

4TH ICLET 2021

INTERNATIONAL CONFERENCE ON LANGUAGES,
EDUCATION AND TOURISM 2021

E-PROCEEDING

THEME: "LANGUAGE, EDUCATION AND TOURISM -
EMBRACING CHANGES AND CHALLENGES"

ENGLISH LANGUAGE
AND
EDUCATION





ICLET 2021
THE INTERNATIONAL CONFERENCE
ON LANGUAGES, EDUCATION AND
TOURISM 2021

*Proceedings of the 4th International Conference of Languages,
Education and Tourism 2021
Language, Education and Tourism - Embracing Changes and Challenges
International Islamic University Malaysia
28th – 30th June 2021*

English and Education Proceeding

**E-PROCEEDING OF INTERNATIONAL CONFERENCE OF LANGUAGES,
EDUCATION AND TOURISM (ICLET) 2021
[English & Education Version]**

“Language, Education and Tourism – Embracing Changes and Challenges”

**28th – 30th June 2021
KULLIYAH OF LANGUAGES AND MANAGEMENTS
INTERNATIONAL ISLAMIC UNIVERSITY OF MALAYSIA
PAGOH CAMPUS**

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e-Proceeding of International Conference of Languages, Education and Tourism (ICLET) 2021
[English & Education Version]

e ISBN 978-967-19255-8-4



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First Published: November 2021

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International Conference of Languages, Education and Tourism (ICLET) 2021

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Published by:

Kulliyyah of Languages and Managements (KLM),
International Islamic University of Malaysia Pagoh Campus

In collaboration with:

Office of Jamalullail Chair, IIUM Gombak
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ICLET 2021 PREFACE



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Assalamualaikum w.b.t and greetings.

First and foremost, I would like to thank all parties and participants who helped make the 4th International Conference on Languages, Education, and Tourism 2021 (ICLET 2021) a success, as well as the publication of these e-proceedings. Due to the pandemic, the conference was held online, bringing together education scholars and practitioners virtually from around the world to debate and deliberate a wide range of important issues concerning languages, education, and tourism.



Moving forward with a positive outlook in the midst of the pandemic, we chose a broad theme, 'Language, Education, and Tourism – Embracing Changes and Challenges,' as then we could have an eclectic array of papers covering a variety of topics such as communication studies, intercultural studies, education psychology, education administration, Islamic education, early childhood education, sustainable tourism planning and management, sustainable tourism policy and strategies, climate and tourism, culture, and more.

We received 122 abstracts and approximately 90 proceeding papers for the conference. It is a fantastic number, and I hope it will increase for the next upcoming conference in 2023. In addition, I would like to thank the ICLET 2021 Board Members as well as the committees for organising the conference and overseeing all elements of conference planning. I hope that this conference provides an opportunity to collaborate with all participants while engaging in peer-to-peer discussion of research and practices.

Finally, I would like to thank our Project Manager, Dr Samshul Amry and his team for the hard work and commitment to ensure the success of the conference. It is hoped that this conference will continue to be held every two years and become a great platform for research networking!

Dr. Mohd. Azrul Azlen bin Abdul Hamid

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ICLET 2021 ENGLISH LANGUAGE





THE USE OF ENGLISH LOANWORDS IN MALAY: PERCEPTIONS OF STUDENTS FROM A LANGUAGE FACULTY

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ABSTRACT

The increasing western culture and economic influence all over the world after the World War Two (Jones, 2007) has seen the growing use of English language as a second language in Malaysia. Despite some resentment towards the language as a colonizer's language (Stephen, 2013), the influence of the English language can be seen in the Malay language in the use of English loanwords. Using the qualitative research design, this study investigated the language students' perceptions of the use of English loanwords in the Malay Language. The research questions are: 1. What are the factors that influence the language students' choice of English loanwords?; 2. What are their opinions about the use of English loanwords among Malaysians in general? Six language students from Kuliyah of Languages and Management, International Islamic University Malaysia were interviewed online via the Google Meet platform. The data were analysed using the thematic analysis by Braun and Clarke (2006). The findings revealed that the factors that influenced the students to use English loanwords are familiarity, filling lexical gaps and the media influence. They also had mixed opinions on this phenomenon. While they were able to recognize the importance of English loanwords in communication, they were also concerned that it can compromise the authenticity of the Malay Language. This shows that despite the benefits of borrowing words from other languages, the native language is perceived as more than just a means of communication; it represents culture and identity. There were also suggestions that the Dewan Bahasa dan Pustaka (DBP) should control the number of English words being borrowed and adopted into the language.

