

---

| RESEARCH ARTICLE

## Clipping of Borrowings in Spoken Arabic

Prof. Reima Al-Jarf

Full Professor of English and Translation Studies, Riyadh, Saudi Arabia

Corresponding Author: Prof. Reima Al-Jarf, E-mail: [reima.aljarf@gmail.com](mailto:reima.aljarf@gmail.com)

---

| ABSTRACT

Clipping is a word formation process in which a word is reduced/shortened to one of its parts as in *exam, math, grad, lab, Sue* while still retaining the same meaning and same part of speech. Clipping is classified into: (i) Initial clipping: *phone (telephone), net (Internet)*; (ii) Medial clipping: *fancy (fantasy), ma'am (madam)*; (iii) back clipping: *exam, fax, doc, gym*; (iv) Complex clipping: *chem bot (chemistry-botany), ed psych (educational psychology)*. In Arabic, single word clipping of native words is limited (عائش، بندق، بيده، خال، يوسف، خال)، whereas compound word clipping is more common in names of people, countries, cities, airlines, universities, courses, rivers, airlines, hospitals, and others. This study explores clipped borrowings (loan words) used in Spoken Arabic with no clipped, reduced, or shortened forms in English or French. It also aims to classify clipped borrowings, identify the most common type, and explains why Arabic speakers clip borrowings. Results revealed 5 types of borrowings: (1) back clipping of single words and compound (70%) as in aluminum > ألومنيوم، Chevrolet شيفر، centimeter سانتيمي، hypermarket هايبير، Intercontinental الأنتر، Facebook فيس، WhatsApp واتس، Casablanca كازا; (2) fore clipping (10%) as in album البوم; (3) medial clipping (11%) as in Alzheimer ازهايمر، cinema السينما، radio رادو; (4) complex clipping with phonological changes (9%) as in rickshaw > ريكشا، Hollywood > هوليوود; and (v) crasis as in workshop ورشة عمل، screwdriver سكروبر. Such clippings are spontaneously created and used by educated and uneducated Arabs and those who do not know English. Students majoring in English, medicine, and pharmacy at King Saud University create their own clippings: *Style (Stylistics); Semantic (Semantics); Contrastive (Contrastive Analysis); mid (midterm), cause (because), lap (laptop), pharma (pharmacy), ophtha (ophthalmology), pedia (pediatrics)* which they sometimes use in their writing assignments. The students asserted that clipped forms are "cute, easy, and everybody is doing it". They use them with other students in the same major. Instructors should draw students' attention to student-created clippings that are ungrammatical, and to Arabic clipped borrowings that can only be used in spoken Arabic but not in English formal writing. Socio- and psycholinguistic reasons for clipped borrowings are given.

| KEYWORDS

Clipping, shortening, truncation, reduction, clipped borrowings, fore clipping, medial clipping, back clipping

| ARTICLE INFORMATION

ACCEPTED: 01 November 2023

PUBLISHED: 11 November 2023

DOI: 10.32996/ijllt.2023.6.11.9

---

### 1. Introduction

Clipping, reduction, truncation, or shortening is a word formation process in which a word is reduced to one of its parts. It is a process for creating new words. In clipping, a lexeme (simple or complex) is shortened, while still retaining the same meaning and the same part of speech. Clipped words are not abbreviations, acronyms, contractions, or diminutives. They are more colloquial and informal and may replace the original words in everyday usage as in *piano* instead of *pianoforte*, *math* instead of *mathematics* and *lab* instead of *laboratory*. Clipping makes it easier to spell and write many words. Some clipped forms are acceptable in formal writing, while others are not. When writing in academic and business contexts, the status of common clipped forms should be noted.



In Ghanaian English, Bamiro (1994) used 10 categories to analyze lexical innovations in Ghanaian English which included: clipping/ (deletion of one or more syllables from a word); loan shifts (manipulating English words to convey purely denotative and emotional, attitudinal meanings); semantic under-differentiation (neutralizing emotive distinctions between lexical items); lexico-semantic duplication and redundancy (couldn't be able to); ellipsis (deletion of a headword in a nominal phrase); conversion (use of noun as a verb); analogical creation (formation of new words on the basis of partial likeness or agreement in form or sense with existing English words); and coinages (inventing lexical items that expand the contextual usefulness of English); creation of acronyms and translation equivalents.

