

AYDI EST.

Open Learning & Translation

2021-2022

Fourth Year

First Term



3 + 4



Linguistics

17.06.2022

24.06.2022

أ. رنا داخل



Linguistics 4.3+4

AYDI 2022/T1

LECTURE NO. 3

17.06.2022

HELLO EVERYONE!

First of all, I'm going to make a quick revision, then we will start with Syntax:

What is the difference between local and global errors?

Student: Local Errors don't ruin the understanding process. Global Errors ruin the understanding process, and lead to deadly mistakes.

Instructor: correct. So anyone could remind me of the causes of errors?

Student:

1. Simplification.
2. Overgeneralization.
3. Avoidance.
4. Communication-based errors.
5. Hypercorrection.
6. Fossilization.
7. False concepts hypothesized.

Instructor: Ok, and what are the steps of analyzing errors?

Student:

1. Identifying the errors.
2. Classifying the errors.
3. Explaining the errors.
4. Evaluating. (local or global errors)
5. Correcting the errors.

Instructor: Good. We also said that errors are divided into Grammatical, Syntactic, Lexical, Semantic, Morphological and Phonological ones.

Now, who can remind me of the grammatical errors?

Student:

- 1- Agreement.
- 2- Articles.
- 3- Prepositions.
- 4- Singular vs. Plural Words.
- 5- Passive Voice Errors.
- 6- Lexical Errors.
- 7- Semantic errors.
- 8- Syntactic Errors.
- 9- Word Order.

(SVOC and SVOA).

Intransitive verbs, in contrast, do not require an object. Copula verbs are followed by a subject complement or an adverbial, e.g., SVC: SOUND, and SVA: BE).

Copular verbs i.e. "verbs to be".

لا يمكن بالعربية أن أقول "أنا أكون معلمة"، بل أقول "أنا معلمة".

In English, I say "I'm a teacher" but in Arabic, you can't.

For example:

This meal sounds delicious.

As a part of speech, it is an adjective. As a function, it is a complement.

It's a complement because it comes after a copular verb.

Delicious is a complement but it's an adjective.

(c) Object

An object is either direct or indirect. The direct object is usually a noun phrase that expresses the 'recipient' or 'patient' of the action.

For example:

I gave my mother a gift.

Gift is a direct object.

- **The boy read a story.**

- **She visited Jerusalem last summer.**

- **I forgive you.**

Object could be a noun, pronoun, phrase, or clause like the subject.

- **Pronoun: This car is ours.**

- **Prepositional phrase: The players are in good shape.**

Besides noun phrases, subordinate clauses can function as direct objects.

- **Peter said that he wanted to buy a new car.**

The indirect object, on the other hand, is typically a noun phrase that refers to the person who receives something. It precedes the direct object.

- **The teacher gave the students (Oi) the exam papers (Od),**

The indirect object can be represented as a prepositional object.

- **The teacher gave the exam papers to the students.**

Among verbs that take two objects are: teach, give, show, ask, wish, offer, promise, take, read, owe, get, lend, make.

If the two objects happen to be pronouns, direct object must precede the prepositional object.

(d) Complement

A complement tells us something about the subject or object. It is required for verb complementation. They usually follow the subject and verb (subject complement) or the subject, verb, and object (object complement).

Complements can be realized by noun phrases or adjective phrases. Copular/linking verbs are followed by complements:

- Most of the participants were doctors. (SVC)
- They looked tired. (SVC)

Copular verbs join a noun phrase or adjective to the subject. Examples of copular verbs are: **be, look, seem, feel, become, taste, appear, get, prove, remain, keep.**

Subject complements can be:

- NPs: **My brother is an engineer.**
- Adjective phrase: **John is (very) famous**

Object complements, on the other hand, follow the direct object of the sentence (SVOC). Among verbs that are followed by objects and complements are: **elect, prefer, name, select, make, leave.**

Another example:

I prefer my coffee black.

Black here is an object complement.

His silly joke made me angry.

Me is an object. *Angry* is an object complement.

In English, this object complement is related to the object but in Arabic, it's not.

- They call her Pam.
- I prefer my coffee black.
- They left the house empty.
- They elected John president.