Keywords: English Loanwords, Malay Language



1. INTRODUCTION

The increasing western culture and economic influence all over the world after the World War Two (Jones, 2007) has seen the growing use of English language as a second language in Malaysia. During the British colonization in Malaysia, English was widely used as the language in administration and educations. After the independence of Malaysia, the language of instruction in schools had gradually shifted to Malay. Policies were made to preserve Malay as the national language. Hashim and Low (2014) outline how English are being taught in school as secondary schools, but this pro-Malay policy was deemed unsuccessful. This is due to English being used as medium of instruction for mathematics and sciences in schools for years before a bilingual method was implemented to teach these subjects. Universities are also given the freedom to choose their medium of instruction either in Malay or English. Recognizing the importance of the English language at an international level, many private institutions had opted for using English.

The changes of language policy and the influence of the English language had made Malaysian fluent at least in two languages. The English spoken by Malaysian had also undergone few changes due to historical, political, and cultural forces, which had shaped through the other languages spoken in Malaysia and its dialects. Linguistic features such as the phonology, syntax, lexis, pragmatics, and sociolinguistics of Malaysian English had become a wide research topic to recognize the existence of the English variety. It is safe to assume that English had been generally accepted by Malaysians. However, there are some resentment towards the language as a colonizer's language (Stephen, 2013).

Despite the negative stigma surrounding the use of English language in Malaysia, the Malay language have borrowed many lexical terms from English, especially in written media. In fact, the Malay language had been borrowing from many other languages too such as Arabic and Tamil. Arabic loanwords are mostly related with religion with a higher frequency for the words to be fully absorb into the Malay Language because the words are not integrated so that the meaning could be maintained. The Arabic words that were borrowed are related to religion concepts, therefore integrating the words into the Malay Language could potentially change the meaning of the words (Zaidan et al., 2014). Meanwhile, the Tamil language had influenced the Malay language when Indian traders had traveled to the Malay Archipelago. Recent studies had also pointed out how the Sanskrit language are able to grow in the archipelago due to the influence Tamil had over the language (Ramasamy, 2020). Borrowing from other languages essentially helped the expansion of the Malay lexical. Arabic and Tamil loanwords were borrowed into Malay to fill the lexical gaps exist in the language.

Similarly, English words are being borrowed into Malay to fill up those gaps. During the shift between language policy, particularly during from English to Malay, it was noted that there are not many terminologies in Malay that can equivalently translate from English. Thus, the Malay language start borrowing words from English such as petroleum, diesel, zink, elektronik, telekomunikasi, debit, kredit, inoivis, import, eksport, birokrasi, korporat, insentif, ego, kaunseling, etc. for academic purposes (Shamimah, 2009). At present day, the move from an agriculture-based economy to technology-based economy, Malay language is keeping a close



contact with English as it possessed a more advance technology and modernized communication system. The increasing numbers of English loanwords are reflected in many Malay books and media.

Research surrounding English loanwords in Malay language are limited to adaptation strategies used in loanwords (eg. Naziman & Jaafar, 2018) and English loanwords in printed media (eg. Shamimah, 2009 and Stephen, 2011). Universities students' perception on English loanwords usage in the Malay language have yet to be uncovered despite much research had been done in several countries (eg. Murtisari & Mali, 2017; Olah, 2007; Relić, 2020; Rüdiger, 2018 and van Meurs et al., 2018). Moreover, Murtisari and Mali (2017) found that social science students tend to oppose English loanwords in the Indonesian language as they are aware of the social and sociolinguistic issue surrounding the area. Resentment towards English language as a colonizer's language can be a factor that influence student's perception in using English loanwords in Malay language. Therefore, this study would like to investigate language students' perception on the usage of English loanwords in Malay language with the research question as follows:

1. What are the factors that influence the language students' choice of English loanwords?
2. What are their opinions about the use of English loanwords among Malaysians in general?

2. LITERATURE REVIEW

The uniform appearance will assist the reader to read paper of the proceedings. It is therefore suggested to authors to use the example of this file to construct their papers. This particular example uses an American letter format with 25 mm margins left, right, top and bottom.