In English, Angelia (2009) described the types of clipping that exist in the June–December 2009 edition of Hello magazine, to explain the process of word formation and the reasons for using clipping. The author found 38 words: 4 words underwent fore clipping, and 32 words underwent back clipping, 1 word underwent combination clipping, 7 words underwent clipping with a little spelling change, 5 words were name clippings, and 1 word with mixed clipping. Some words have more than 1 process, such as back clipping + clipping with a little spelling change or back clipping + name clipping + clipping with a little spelling change. No rules are followed in the process of clipping as a word formation process. The use of the same clipping for more than one word should be avoided so as not to create confusion with other words that have different meanings. If the word has an affix, the root was used as a clipped form. Some of the existing clippings are formed to make the atmosphere more informal, more pleasant to hear, and easy to pronounce, and also to show the accuracy of the meaning in accordance with the word in question.

Similarly, 300 abbreviations were randomly collected from English research paper titles published in the most prestigious European and US-based Astrophysics journals. Results showed that the process of shortening (clipping) words and groups of words is one of the most prevalent characteristic and recurrent features in Astrophysics research paper title construction. Although abbreviations are convenient as a mechanism for word-formation, some of them may pose certain difficulties in understanding and/or misinterpretation because of their specificity, ambiguity, or overlap (Méndez & Alcaraz, 2015).

Since clipped (shortened) forms are very common on social media, Rosalia (2020) identified the kinds of clipped words with their lexical and contextual meanings in Instagram captions. Instagram captions were taken from five Instagram users. The results revealed that the kinds of clippings used are back clipping, compound clipping, and fore clipping. The lexical and contextual meanings are similar to those in the Oxford Learning's Online Dictionary, Cambridge Online Dictionary, Meriam Webster Online Dictionary, Longman Online Dictionary, and U–Online Dictionary. The contextual meanings are bound to the condition, place, and time of the caption on Instagram.

Likewise, The clipping (shortening) of words on WhatsApp chat were analyzed by Ikhsan, Fitriana and Nasir (2021) to find out the types of clipped word in Indonesian language that are frequently used by WhatsApp users. Screen shots of WhatsApp group chats of KBM ESA USK and HMI Komsat FKIP USK were collected. The researchers identified four types of clipped words: back clipping, fore clipping, medial clipping and complex clipping. The most common type was complex clipping (61.7%) followed by back clipping (28%), fore clipping (8.7%) and medial clipping 1.6%.

In language teaching, word clipping was used to develop 5 tenth grade students' vocabulary at SMAN 5 Kota Tangerang Selatan. Findings revealed that practicing word clipping was effective in increasing learners' vocabulary (Paramita, Hidayat, & Susilo, 2019).

In Arabic, Oriabi (2012) compared and contrasted clippings in English and Arabic and concluded that Modern Standard Arabic does not have an independent clipping process for creating new words as it is the case in English. Rather, it has a partition process used for grammatical and poetic purposes as in the vocative case.

The above literature review shows a dearth of research studies that investigate the clipping of words in world languages in general and in Arabic, in particular. Therefore, this study aims to fill a gap in the literature by exploring the process of clipping borrowings (loan words) in Spoken Arabic for which no clipped forms exist in the donor language, the kinds of clippings Arabic speakers make of borrowed (loan) words used in spoken Arabic, the faulty clipping of borrowings in EFL/ESP students' speech, to give possible explanations for clipping borrowed words and compounds in spoken Arabic and to give some implications for foreign language learning and teaching.

### **3. Significance of Study**

Findings of the present study are significant for gaining a better understanding of innovative word formation processes in Arabic with a focus on clipped borrowings for which there are no clipped forms in the donor language (English and French), to provide new information based on the linguistic investigation done, and to provide an explanation for the driving force behind the occurring changes in this Arabic word formation process.

Moreover, this study is part of a series of studies on some innovative linguistic phenomena in Arabic such as hybrid compounds consisting of a foreign lexeme and a native Arabic lexeme (Al-Jarf, 2023g); hybridized lexical items that combine native Arabic lexemes and borrowed affixes (Al-Jarf, 2023d); Arabic word formation with borrowed affixes (Al-Jarf, 2014); derivation from foreign words borrowed in Arabic for which no derivatives exist in the source language (Al-Jarf, 2021), and derivation from native and foreign acronyms used in Arabic (Al-Jarf, 2023b; Al-Jarf, 2023c). It is also part of a series of studies about innovative word formation processes that appeared during the Arab Spring such as emerging political expressions (Al-Jarf, 2022b; Al-Jarf, 2015a); the expressions and vocabulary used in sectarian language that describe the "other" (Al-Jarf, 2022c), those that are politically incorrect (Al-Jarf, 2023f); and neologisms (Al-Jarf, 2010). Clipping of borrowed words and compounds in spoken Arabic was not investigated by any study in the literature.