John is an object, and *president* is an object complement.

The five elements may combine to form the following eight basic sentence patterns:

- 1) SV she slept.
- 2) SVO she ate an apple.
- 3) SVOiOd she gave her mother a present.
- 4) SVA she played amazingly.
- 5) SVC The teacher became impatient.
- 6) SVOC They have elected John president.

7) SVOA She put the book on the table.

8) SVSA There is a man at the door.

In number 3, pay attention that we can change the position between direct object and indirect object.

Also, in number 8, *a man* is a semi-sentence.

Now, let's move to Arabic:

1.1.2 Arabic

The majority of medieval Arab grammarians classified the Arabic sentence into two major types on the basis of the element that occupies initial position in the sentence: *fi'liyya-a* 'Verbal' and *'ismiyya-a* 'Nominal'.

A Verbal sentence begins with a verb; whereas a Nominal one begins with a noun in the nominative case.

A Verbal sentence has a basic VSO word order, while a Nominal one has a Topic (T)- Comment (C) word order *Mubtada'* and *Khabar*, respectively.

(a) Elements of the verbal sentence

The Arabic simple verbal sentence may be described in terms of four elements: Verb (V), Subject (S), Object (O), Adverbial (A).

(i) Verb and Object

Since verbs govern the use of objects, these two elements are discussed under one section.

The verb is either intransitive *laazim* لازم or transitive *muta'addii* متعدي
In Arabic, we don't have copular verbs.

The latter governs the noun in the accusative.

- Intransitive: *naama* { -*iflu* "نام الطفل" 'The child slept.'

Transitive verbs are either mono transitive (VSO), ditransitive (VSOO), or tritransitive (VSOOO).

- Mono transitive: *istaqbala 'aliyyun q-dayfa* "استقبل عليّ الضيف" 'Ali received the guest.

- Ditransitive: *'a'layta l-walada hadiyyatan* "أعطيت الولد هدية" 'I gave the boy a present.'

In the above sentence, the indirect and direct objects are unrelated semantically.

wajadtu 'aliyyan karilman "وجدت علياً كريماً" 'I found Ali (to be) generous.'

In the above sentence, in contrast, the two objects are originally Topic Mubtada 'مبتدأ' and Comment Khabar 'خبر':

'aliyyun kariimun "علي كريم" Ali is generous.'

In other words, the second grammatical object kariiman functions as an object complement as it describes the first object 'aliyyun "علي".'

-Tritransitive: 'akhabartu l-mu'allima 'aliyyan qaadiman "أخبرت "المعلم علياً قادمًا" I informed the teacher that Ali was coming.'

In this sentence, since the third grammatical object qaadiman "قادمًا" modifies the second object 'aliyyan "علياً", its function can be better described as a complement of this object.

(ii) Subject al-faa'il "الفاعل"

The agent is either. ismun šariih "اسم صريح" 'explicit noun' or ḍamiirun mustatir "ضمير مستتر" implicit/implied pronoun

ḥaḍara r-ra'iisu "حضر الرئيس" The President came.
jaa'a muta'akhiran "جاء متأخراً" He came late.
اسم صريح : ḥaḍara r-ra'iisu
ضمير مستتر : jaa'a muta'akhiran

In this sentence, the subject is the implicit third-person masculine singular pronoun "هو" "he".

We say:

- First-person for "المتكلم".
- Second-person for "المخاطب".
- Third-person for "الغائب".

We refer to the number by "singular, dual, and plural".

If he is a man, we say masculine, but if she is a girl, we say feminine.

Noun: barada l-jawwu "برد الجو" "The weather became cold.

- **Enclitic pronoun: qara'tu l-jariidat-a "قرأت الجريدة" 'I read the newspaper.'**

- **Infinitive: yu'jibunii 'annaka muthaabirun "يعجبني أنك مثابر" 'I admire your being hard-working.'**

The subject is realized by either a nominal element in the nominative (noun or enclitic pronoun) or the infinitive verbal noun "maṣḍar mu'awwal" "مصدر مؤول".

Five enclitic pronouns "الضمائر المتصلة" which function as agents are attached to the verb.

