with Facebook, they are used by Kurdish speakers on the platform.





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**هه ژموونی وشه وهرگيراي ئینگلیزی به سه زمانی کوردی له فهیسبوک**

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**پوخته**

له دواى بڵاوبونه وهى ئینته رنیت به جیهاندا له دواى سالانى 2000 و ههروهها سه ره ه لدانى نفوزی ئەمريكا له عیراق و کوردستان، هه ژموونی ئینگلیزی به سه ره هه موو زمانه کانى دیکه ی عیراقدا به هینتر کرد، به زمانی کوردیشه وه. له راستیدا زۆریک له وشه و دهسته واژه ی عه ره بی و ته نانه ت کوردیش ئیستا به ئینگلیزی ده گۆردرین. ئەم توژی نه وه به ئامانجی ده ستیشان کردنی ئەو وشه وهرگيرايانه به که له چه ند گروپیکي ده ستیشان کراوی فهیسبووکدا به کار ده هینرین، وه ئەو لایه نانه ی که تاییه تمه ندی هه ژموونی زمانی ئینگلیزی له سۆشیال میدیای کوردیدا پیشان ده دن. ههروهها ئامانجی دۆزینه وهی جۆره کانى وشه قه رزکراوه کانه که زیاتر له سۆشیال میدیادا به کار ده هینرین به پشت به ستن به مۆدێلی مایرئس-سکۆتن (2006). دواتر، هۆکاره کانى به کارهینانى وشه یوه رگيراي و به ستنه وه یان به و چینه کۆمه لایه تی، ته مه ن، یان په گه زه ی که له فهیسبووکدا زۆرتین جار به کاریان ده هینن. له سه ره ئەم بنه مایه، توژی هه ران 2,776 پۆست و کۆمیتتی فهیسبووکیان له دوو گروپی مامۆستایانی فهیسبووک له نیوان 1 ی کانونی دووه می 2022 و 31 ی کانونی په که می 2022 هه لبژارد، ده ره نجامه سه ره کبییه کانى توژی نه وه که له دوو جۆری وشه ی وهرگيراي، وهرگيرايه بنچینه ییه کان زیاتر به کار ده هینرین، ئەمه ش ئامازه یه بۆ بوونی هه ژموونی زمانی ئینگلیزی له سه ره زمانی کوردی. سه ره پای ته وه ش، مامۆستایانی پیاو له هه ردوو گروپه که دا زیاتر وشه ی وهرگيراي ئینگلیزیان به کارهیناوه له چاو مامۆستایانی ئافره ت، له کاتێکدا گۆراوه کۆمه لایه تییه کانى دیکه ی وه ک چینی کۆمه لایه تی و ته مه ن که متر گۆرانکاریان نیشانداه.

**وشه کیله کان:** هه ژموون، وشه ی وهرگيراي، تۆره کۆمه لایه تییه کان، فهیسبووک، وشه ی وهرگيراي که لتوری/ بنچینه یی

**هيمنة الكلمات الإنجليزية المستعارة على اللغة الكردية في الفيسبوك**

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**ملخص**

بعد انتشار الانترنت في العالم ما بعد سنوات 2000، فضلاً عن صعود النفوذ الأمريكي في العراق وكردستان، إلى تعزيز هيمنة اللغة الإنجليزية على جميع اللغات العراقية الأخرى، بما في ذلك اللغة الكردية. في الحقيقة، يتم استبدال العديد من التعبيرات العربية وحتى الكردية بالتعبير الإنجليزية. تهدف هذه الدراسة إلى التعرف على الكلمات المستعارة المستخدمة في مجموعات مختارة على Facebook، بالإضافة إلى الأمثلة التي تميز هيمنة اللغة الإنجليزية في وسائل التواصل الاجتماعي الكردية. ويهدف أيضاً إلى اكتشاف أنواع الكلمات المستعارة الأكثر استخداماً في وسائل التواصل الاجتماعي فيما يتعلق بنموذج (2006) Myers-Scotten بعد ذلك، ربط أسباب استخدام الكلمات المستعارة بالفئة الاجتماعية أو العمر أو الجنس الأكثر استخداماً لها على Facebook. على هذا الأساس، اختار الباحثون 2776 منشوراً وتعليقاً على Facebook من مجموعتين من المعلمين على Facebook بين 1 يناير 2022 و 31 ديسمبر 2022. النتائج الرئيسية للدراسة التي تتكون من نوعي الكلمات المستعارة، يتم استخدام الاستعارات الأساسية بشكل متكرر، مما يشير إلى حضور هيمنة اللغة الانكليزية على اللغة الكردية. بالإضافة إلى ذلك، استخدم المعلمون الذكور في كلتا المجموعتين كلمات مستعارة باللغة الإنجليزية أكثر مما استخدمته المعلمات، بينما أظهرت المتغيرات الاجتماعية الأخرى مثل الطبقة الاجتماعية والعمر اختلافات أقل.

**الكلمات المفتاحية:** الهيمنة، الكلمات المستعارة، وسائل التواصل الاجتماعي، فيسبوك، الاقتراض الثقافي / الأساسي