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2.1 Borrowing and Loanwords

Cited by Shamimah (2009), borrowing is a natural phenomenon that occurs due to language contact (Ansre, 1971; Hock, 1986; Bokamba, 1988; B. Kachru, 1989; Y. Kachru, 1982; Mkude, 1986; Pandharipande, 1982; Thomason and Kaufman, 1988; Viereck and Bald, 1986, Weinreich, 1953). A language's diction is able to expand due the transfer of linguistic items from one language to another (Bloomfield, 1933; Hock, 1976; Aitchison, 1985; B. Kachru, 1986 and Bokamba, 1988). Speakers learn words that are not in their native language and became



fond to utilized them in their language. According to Hock (1986: 380) the term “borrowing” refers to “the adoption of individual words or even large sets of vocabulary items from another language or dialect.” The process is called borrowing even though the lending language does not lose the words, nor does the borrowing language return the words. This process may be best described as copying, but borrowing has long been established in this sense and words that are borrowed are called loanwords (Trask, 1996).

According to Kachru (1994), an expert in contact linguistics, there are two hypotheses about the motivation for lexical borrowing in languages: deficit hypotheses and dominance hypotheses. Kachru (1994: 139) mentioned that “deficit hypothesis presupposes that borrowing is to remedy the linguistic deficit, especially in the lexical resources of a language.” In short, words are borrowed into a language because there are no equivalents. Words are also borrowed for new concepts and ideas that have no local equivalents especially when the concept is introduced in a particular country. For example, technologies that are invented in the west such as television, computer and telephone are borrowed into Malay as ‘televisyen’, ‘computer’ and ‘telefon’.

Higa (1979) has also contributed to the understanding of language contact and come out with dominance hypothesis. He mentioned when two culture comes into contact, the direction of culture learning (and subsequently word-borrowing) come from the dominant culture to subordinate. There are also words borrowed and used even though there are already equivalence in the borrowing language because they seem to have prestige. This is the case in a prolonged socio-cultural interaction between the ruling countries and the countries governed. For instance, English has many French loanwords due to the French colonizing the Britain land. On present day, the English speaking countries have become advanced and English became one of the most influential language of the world that it tends to lend more words than it borrows. This contact between a language and English is termed as Englishization.

2.3 Reason for Borrowing Words Tables and Figures

While there are two hypotheses about the motivation for lexical borrowing in languages, recent studies had found multiple of reasons as to why words are being borrowed into a language. Similar to deficit hypothesis, many languages borrows from other language to fill in lexical gaps. It is easier to borrow existing words form another language rather than coining a new one from nothing. It is a practical strategy in enriching language vocabulary. In Malaysia, Shamimah (2009) pointed out how English loanwords are used and preferred as they have semantic advantages that lexical in the Malay language lacks. Even on recent studies in other languages by Dashti and Dashti (2017) and Mostafa and Jamila (2012), they found that English loanwords are mainly used to fill lexical gaps exist in the Kuwait Arabic and Bengali languages respectively.

Another reason for a language to borrow words from other language is due to prestige the borrowed language. This reason is similar to dominance hypothesis. Al-shahrani (2020) found that students in King Khalid University will opt to use English loanwords in Arabic to



mark modernity, prestige and cultivation. Similarly, Rüdiger (2018) found that Koreans uses English loanwords for expressive reasons as to appear intelligent and to achieve education attainment. He also concluded that Koreans uses English loanwords as a way to practice their English.

Besides that, another recurring reason found by past studies is for practical reasons and habits. Al-shahrani (2020) and Rüdiger (2018) had found that Arabic students and Koreans uses English loanwords out of habit. They point out the convenience and simplicity of the loanwords had made it practical for them to constantly uses English loanwords in their everyday speeches. Al-shahrani (2020) also found that his participants indicate that English borrowings are easier to remember comparing to their Arabic equivalents.

Figure captions and table headings should be sufficient to explain the figure or table without needing to refer to the text.

3. METHODOLOGY

3.1 Research Design

To answer the research questions for the current study, a qualitative mode of research method is used. Cresswell (2012) defined qualitative research as an unfolding model that occur in a natural setting. Since borrowing words from another language is a recurring phenomenon in the Malay language, this mode is suitable in understanding the reason for student choice of English loanwords.

