

Open Learning

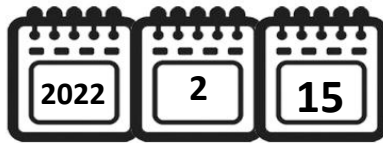
Translation Department

Fourth Year  
First Term

# Comparative Linguistics

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**9+10 Last**



Tomorrow's lecture will be the last and I'll give you some examples about the questions in the exam like analyzing errors.

There is a mistake in the previous lecture; the voices /ʃ/ and /ʒ/ are not affricatives but fricatives. They are also not plosives.

In English, we have:

○ Place of articulation:

- B: bilabial,
- LD: labio-dental,
- I: interdental,
- A: alveolar,
- P: palatal,
- V: velar,
- G: glottal

○ Manner of articulation:

- Plosive,
- Affricate,
- Fricative,
- Nasals,
- Lateral or liquids
- Glides

In Arabic, there are lateral and trill, but no liquids. In English, there are liquid and glides.

### Arabic Consonants

	L	LD	I	D	A	P	V	U	Ph	G
Plosives	b ب			t, ت ط d, د ض			k ك q ق			ʔ ء
Affricates						ج ج ش ش				
Fricatives		f ف	ث ذ ظ	s, س ص z ز		ش ش	x خ g غ		ح ع	ه
Liquids										
Trill					r ر					
Lateral					ل ل					
Nasal	m م				n ن					
Glides	w و					Y ي				

Key: L: labial, LD: labiodental, I: Interdental, D: Dental, A: Alveolar, P: Palatal, V: Velar, U: Uvular, Ph: Pharyngeal, G: Glottal

In Arabic, we do not say bilabial but labial. We also have other classifications than those we have in English.

Uvular is the اللهاة

Pharyngeal is بلعومي like when we say عين، حياة، حب

Do you know what is the meaning of affricate?

It is between plosive and fricative; the sound begins as plosive and ends as fricative.

Let us start comparing:

/p/ and /b/: do we have /p/ in Arabic?

**Students:** No, we only have /b/ ب.

**Teacher:** Yes. Now, /t/ and /d/: we have both of these sounds in Arabic, but in Arabic, we add these sounds in dental not alveolar. In English, we do not have dental but interdental. Some Arab linguistic put these two sounds between dental and alveolar: denti-alveolar.

Also, in Arabic we have another two voices related to those two which are: /t/ ط and /d/ ض. These do not exist in English.

/k/ ك: we have this sound in both English and Arabic.

/g/: we do not have this sound in standard Arabic, but Egyptians actually use it when speaking.

/q/ ق: both are uvular.

/ʔ/ ء and /h/ ه: both glottal, and /ʕ/ is fricative.

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Let us talk about affricates in Arabic. In English, we only have two affricates: /tʃ/ and /dʒ/.

In Arabic, the sound /j - ج/ is affricate.

/θ - ث/ voiceless and /ð - ð/ voiced: in Arabic and English they are interdental and fricative.

/ð - ظ/ voiced: fricative and interdental.

Pay attention about voicing and you have to learn to differentiate between sounds in terms of voicing, manner and place of articulation.

/s/ and /z/: in English, they are alveolar, but in Arabic they are denti-alveolar, fricative.

/ʃ - ص/ we do not have this sound in English.

/f/: we do not have this sound in English. It is fricative, palatal.

/g/ غ: velar, fricative and voiced; they kind of look like /k/ but /k/ is voiceless.

/ħ - ح/: is pharyngeal and fricative, and is different from /خ/ خ.

What do we mean when we say the consonant is voiced?

We mean that there is a vibration in the vocal cords.

/v/: we do not have /v/ in Arabic. /f/ is labiodental and fricative.

/r/: is trill and alveolar or denti-alveolar.

/ʕ/: it is like /ح/ ح. The symbol is /ʕ/.

/l/: lateral, alveolar

/m/: nasal, labial, /n/: nasal, alveolar

/w/ glide, labial - and /y/: palatal and glide

**Note: in the exam, the question might be as follows: describe the following consonant in English, or in Arabic. Or, mention the difference in pronouncing (place and manner of articulation) the following sound in English and Arabic.**

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Last time, we talked about phonological features for English consonants. Also, in Arabic we have phonological features.

Let us start with something called:

**(a) Emphatic vs. non-emphatic consonants**

In Arabic, emphatic is التفتيح.

In Arabic, emphatic letters are the following four:

ص - ض - ط - ظ - ذ - ذ - د - س - س

for example:

/t/ as in taaba تاب 'he repented' /t/ as in ṭaaba طاب 'he recovered'

/d/ as in dalla دَلَّ 'he directed' /ḍ/ as in ḍalla ضَلَّ 'he went astray'

/s/ as in sayf سيف 'sword' /ṣ/ as in ṣayf صيف 'summer'

/ð/ as in ḏalla ذَلَّ 'he became despised' /ḏ/ as in ḏalla ظَلَّ 'he remained'

The /ق/ is not emphatic.