#### 4. Data Collection & Analysis

A corpus of 145 clipped borrowings (words and compounds) used in Spoken Arabic for which no clipped forms exist in the donor language was collected from a sample of 10 informants (relatives, neighbors and friends) who do not know English. Clipped borrowings were noted and collected in the flow of informal daily speech in Colloquial Arabic. The clipped borrowings do not represent a specific Spoken Arabic dialect.

In addition, a sample of 45 specialized clipped forms were collected from 30 students and 10 lecturers at Colleges of Languages and Translation, Medicine and Pharmacy at King Saud University, in Riyadh, Saudi Arabia. They were asked to give examples of clipped forms related to course names and academic issues, when they informally communicate and interact in spoken Arabic.

The clipped borrowings collected were categorized according to 5 types of clipping: (i) *fore clipping* in which the first phoneme, syllable or prefix is deleted; (ii) *Medial clipping*, in which the middle part of a word is deleted whether it is a vowel, consonant or syllable; (iii) *Back clipping* in which the final vowel, consonant, syllable or suffix in a word is deleted, or the second element in a compound is dropped; (iv) *complex clipping* in which shortening of a compound by preserving and combining its initial parts (or first syllables). (v) *Crisis* in which two vowels or diphthongs merge into one new vowel or diphthong and making one word out of two (univerbation). The clipped forms and their classification were verified by 2 colleagues with a Ph.D. in linguistics.

The percentage of clipped borrowed words and compounds in each category was calculated. In addition, the data were analyzed and described qualitatively.

#### 5. Results

##### 5.1 Distribution of the Clipped Forms by Type

Data analysis of the clipped borrowings in Spoken (colloquial Arabic) fall into 5 categories: back, fore, medial, complex clipping and crisis. The most common type is back clipping (70%); followed by fore and medial clipping (11% each), fore clipping, fore clipping (19%) and the least is complex clipping and crisis (9%). Each type of clipping is described below. For each example in the following sections, the source word, and its clipped form in both English and Arabic are given. The deleted part in the source word is in bold type.

##### 5.2 Back clipping in single words and compounds

Back clipping occurred in 70% of the borrowings collected. Deleted elements revealed the following:

- The final vowel is deleted in **taxi** > tax تاكس; **pepsi** > peps بيبس; **taxi** > tax تكس; **balcony** > balcon بلكون; **excellency** > excellenc اكسلانس; **kangaroo** > cangar كنگر; **antenna** > antenn انتن; **diploma** > diplom دبلوم; **chasse** (French) > chass شاص; **Burger** > borga بورجة; **Canary** > canar كنار.
- The final consonant is deleted in **Philippines** > Philippine; **United States** > United State; **Reuters** > Reuter رويتر; **parking** > parkin باركن; **Bloomberg** > Bloomber بلومبير; **trailer** > trailla تريلا; **aluminum** > aluminya الومنيا/aluminyo الومنيو; **nylon** > nylo نايلو; **biscuit** > bisco; **passport** > passport پاسبور; **McDonald** > McDonal ماكدونال; **coverture** > cuverta كوفيرتة (a final syllable is deleted and the final vowel a is added; **BMW** > BM بي ام.

An interesting case of clipping is the reduction of a three-letter acronym to two as in **BMW** > BM بي ام.

- The final syllable is deleted in **satellite** > satell ساتل; **Kalashnikov** > Kalashn كلاشن; **McDonald** > McDon ماكديو; **Erdogan** > Erdo اردو; **Professor** > prof بروف; **Kaspersky** > كاسبر; **gypsum** > جيس; **Doctor** > doc دوك; **Chevrolet** > Chever شفر; **conditioner** > condition كونديشن; **Bangladeshi** > Banglala بنجالا. **administrator** > admin ادمن.

- In compound words that consist of a prefix + a lexeme as a second element, the prefix is retained and the second element is deleted as in **centimeter** > centi سنتي/سنتي; **kilogram/ kilometer** > كيلو/كيلو; **milligram/milliliter** > ميلي/ميلي; **gigabyte** > جيجا; **megabyte** > ميغا; **terabyte** > تيرا; **microbus** > ميكرو; **psychopath** > سايكو; **microphone** > ميك/مايك; **hypermarket** > هايپير; **supermarket** > سوپر; **Intercontinental** > انتر;
- In compounds consisting of two words, the first element (lexeme) is retained and the second element is deleted: Adis **Ababa** > Adis الأديس; Burkina **Faso** > بوركينا; Casablanca > كازا; Costa **Café** > كوستا; Disney **land** > ديزني; Facebook > فيس; gentleman > جنتل; Ginkgo **Biloba** > جنكا; hard **disk** > هارد; Instagram > انستا; Inter **Milan** > انتر; Kaspersky > كاسبر; Kuala **Lumpur** > كوالا; Las Vegas > فيجاس; Rio **De Janeiro** > ريو; Mercedes **Bens** > مرسيدس; Pepsi **Cola** > بيبسي; **Rolls Royce** > رولز; Seven **Up** > سبن; Snapchat > سناب; Spiderman > سبايدر; station **wagon** > ستيشن; underwear > اندر; username > يوزر; Volks **Wagon** > فولكس; Whats**App** > واتس.