Moreover, a qualitative research is effective in obtaining specific information about the values, opinions, behaviors, and social context of a population (Farrelly, 2013). Thus, it is suitable in gathering the perspective of language students on the use of English loanwords in Malay language.

Furthermore, direct interaction between the researcher and participant during data collection process produce a more detail and subjective perspectives in using English loanwords in the Malay Language.

3.2 Sampling

Purposive sampling was used to determine the participants for the current study. Purposive sampling strategies are non-random probability sampling technique that ensure participant possess the criteria for the subject of the study (Etikan, 2016). Additionally, purposive sampling is one of the techniques that is quick and inexpensive way to collect data that are able to utilizes available resources.

In order to explore determine student's perception on English loanwords in Malay language, six (6) students from Kuliyah of Languages and Management, International Islamic University Malaysia (IIUM) were chosen to participate in the student. Selection of



participant is based on their abilities to bring sufficient information and resources for the current study. The participant are also students who often use English loanwords I their daily conversations and communication. The criteria of selected students are as follows:

1. Students from Kuliyah of Languages and Management, International Islamic University Malaysia
2. Are aware of English loanwords being used in the Malay language
3. Often use English loanwords in communicating with others.

Personal interviews were conducted with two students majoring English for International Communication, Arabic for International Communication and Malay for Communication respectively. This is because the students are well-educated with the natural phenomenon of English loanwords being borrowed into the Malay language. Murtisari and Mali (2017) found those studying social science or language had a negative attitude towards English loanwords used in their mother tongue as they are aware of the consequences of said phenomenon.

3.3 Instruments

The six students were personally interview with semi-structured questions to gain an in depth understanding of their reasonings and opinions. This interview approach is flexible that it provides a large amount of detail (Farrelly, 2013). Additionally, interviews allow information to be gained without being asked directly. The questions were open-ended, and the students were allowed to answer them in mixed language in order for them to express their opinions more naturally.

The interview questions were adopted and adapted from Murtisari and Mali (2017) a quantitative research that discussion the same area of study. A total of 3 questions were asked with another 8 additional questions in case they fail to elaborate on their opinions. The questions were reviewed multiple times by an assistant professor from Department of English for International Communication, KLM IIUM to ensure the question is relevant and appropriate with the study. A pilot study was then conducted with two people to help the research learn the flow of the interview, as well as allowing improvements for the real interview. These steps are conducted to ensure the validity of the questions as instruments for the topic.

3.4 Data Collection Procedure

The six students were schedule a personal interview through Google Meet. Key concepts were explained firsthand to ensure that the students understood the questions that were asked. The interviewees were allowed to ask questions that they do not comprehend. They are also allowed to answer the questions in both English and Malay in order to express their opinions better.



The data were collected through a personal interview via Google Meet. Google Meet is a video conference tool that uses internet connection that allows virtual meetups. Since the pandemic Covid-19 hits, video conference tools are widely used to set up meetings and act as a mode for classes. A face-to-face interview would be the best option to collect data as it offers more reliable information due to the immediate and natural reaction that could also become part of the data. However, due to Covid-19 safety restrictions, a video conference became an alternative to replace the face-to-face interview. The video feature through Google Meet allows researchers to monitor participant's reaction almost similarly to a natural reaction if the interview was done face-to-face.

Possible participants that fit the criteria were reached out on their availability to proceed with an interview. Only six language students from Kulliyah of Languages and Management had agreed to continue with an interview. Data for the current study were obtained through semi-structured interviews with the six students. 15 to 20 minutes were allocated for each interview session. The interview was scheduled from 1 December 2020 to 4 December 2020, depending on each individual's availability to perform the interview. For safety purposes and ethical conduct, students' personal information was kept confidential. Prior to the interview, participants had given their consent to use participate in the current study. Then the students were also briefed on key concepts on the study to ensure they can anticipate what is being asked. The interview was recorded using a voice recorder, and the data was transcribed.