/l/ is emphatic, especially for لفظ الجلالة: Divine Name. can you tell me when do we emphasize the /l/ for the divine name?

When it is preceded by a ضمة, it becomes emphatic: عبدُ الله - abduḷḷah

When preceded by a كسرة, it is not emphatic: بسمِ الله - bismillahi.

We also have the following examples:

لا إله إلا الله لا إله إلا الله لا إله إلا الله

'There is no deity but God'

\* rahmatu ḷḷaahi 'alayh عليه رحمة الله

'May God bless him.'

\* bismi ḷḷaah بسم الله

'In the name of God.'

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We move to:

**(b) Gemination (التشديد) (الشدة)**

In English, we have the schwa as gemination. The geminated letter in transliteration is doubled.

\* kataba كَتَبَ 'he wrote',

· kattaba كَتَّبَ 'he made (someone) write'

I want you to notice that gemination occur only medially and finally, not initially. For example:

\* madda مَدَّ he stretched.

\* sadd سَدَّ a dam

\* ḥalla حَلَّ

\* mahhada مَهَّدَ

**Student:** What about الشمس?

**Teacher:** Here we have ال, and we call this case "assimilation." It is different from gemination.

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### (c) The Glottal Stop al-hamza الهمزة

It occurs in initial, medial and final positions in a word. For example:

\* ʔabb أب 'father',

\* saʔala سأل he asked

\* samaaʔ سماء 'sky' suʔaal سؤال 'question' miʔa-a مئة 'a hundred'

Can we geminate الهمزة? Yes, we can. For example:

\* taraʔʔasa ترأس 'he headed'

In Arabic, note that we need to use vowels repeatedly; consonant - vowel - consonant - vowel - etc. in English, we do not need to do that.

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### (d) Back Consonants

Arabic has six back consonants, four fricatives and two stops. They are:

\* Velars fricatives: /x خ: voiceless, g: غ: voiced/

(voiced) غدي - (voiceless) خالي - (voiced) غد - (voiceless) خد

\* Pharyngeals: /ħ, ʕ/

حدد - (voiceless) عدد - (voiced) باح - باع

What happens when you produce these two voices?

The muscles of your pharynx are tensed up.

We said that they are both fricative, but which one is less fricative than the other?

It is ع

\* Glottals: /h, ʔ / and it is voiceless, fricative.

It has a kind of a hissing sound. It occurs initially, medially, and finally.

هو - قهوة - مياه

\* word-initial: huwa هو 'he', hunaa هنا 'here'

\* word-medial: qahwa قهوة 'coffee', qahr قهر 'oppression'

\* word-final: miyaah مياه 'water', safiih سفیه 'silly'

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### (e) /r/

The Arabic /r/ sound should be trilled: it is produced by tapping the tip of the tongue against the alveolar.

\* word-initial: raʔs رأس 'head', ramaa رمى 'he threw'

\* word-medial: bard برد 'cold', ʔard أرض 'earth'

\* word-final: naar نار 'fire', mahr مهر 'dowry'

It can be geminated as in:

درّس - مرّ - برّاد - قرّر

Try to write them with transliteration.

**Student:** What do we mean by back consonants?

**Teacher:** We have back consonants and front consonants; back consonants are like: الهمزة، حاء; it means that you produce those sounds by using the back part of your mouth; throat. We have six back consonants:

The others are front consonants.

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Now, let us make a contrast between English and Arabic consonants:

### CONTRAST

↪ In Arabic, we do not have /p/, /v/, /g/, but notice that when we say the word (حبس), we pronounce the (ب) as /p/ because it is followed by a voiceless consonant.

↪ Another difference is that in English, we do not have:

ط - ظ - ع - ح - خ - ص - ض - غ - ق

↪ In English, we do not have gemination the way we have it in English.

↪ We also do not have الهمزة in English; we only have /a/.

**We have 24 consonants in English. In Arabic, we have 28 consonants.**

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### VOWELS:

How do we describe vowels in English? In terms of what?

We describe them in terms of the position of our tongue; the vertical position and the horizontal one.

➔ Vertically:

- High
- Mid
- Low

➔ Horizontal:

- Front
- Central
- Back

That, in addition to the shape of your lips.

With mid-central: the position is not high nor low.