### 5.3 Medial clippings

Medial clipping constitutes 12%. The following are descriptions of the deleted phonemes:

- In borrowed words beginning with /al/ such as **Alzheimer**, the /al/ is treated as the Arabic definite article {al-} and the z consonant as a sun letter, thus the /l/ sound was deleted. **Alzheimer** is pronounced **Izheimer**.
- Medial consonant deletion & final vowel addition as in **flannel** > فانيلا.
- A variety of consonants are deleted in **cinema** > سيما; **oldsmobile** > اوزموبيل; **kleenex** > كلينس; **motorcycle** > موتوسايل; **partition** > بوتيشن (there is a change in the vowel in the clipped form); **ganti** from french is pronounced /gawanti/ in by some speakers of arabic and is pronounced without w جانتتي by others. in **puncture** بنشر, the middle consonant c is deleted and ch is reduced to sh. In **thermos** > ترمس, th is reduced to t. In **mademoiselle** > مادمازيل (French) /w/ is deleted.
- In some words, the diphthong /ai/ or consonant y+v sound are reduced to a single vowel as in **radio** > رادو; **Daihatsu** > ديهاتسو; **nutela** > نوتيللا; **dracula** > دراكولات; **radiator** > الرديتر; **Vietnam** > فيتنام; **Associated Press** > اسوشيتد; **pedicure** > بديكير; **Daniela** > دانلا; **Microchrome** > ميكروكروم; **nitrogen** > نيتروجين; and **security** > سكرتي. Here again, Arabic speakers are transferring the Arabic phonological system to English borrowings as evident in reducing the diphthong to a short vowel and the deletion of y in the clipped form.

### 5.4 Fore clippings

In fore clipping, an initial syllable is deleted. In **album** > البوم; **autobus** > اتوبيس; **automatic** > اتوماتيك; **telephone** > فون; **Internet** > انترنت; **bicarbonate** > كربونات; **Bicycle** > ساكل, the prefix/initial syllable is deleted from each. In compounds such as **Coca Cola** > كولا and **Las Vegas** > فيجاس, the first element of the compound is deleted. **paracetamol** > سيتامول; **influenza** > فلانزا; **eucalyptus** > كاليبتوس. **Icecream** has two clipped forms /askari:m/ اسكريم and /iskiri:m/ اسكريم. In the former which is used by some uneducated people, the initial vowel was shortened and the pharyngeal fricative ʔ was added. In the latter, the diphthong /ay/ was shortened to the vowel /i/. In **busstop** > سبوط, bus was deleted and the /t/ in stop was changed to the emphatic consonant /T/.

### 5.5 Complex clipping with phonological changes

In complex clipping, one or more vowels, one or more consonants or a vowel and a consonant are deleted. In some reduced forms, multiple reductions, addition and change in phonemes are involved. In **Zuckerberg** > زكرباك, the consonant /r/ is deleted and the vowel /e/ is changed to /a/. In **Washington** > واشنطن, /g/ is deleted and /t/ is change to the emphatic /T/. In **rickshaw** > ركشة, /aw/ is reduced to /a/. In **Hollywood** > هيل يود, the vowels /o/ + /w/ are deleted. /o/ is changed to /i/. In **Scandinavia** > سينايا, the phonemes /and/ are deleted to shorten the word. In **shovel** > شبول and **reverse** > ريوس, the /v/ is changed to /y/ and the consonant r is deleted.

### 5.6 Crasis

In crasis, two vowels or diphthongs are merged into one new vowel or diphthong and speakers make one word out of two (univerbation). Examples of crasis in the data are **workshop** > وارشة عمل where the final consonant in each word in the compound is deleted then both words were blended and a final vowel was added, thus creating a new single word. In **screwdriver** > سكراب, the second element is deleted, and a final /p/ is added forming a single word. In **Coca Cola** > كاكولا, deletion

and blending of the two words are involved, then the clipped word and the second element were blended to form a new word. In **skirt** > kurta كرتة, the initial consonant is deleted, and a final vowel is added. In **training suit** > tring ترينج *suit* and the middle syllable *ain* are deleted to shorten the word and form a completely new word. In **hospital** > spitar سبيطار, the initial syllable is deleted and two consonants are substituted. /t/ to emphatic /T/ and /l/ to /r/.