3.5 Data Analysis

The data collected were analyzed using thematic analysis. Braun and Clarke (2006) defined thematic analysis as a "method that identifies, analyzes and reports patterns or themes within the data". They had also developed a step-by-step guide in performing thematic analysis. A total of 6 phases were outlined starting with familiarization with the data. An excellent way to start familiarizing with the data was through transcribing the interviews and reading them over again. The second phase would be generating initial codes. Similar features of the data (semantic content or latent content) were identified and grouped together. Then, the grouped codes were re-focused into a broader level of themes. The themes are then refined and reviewed multiple times. This is the third and fourth phase. The fifth phase is defining and naming the themes. The essence of each theme was identified and defined into a phrase. The last phase would be to produce a report on the themes.

4. MAIN RESULTS

The findings and discussion will be presented based on the themes found in the data. Figure 1 shows a summary of the main findings.

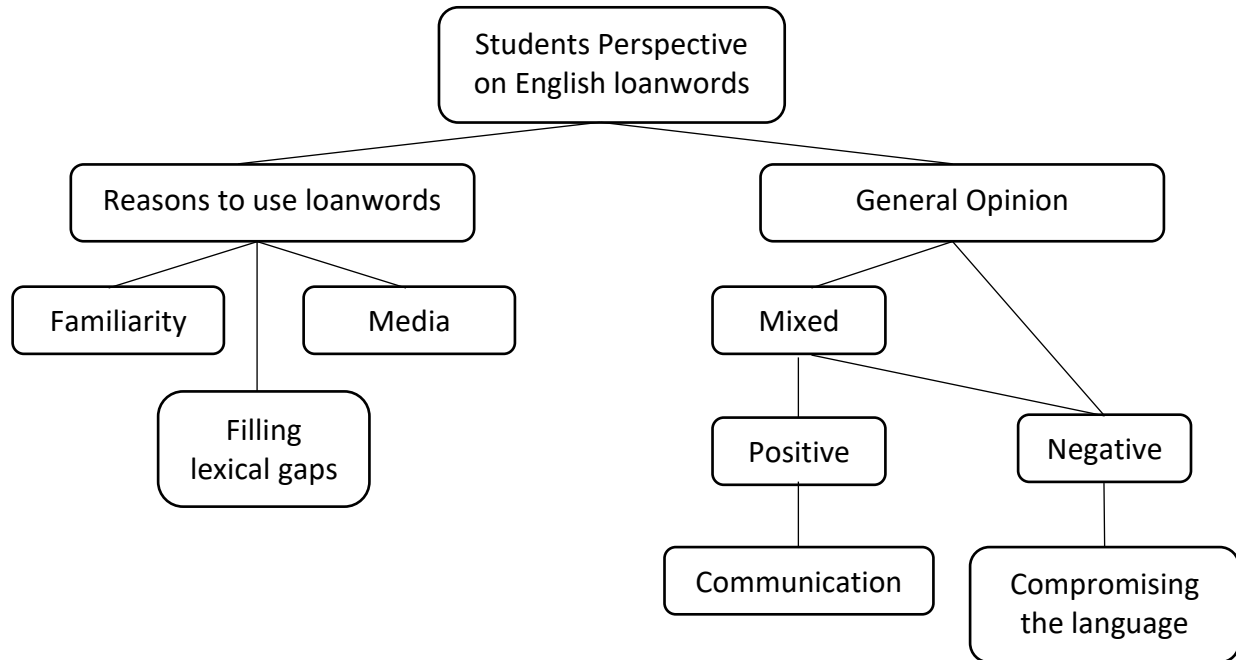


Figure 1 Findings for Students Perspective on English Loanwords

4.1 Familiarity

Familiarity is one of the theme that answers the first research question: What are the factors that influence the language students' choice of English loanwords? The most common answer given was that the students are used to hearing the loanwords thus making it easier to understand and use them frequently. The students mentioned how some words in Malay are odd and out of place making the lexical item awkward to be used compared to English loanwords that carries the same semantic meaning.

Student 1 mentioned that the loanwords are heavily embedded in our daily conversations. Similarly, student 3 also said that using English loanwords had become a norm in daily conversations that some English loanwords such as 'platform' are much easier to use compare to the Malay counter path (pelantar). Student 4 also said it is much easier to use them as they are being heard every day. Apart from that, student 2 said that it is common to use English loanwords as it easier for the listener to understand as they had heard the loanwords more often than the Malay counter path. Student 6 also mention how it is more simple in terms of using the English loanwords. She also mentioned that some English loanwords are more common to be use. Student 5 also highlighted that she's surrounded by friend and family who are English speakers, thus contributing to the fact that they also find it is more common to use English loanwords. Having to use and hear the



English loanwords every day and is constantly being exposed to other using them as a common lexical shows that the reasons the students use them are because they are familiar with it.