We have three cases of the lips: rounded (school, put), neutral (hot, bought), and spread (bird)

	Front	Central	Back
High	I: (beat) I (bit)		u: (school) U (put)
Mid	e (bet) ɜ: (bird)	ə (about) ʌ (cut)	ɒ (hot) ɔ: (thought)
Low	æ (man)		a: (father)

### Diphthongs:

When we say diphthong, we mean a vowel + a glide

- ↪ /aɪ/ as in *right* /raɪt/
- ↪ /ɔɪ/ as in *boy* /bɔɪ/
- ↪ /eɪ/ as in *play* /pleɪ/
- ↪ /əʊ/ as in *go* /gəʊ/
- ↪ /aʊ/ as in *now* /naʊ/
- ↪ /eə/ as in *care* /keə/
- ↪ /ɪə/ as in *here* /hɪə/

⇒ /ʊə/ as in *sure* /ʃʊə/

**Note that the vowel in (seem) is nasalized because it is followed by a nasal consonant (m). So, vowels are sometimes nasalized in words like (sink, soon) when they follow a nasal consonant.**

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## Arabic Vowels

	Front	Central	Back
High	ii i		uu u
Low		aa a	

ا - و - ي

These are the vowels in Arabic.

/i/ vs. /ii/: sin سن 'tooth' and siin سين 'the letter'

الكسرة تشابه الياء الممدودة

/a/ vs. /aa/: kataba كتب 'he wrote' and kaataba كاتب 'he corresponded with'

/u/ vs. /uu/: ʕud عُد 'come back' and ʕuud عود 'lute'

We actually have two diphthongs in Arabic; two glides:

/aw/ أو as in yawm يوم 'day' and 'aw أو 'or'

/ay/ أي as in dayn دين 'debt' and 'ayy أي 'which'

The Arabic vowels never occur initially. If they do, they are preceded by the glottal stop 'hamza هَمْزَة ʔ.

In English, we can start with vowels like: egg, onion, arm.

Examples: ʔanaa أنا 'I', ʔamal أمل 'hope', ʔinsaana إنسان 'a human being'

**Note: there is no schwa in Arabic, and (السكون) means no letters at all.**

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## Contrast English & Arabic Vowels:

□ First, the English vowel system is more elaborated (has more details) than the Arabic vowel system.

□ Second, the following English vowels have no counterparts in Arabic /e, ə, ɔ:, ʌ, ɜ:, ɒ, əʊ/. Arab learners of English, therefore, are expected to make erroneous substitutions. For example, they will tend to produce **sit** and **set** as /sit/, and **coat** and **caught** as /kɔ:t/.

□ Third, unlike Arabic vowels, English ones are lengthened before voiced consonants and nasalised before nasal consonants.

□ Fourth, the English schwa /ə/ in connected speech commonly replaces an unstressed vowel. For example, the vowels in function words are usually unstressed and are reduced to a schwa, such as **of** /əv/ in 'the name of the game' and **to** /tə/ in 'to study'. Arabic vowels are never shirred over in this way; they maintain their characteristic quality. It is, therefore, predicted that Arab learners of English will tend to produce the original vowel in these function words rather than the schwa.

□ Fifth, English orthography sometimes does not reflect the correct pronunciation of the vowels. For example, the double -oo- in the words **foot** and **fool** is pronounced differently, that is, it is pronounced open and short in the first but close and long in the second. This non-correspondence or disparity between



spelling and pronunciation does not occur in Arabic except in the assimilated /l/ sound of the article, as in **ash-shams** الشمس ‘the sun’. Therefore, it is predicted that Arab learners of English will tend to produce a long vowel whenever they come across a word that has a sequence of two identical vowels, i.e., /ee/ and /oo/.

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## Lecture 10 the last:

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Let us just take an example on the questions of the exam:

Define the error in the following sentences:

If I did not need to (a) speak English for (b) my job, I probably would have (c) stopped to go to (d) lessons.

The mistake is (d) because we should follow stopped with a gerund.

This mistake is related to language itself.

Reminder:

Interlingual: between languages issues

Intralingual: in the same language issues

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It was not so much (a) his behavior what (b) disappointed me, but was (c) his lack of thought for (d) others.

The mistake is (c): was should be deleted: grammatical mistake

Six weeks later, he returned with knowledge enough to teach others the tricks of the trade.

The problem here is with the Arabic mentality; you should not think in a Arabic when writing English. It should be:

Six weeks later, he returned with enough knowledge to teach others the tricks of the trade.

Word order

Expecting (a) to be sever chastised (b), I was surprised by the captain's calm (c) response (d).

Chastised means punished; the (b) is wrong because you should use the adverb (severely).

Though (a) Paul worked hard (b) to win the game, still (c) he lost it (d) at the end.

The mistake is in using still; it should be yet or however.

Choose the correct pattern of the sentences:

The teacher gave her students a difficult lecture. SVOO

The teacher gave a difficult lecture to her students. SVOA

Choose the type of fronting:

A difficult lecture the teacher gave her students.

Thematization ☺

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**Thank you very much!**  
**Good luck in the exam!**