### 5.7 EFL/ESP Students' Clippings of Borrowed Technical Terms

EFL/ESL students majoring in languages and translation use the following clipped forms in their spoken language: **because** > cause كوز (first syllable is deleted); **introduction** > intro انترو (back clipping); **midterm** > mid الميد and the plural الميدات; **Laptop** > lap لاب. They also reduce course names as **Vocabulary** > vocab فوكاب; **Stylistics** > style الستايل. Final {s} is deleted from course names ending in -ics as in **Linguistics** > Linguistic لينجويستيك; **Semantics** > Semantic سيمانتك; **Stylistics** > Stylistic ستايلستيك. Two clipped forms exist for **economics** eco ايكو and **econ** ايكون. In compound course names, the second element is deleted especially in compound course names that contain translation or interpreting as in **Text structure** > text تكست; **Sight translation** > Sight سايت; **Contrastive analysis** > Contrastive كونتراستيف; **Natural translation** > Natural طبيعية; **oil translation** > oil نفطية; **sight translation** > sight منظورة; **legal translation** > legal قانونية; **consecutive interpreting** > consecutive تتبعية; **simultaneous interpreting** > simultaneous فورية and so on.

Since medical terms and course names are secondary compounds consisting of a Greek or Latin root and a suffix, Arab college students majoring in medicine and pharmacy retain the first element of the term in the course name, i.e., the root and delete the suffix as in the following examples: **Biochemistry** > bi-chem باي كيم; **biology** > bio بيو; **cardiology** > cardio كارديو; **chemotherapy** > chemo كيمو; **demonstration** > demo ديمو; **dermatology** > derma ديرما; **gastrology** > gastro قاسترو; **gynecology** > gyne قاينة; **hematology** > hema هيمما; **hematology-oncology** > hem-onc هيم اونك; **histology** > histo هيستو; **microbiology** > micro ميكرو; **nephrology** > nephro نيفرو; **neurology** > neuro نيبورو; **ophthalmology** > ophtha أوفثا; **orthopedics** > ortho اورثو; **pediatrics** > pedia بيديا; **pharmacy** > pharma فارما; **psychology** > psych سايك; **psychopath** > psycho سايكو; **pulmonary** > pulmo بلمو; **sociology** > socio سوسيو. the same process is applied in **laboratory** > lab لاب.

### 5.8 Influence of and Transfer from Arabic

In borrowed words beginning with /al/ such as *Alzheimer* > *Izheimer* الزهايمر and *album* > *bum* البوم, Arab speakers are transferring the Arabic morphological system to English words beginning with /al/. They are treating /al/ in those words as the Arabic definite article {al-} and the z consonant as a sun letter after which the definite article is reduced to /a/. In **album**, the /b/ is a moon letter, thus it is pronounced /bu:m/ without the /al/. Here /bu:/ is identical in pronunciation to the Arabic word *owl* (Al-Jarf, 2022b).

In some other clipped forms, Arab speakers treat such clipped forms as Arabic words which can be made definite in the flow of speech by adding the Arabic definite article {al-} as in **laptop** > lap اللاب; **Liverpool** > Liver الليفر; **living room** > living الليفنج;; **licence** > licen الليسن; **hashtag** > hash الهاش; **microbus** > micro الميكرو; **microphone** > mic مايك/ micro الميكرو; **hypermarket** > hyper الهاير; **supermarket** > super السوبر; **Intercontinental** > inter الانتر; **Adis Ababa** > Adis الأديس; **Abuja** > buja البوجا; **Facebook** > Face الفيس; **WhatsApp** > Whats الواتس; **autobus** > tobus التيبس; **Internet** > net النت; **cinema** > cema السيمما; **radiator** > radator الرديتر. In **midterm** > mid الميد, the clipped form is pluralized "الميدات".

The deletion of final -s in borrowings (Fours \*Season, United \*State, Philippines > Philippine; United States > United State; Reuters > Reuter رويتر; Linguistics > Linguistic; Semantics > Semantic; Stylistics > Stylistic) is a transfer from Arabic which does not allow two-consonant clusters consisting of /nz/ in word final positions.