The abundance of English loanwords used to fill in lexical gaps as well as aiding communication create a sense of familiarity in the Malay language. The habit of opting for using English loanwords in daily conversations does not only happen in the Malay Language. In fact, in Korea, Japan and Arab countries, English loanwords are often used in daily conversations and communication that students believed that the habit helped them improve their English proficiency (Al-shahrani, 2020; Dashti & Dashti, 2017; Olah, 2007; Rüdiger, 2018).

4.2 Filling Lexical Gaps

The second theme that influence student choice of English loanwords is filling lexical gaps. Besides being easy to be used as it is much common to find English loanwords, another recurring reason to be using them is to fill up the lexical gap in the Malay dictionary.

Student 2 highlighted that, lexical items in the Malay language are quite limited, that is why we borrowed from Sanskrit, Arabic and English. Student 5 said that there's no Malay equivalence to certain words in English such as the ideologies and the matter of religion. Student 6 also mentions how some words are originated from English, so when Malay speaker cannot find a counter part lexical to the word, we would use the word and it became a common usage in the language. Due to limited choice of lexical items in the Malay language, these students had to use English loanwords to fill in the lexical gaps.

Words borrowed from other languages are primarily used to fill in lexical gaps. It is easier to borrow existing words from another language rather than coining a new one from nothing. It is a practical strategy in enriching language vocabulary. In Malaysia, Shamimah (2009) pointed out how English loanwords are used and preferred as they have semantic advantages that lexical in the Malay language lacks. Even on recent studies in other languages by Dashti and Dashti (2017) and Mostafa and Jamila (2012), they found that English loanwords are mainly used to fill lexical gaps exist in the Kuwait Arabic and Bengali languages respectively.

4.3 Media

Besides, another theme that could be pointed out is media influence with the students choice of words. A couple of the students had highlighted how media plays an important role in introducing the English loanwords to consumers and speakers.

For instance, student 3 said that the norm in communicating via social media could also influence how speakers use English loanwords. Besides that, he also stated that even mainstream media outlet like in the news and newspaper also use English loanwords in reporting news to their audience despite having other suitable Malay lexical. Student 5 had similar opinion mentioning that since the media also uses the English loanwords



abundantly, society accept it as common lexical in the Malay language to use it. It is safe to conclude that the media had also influence and became one of the reasons these students using English loanwords.

Media is also one of the factor that influence students choice of English loanwords they would use. This is supported by many studies by Demiral and Tugran (n.d), and Tatsioka (2010) where recurring loanwords used in media such as in the newspaper, television programmes, magazine, books and social media will be preferred to be used. Dashti and Dashti (2017) also found that students believed how twitter had become a reliable source of novel vocabulary and idioms. Petryshyn (2014) also pointed how in the pressure of globalization, the use of English loanwords in media is a natural development that makes it impossible for languages to function in isolation.

4.4 Communication

For the second research question, the students' opinion can be categorized into two: a mixed and negative opinions. Those who have mixed opinion pointed out the positive outcome of using English loanwords. The students are aware of the benefits of borrowing English words into Malay language especially in communicating and expanding the Malay vocabularies. These points are analyzed under one theme: improving communication.

Student 3 generally pointed out that that in term of communicating, there is a need to used English loanwords because society are constantly exposed to mixing English into Malay and vice versa. Student 2 and student 4 on the other hand had mention how is good in term of expanding the Malay vocabulary. Expanding the diction of a certain language shows that students are using loanwords to improve communication by ensuring the communication is successful.

There are instance that loanwords were used to ease communications. Especially for concepts that are associated with English, it is better to borrow the words as it captures the meaning concisely (Shamimah, 2009). Murtisari and Mali (2017) found that students in Indonesia believed that English loanwords in Indonesia Language significantly enhances the functions of Indonesian as a communication tool in various fields. Similarly, Rüdiger (2018) found that English loanwords in Korean are use due to practical reasons in communication.