## 6. Discussion and Recommendation

Data analysis has shown that Arabic reduces borrowings as it is the case in Japanese as reported by Irwin (2007). Data analysis has also revealed that borrowings in Arabic undergo five types of clipping: back clipping, medial, initial, complex clipping and crasis. This is also consistent with the clipping processes in other languages and other contexts such as Japanese (Madhushani (2015; Shibatani, 1990; Irwin, 2007); Ghanian English, Bamiro (1994); Instagram captions (Rosalia, 2020); and WhatsApp chats in Indonesian (Ikhsan, Fitrisia & Nasir, 2021); and English research paper titles published in European and US Astrophysics journals (Méndez & Alcaraz, 2015).

The most common type of clipping borrowings in Arabic is back clipping (70%) which is similar to the most common clipping in English and Japanese Shibatani (1990); clippings in the June–December 2009 edition of Hello magazine (Angelia, 2009); and clipping in Instagram captions (Rosalia, 2020). Unlike results of the current study, the most common type of clipping in WhatsApp chats is complex clipping which constituted 61.7% (Ikhsan, Fitrisia & Nasir, 2021).

Clippings of borrowing in spoken Arabic are spontaneously created and used by educated and uneducated Arabic speakers even those who do not know English. Clipped borrowings in Spoken Arabic are not used in Standard Arabic. They may not also

correspond with the clippings used in English for the same words especially those used by the students. In this respect, Marchand (1969) indicated that clippings originate as terms of a special group like college students, the medical profession, police, army... etc., in a context situation where a hint (the clipped form) is sufficient to indicate the whole, i.e., the full form. Clippings are not coined as forms belonging to the standard vocabulary of a language such as those coined and used by common people and students majoring in languages and translation. Such clippings will remain group slang. On the contrary, clippings of some influential groups such as those coined and used by medical and pharmacy students can pass into common usage and become part of Standard English as in *laboratory* > *lab*, *pharmacy* > *pharmacy* and others.

An explanation for Arabic speakers' clipping of borrowings in Spoken Arabic may be due the fact that the source (original) foreign words and compounds are long and unfamiliar to some Arabic speakers especially those who do not know English. It seems that such borrowings are undergoing a simplification process by reducing vowels, consonants, syllables, suffixes or even words. Shortening long words makes such words easy to use and understand in the flow of speech. In addition, Arab speakers seem to follow Zipf's (1950) principle of the least effort, i.e., the expenditure of the least amount of effort in performing the pronunciation task in Spoken Arabic. In the current study, Arabic speakers deleted vowels, consonants, syllables, or whole words which they cannot identify or discriminate. They tried to transfer the Arabic phonological system to foreign words borrowed from English and French, treating some syllables like Arabic syllable, adding vowels and consonants to facilitate pronunciation and make it similar to the pronunciation of native words.

Reductions in the current study are similar to reductions in non-conventional Arabic spelling on social media in which Arabic speakers delete final and medial vowels, delete the vowels in particles and prepositions, reduce the definite article {al-} to {l}, reduce double letters /ll/ and the relative pronoun /illi/ to /l/ and /li/, substitute long vowels by short ones and vice versa. They are also similar to short vowel omissions in the transliteration of personal names on Facebook as those are represented by diacritics in Arabic spelling which are not shown in the written form of Arabic words and names (Al-Jarf, 2023a; Al-Jarf, 2023e).

Moreover, the pronunciation adaptations made such as vowel shortening, or vowel/consonant addition and mispronunciations involved in clipped borrowings in the current study are consistent with Proper Noun pronunciation inaccuracies in English by educated Arabic speakers and student-interpreters' foreign proper noun pronunciation errors in English-Arabic and Arabic-English media discourse interpreting (Al-Jarf, 2022c; Al-Jarf, 2022e).

A third explanation is that clipping mainly occurs because people like to play with language and because language has redundant matter which can be deleted (Kreidler, 1978). At the phonological level, certain preferences are seen: the clipped form is more likely to be from the beginning of the source form than from the end or middle. It falls into one of a small number of patterns. It shows all the phonological constraints which exist for longer words. Grammatically and semantically, the clipped form may be identical in meaning and function with the source form as in *album* > *bum* *البوم* which is identical to *البوم* *the owl* in Arabic. Many clipped borrowings in the current study may be more restricted in meaning, i.e., have a single meaning.

Furthermore, ESL/ESP students think that use of clippings of English borrowings, used in academic contexts such as course names, think that such clippings are "cute", "everybody is doing it", and they prefer to use such forms because they are short, easy to use and are better than long words or two-word compounds. Other informants reported that they use such clipped forms spontaneously and do not think they are hybrid or foreign as many people use them in their oral communication.

ESL/ESP students who use clipped forms do not think of grammaticality or correctness. Some use "cause" in their writing assignments, and many clipped borrowings are used in Arabic posts on social media. Therefore, this study recommends raising ESL college students' awareness of the difference between *-ic* and *-ics* as in *linguistics/linguistic*, *stylistics/stylistic* as the first is a noun, the second is an adjective and so on. They cannot say "I have a text or style class/course". Students learning English should not use clipped words in formal writing or formal speech in English, unlike Standard Arabic, in which the use of clipped forms in verbs and nouns is mandatory.

Finally, the use of clipping on Arabic social media, general and specialized Arabic magazine articles and shortened personal first names as nicknames (*Abboud, Susu, Mimi, Lulu, Rannoosh, Loudi*) in Arabic is still open for further investigation by Arab researchers in the future.

**Conflicts of Interest:** The author declares no conflict of interest.

**ORCID ID:** <https://orcid.org/0000-0002-6255-1305>

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, editors and reviewers.

## References

- [1] Al-Jarf, R. (2023a). Absence of vowels in the English spelling of Arabic personal names on social media. *International Journal of English Language Studies (IJELS)*, 5(4), 88-97. Doi: 10.32996/ijels.2023.5.4.7. Google Scholar
- [2] Al-Jarf, R. (2023b). Derivation from native and loan acronyms in Arabic. *International Journal of Linguistics Studies*, 3(3), 19-25. DOI: 10.32996/ijels.2023.3.3.3. [Google Scholar](#)
- [3] Al-Jarf, R. (2023c). *Grammaticalization of acronyms in Arabic*. 2nd Online Conference on Language, Identity and Communication in Contemporary Society (LICCS). Babeş-Bolyai University, Cluj-Napoca, Romania. September 28-29. <https://www.researchgate.net/publication/374420195>. [Google Scholar](#)
- [4] Al-Jarf, R. (2023d). Lexical Hybridization in Arabic: The case of word formation with borrowed affixes. *International Journal of Linguistics, Literature and Translation*, 6(10), 61-70. DOI: 10.32996/ijllt.2023.6.10.9. [Google Scholar](#)
- [5] Al-Jarf, R. (2023e). Non-conventional spelling in informal, colloquial Arabic writing on Facebook. *International Journal of Linguistics, Literature and Translation*, 6(3), 35-47. DOI: 10.32996/ijllt.2023.6.4.6. [Google Scholar](#)
- [6] Al-Jarf, R. (2023f). Political (in)correctness and the cancel-culture attitude: The case of religious sectarian language after the Arab spring. *International Journal of Law and Politics Studies*, 5(5), 96-104. <https://doi.org/10.32996/ijlps.2023.5.5.11>. [Google Scholar](#)
- [7] Al-Jarf, R. (2023g). Word formation with foreign lexemes: The case of hybrid compounds in Arabic. *Journal of Humanities and Social Sciences Studies*, 5(11), 15-27. <https://doi.org/10.32996/jhsss.2023.5.11.3>. [Google Scholar](#)
- [8] Al-Jarf, R. (2022a). Emerging political expressions in Arab spring media with implications for translation pedagogy. *International Journal of Linguistics, Literature and Translation*, 5(11), 101-109. DOI: 10.32996/ijllt.2022.5.11.12. [Google Scholar](#)
- [9] Al-Jarf, R. (2022b). English transliteration of Arabic personal names with the definite article /al/ on Facebook. *British Journal of Applied Linguistics (BJAL)*, 2(2), 23-37. DOI: 10.31926/but.pcs.2022.64.15.2.2. [Google Scholar](#)
- [10] Al-Jarf, R. (2022c). Proper noun pronunciation inaccuracies in English by educated Arabic speakers. *British Journal of Applied Linguistics (BJAL)*, 4(1), 14-21. <https://doi.org/10.32996/bjal.2022.2.1.3>. ERIC ED619388. [Google Scholar](#)
- [11] Al-Jarf, R. (2022d). Sectarian language and perception of the "other" after the Arab spring. *Bulletin of the Transilvania University of Brasov. Series IV: Philology and Cultural Studies*, 15(64), 2, 29-46. DOI: 10.31926/but.pcs.2022.64.15.2.2. [Google Scholar](#)
- [12] Al-Jarf, R. (2022e). Student-interpreters' foreign proper noun pronunciation errors in English-Arabic and Arabic-English media discourse interpreting. *International Journal of Translation and Interpretation Studies (IJTIS)*, 2(1), 80-90. Doi: 10.32996%2Fijtis.2022.2.1.11. ERIC ED619940. [Google Scholar](#)