4.5 Compromising the Language

At the same time, these students also highlighted the negative outcome of using English loanwords. Similarly, with those having negative opinions, the students saw how this phenomenon may impact the authenticity of the Malay language. This narrows to a theme of compromising the Malay language.

Student 1 believed that the English language does not resemble the Malay culture, thus when English words are being borrowed abundantly and adapted into the Malay language, it seems like the language does not resemble the culture. Student 3 said that



borrowing English words will tarnish the Malay Language because there will be no originality to the sentences and words in Malay Language. Student 4 said there will be no differences between the two languages if we keep on borrowing from other languages instead of coming up with the Malay word. Student 6 also said that the identity of Malay language will not be recognize compared to the English Language if English loanwords are constantly being adapted in the language. The students had concern on the authenticity of the Malay language. All of the students believe how that the increasing usage of English loanwords are going to undervalue the Malay language as well as compromising the authenticity of the language.

Besides that, some also point out the if borrowing from other languages keeps up, the Malay speaker will fail to acknowledge and appreciate the beauty of the language. Student 2 said that using English loanwords frequently, the original Malay vocabulary will be extinct as the original speaker refuse to use them. Student 5 also said that it is such a shame that the Malay Language, the language that we should cherish will be forgotten. People may still use it but are not able to appreciate the value of it. Student 6 also mention how it is such a shame that even though there are counter path words to replace existing loanwords (such as selfie) we still tend to use the loanwords. It seems as if the Malay language are not being held up to a value.

This finding is in lined with Stephen (2011) findings. They concluded that students did neither have a strong positive nor negative attitudes towards borrowing English words. In fact, the students had various opinion on the topic. Murtisari and Mali (2017) had also found similar findings where even though those students believed that English has become a valid source for the Indonesian vocabulary, they have concern on how it can also impact of English in Indonesian. In Kuwait, negative attitudes are also displayed when English loanwords were used instead of existing equivalents available in Arabic and Kuwait Arabic. Diniz de Figueiredo (2010) on the other hand had thought otherwise, borrowing from English should not be threatening. Bagno (2000) claimed that 'A language does not need to be "defended", much less defended from its own speakers, who are its legitimate users and as such ought to have the liberty to do with it what it best pleases them to do' (as translated by Rajagopalan, 2005).

Based on the themes, it seems that students are aware of the reasons and benefits of adopting loanwords into daily communications. At the same time, they are also worried that this phenomenon might threaten the Malay language as the national language. It is a known fact how language and culture are inseparable, and students express their worries that the loanwords adopted into the language does not represent the Malay culture.

Additionally, some students have pointed out initiative that should be taken in order to preserve the Malay language to its originality. For instance, student 3 mention how the Dewan Bahasa Pusaka (DBP) plays an important role in expanding the Malay vocabularies. However, if adding loanwords despite already having an already existing lexical in Malay, the lexical will not be use in the future. If we can control the amount of words we borrow, it will more stable. Student 5 also express how as a Malay speaker, we should also try to preserve the Malay language, as authentically as it is. She also expressed concerns that



these phenomena might have rooted from the constant back and forth changes in the education system.

5. CONCLUSION

Current research had an insight of language students' perception on the use of English loanwords in the Malay language. While the students may have concerns regarding the value and identity of the Malay language, they acknowledge the reasons and benefits from this phenomenon. This finding would be useful for DBP and language policy in planning the expansion of vocabularies in the language as well as in promoting existing words in Malay that are closer to the culture.

Biography:

Aliah Eilina Alias is a final year English for International Communication (ENCOM) undergraduate student from Kulliyah of Languages and Management, International Islamic University Malaysia. She will be presenting her work 'The Use of English Loanwords in Malay: Perceptions of Students from a Language Faculty'..



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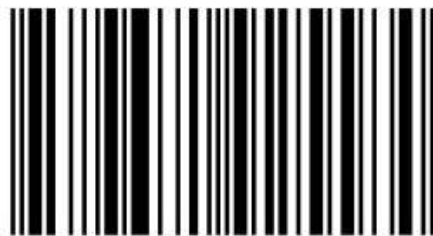


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e ISBN 978-967-19255-8-4



9 7 8 9 6 7 1 9 2 5 5 8 4

E-ISBN: 978-967-19255-8-4
ICLET 2021 E-PROCEEDING OF
ENGLISH LANGUAGE AND EDUCATION