- [13] Al-Jarf, R. (2021). Derivation from foreign words and acronyms borrowed in Arabic. *LINGUA, Language and Culture*, 20(2), 52-77. [Google Scholar](#)
- [14] Al-Jarf, R. (2015a). *Emerging political expressions in Arab spring media*. 6th Nitra Conference on discourse Studies. Constantine the Philosopher University, Nitra, Slovakia. <https://www.researchgate.net/publication/364368347>. [Google Scholar](#)
- [15] Al-Jarf, R. (2015b). *English and Arabic derivation for translation students*. [Google Scholar](#)  
<https://www.researchgate.net/publication/281003231>
- [16] Al-Jarf, R. (2014). *Arabic word formation with borrowed affixes*. Word-Formation Conference. University of Bern, Switzerland. [Google Scholar](#)
- [17] Al-Jarf, R. (2011) Teaching English word-formation processes to translation students. *Komunikacija i kultura online: Godina II, broj 2*, 160-174. [Google Scholar](#)
- [18] Al-Jarf, R. (2010). Translation students' difficulties with English neologisms. *Analele Universităţii "Dunărea De Jos" Din Galaţi Fascicula XXIV ANUL III (2)*. 431-437. Romania. ERIC ED613253. [Google Scholar](#)
- [19] Al-Jarf, R. (2004). *English and Arabic compounds for translation students*. <https://www.researchgate.net/profile/Reima-Al-Jarf/publication/280931586>. [Google Scholar](#)
- [20] Al-Jarf, R. (1994a). *English and Arabic derivation for translation students*. <https://www.researchgate.net/publication/281003231>. [Google Scholar](#)
- [21] Al-Jarf, R. (1994b). *English and Arabic word-formation processes for translation students*. King Saud University, KSA. <https://www.researchgate.net/publication/281003183>. [Google Scholar](#)
- [22] Al-Jarf, R. (1990). *A contrastive analysis of English and Arabic morphology for translation students*. King Saud University, KSA. [Google Scholar](#)
- [21] Angelia, I. (2012). Clipping analysis of English words: The Hello Magazine June-December 2009. *LANTERN - Journal on English Language, Culture and Literature*, 1(2).
- [22] Bamiro, E. (1994). *Lexical innovation in Ghanaian English*. ERIC ED378810.
- [23] Ikhsan, I., Fitriisa, D., Nasir, C. (2021). An analysis of clipping words on WhatsApp group chat. *Research in English and Education Journal*, 6(3), 147-156
- [24] Irwin, M. (2007). SLPs and self-help groups—Why a close relationship is vital. *Perspectives on Fluency and Fluency Disorders*, 17(1), 13-15.
- [25] Kreidler, C. (1978). *Creating new words by shortening*. ERIC ED166965.
- [26] Madhushani, W. (2015). *Different clipping words in the Japanese language*. repository.kln.ac.lk.
- [27] Marchand, H. (1969). *The categories and types of present-day English word-formation*. München: C. H. Beck'sche Verlagsbuchhandlung.
- [28] Méndez, D. & Alcaraz, M. (2015). The use of abbreviations in English-Medium astrophysics research paper titles: A problematic issue. *Advances in Language and Literary Studies*, 6(3), 185-196.
- [29] Nasser, M. (2008). Processes of word formation in English and Arabic. *Journal of the College of Education*, 2(3), 71-87. Babylon University, Iraq.
- [30] Oriabi, H. (2012). A contrastive study of clipping in English and Arabic. *Journals Education for Girls*, 10, 255-270. [www.iasj.net/iasj/article/94659](http://www.iasj.net/iasj/article/94659)

- [31] Paramita, I., Hidayat, D. & Susilo, A. (2019). *The use of clipping words to develop students' vocabulary (a quasi-experimental study at tenth grade of 5 Senior High School South Tangerang)*. Jakarta: FITK UIN Syarif Hidayatullah Jakarta. <http://repository.uinjkt.ac.id/dspace/handle/123456789/46763>
- [32] Rosalia, B. (2020). Clipping words in caption of Instagram. English Department, Faculty of Adab and Humanity. Islamic States University of Sunan Gunung Djati Bandung. <http://digilib.uinsgd.ac.id/id/eprint/29015>
- [33] Shibatani, M. (1990). *The languages of Japan*. Cambridge University Press.
- [34] Zipf, G. (1950). *Human behavior and the principle of least effort*. Addison-Wesley Press. [https://doi.org/10.1002/1097-4679\(195007\)6:3<306::AID-JCLP2270060331>3.0.CO;2-7](https://doi.org/10.1002/1097-4679(195007)6:3<306::AID-JCLP2270060331>3.0.CO;2-7)