- 'alifu l-'ithnayn "الف الاثنيين":
qaam-aa "قاما"
qaamat-aa "قامتا"

Alif of the dual third-person (Masculine and Feminine) pronoun.

- yaa'u l-mukhaataba-a "ياء الموثثة المخاطبة"
qum-ii "قومي"

Yaa' of second-person feminine pronoun.

-nuunu n-niswaa-a "نون النسوة"
qum-naa "قمن"

Nuunu of third-person feminine plural pronoun.

- waawu l-jamaa'a-a "واو الجماعة"
qaam-uu "قاموا"

Waaw of third-person masculine plural pronoun.

(iii) Deputy-agent naa'ibu l-faa'il "نائب الفاعل"

In a sentence with a passive verb, the object of the corresponding active sentence becomes a deputy agent "naa'ib l-faa'il" marked for the nominative.

'u'tiya l-faa'izu jaa'izatan "أعطي الفائز جائزة" The winner was given a prize.

(iv) Adverbial al-zarf "الظرف"

An adverbial can be realized by adverbs, prepositional phrases, and the circumstantial accusative.

- Adverb: jaa'a 'amsi "جاء أمس" He came yesterday.

We have two types of adverbs: temporal "زمان" and locative "مكان".

- Prepositional phrase: dhahaba 'ila l-madrasati "ذهب إلى المدرسة" He went to school.

- Circumstantial accusative: ra'aytuhu naa'iman "رأيتة نائماً" I saw him sleeping.

Circumstantial accusative al-haal "الحال"

In Arabic, we have only **seven patterns**. These elements may be combined to form the following basic sentence patterns:

(1) VS naama l-waladu "نام الولد" The boy slept.

(2) VSO shariba t-tiflu l-haliiba "شرب الطفل الحليب" The child drank the milk.

(3) VSOO 'a'ta l-mu'allimu t-taaliba qalaman "أعطى المعلم الطالب قلماً" The teacher gave the student a pen.

(4) VSOOO 'a'lama l-mu'allimu t-tullaaba l-'imtihaana sahan "أعلم المعلم الطلاب الامتحان سهلاً" The teacher informed the students that

the test was easy.

(5) VSOC intakhabuu 'aliyyan ra'iisan "انتخبوا علياً رئيساً" They elected Ali President.

(6) VSA dhahaba l-waladu 'ila l-madrasati "ذهب الولد إلى المدرسة" The boy went to school.

(7) VSOA waḍa'u l-lḥma 'ala n-naari "وضعوا اللحم على النار" They put the meat on the fire.

So we have 8 patterns in English and only 7 patterns in Arabic.

Thank You

LECTURE NO. 4

24.06.2022

HELLO EVERYONE!

Today we are going to talk about the nominal sentence:

(b) Elements of the nominal sentence

A nominal sentence consists of a Topic (subject) "Mubtada'" "مبتدا'" and a Comment (predicate) 'Khabar' "خبر".

The Topic must be a nominal element. The Comment, in contrast, may be sentential or non-sentential.

Topic al-Mubtada' "المبتدا'"

The Topic, which typically must be definite, is realized by either a noun in the nominative, an expressed pronoun or an infinitive verbal noun maṣdar mu'awwal "مصدر مؤول".

- Noun: ar-riyaadatu mufiidatun li-l-jismi "الرياضة مفيدة للجسم" Sports are good for the body.

- Pronoun: huwa ghaa'ibun "هو غائب" He is absent.

- Verbal noun: 'an taquula l-ḥaqiiqata khayrun laka "أن تقول الحقيقة خير لك" It's-good for you to tell the truth.

The Topic in the first sentence is (ar-riyaadatu "الرياضة").

The Topic in the second sentence is (huwa "هو").

The Topic in the third sentence is ('an taquula l-ḥaqiiqata "أن تقول الحقيقة").

(ii) Comment al-khabar "الخبر"

The Comment al-Khabar "الخبر" which typically follows the Topic, is

realized by a noun, an adjective in the nominative, a phrase which is a shibh jumla-a "جملة شبه" consisting of a prepositional phrase or a temporal or locative adverb, a nominal sentence, or a verbal sentence.

- Noun: 'al-'ilmu nuurun "العلم نور" Erudition is light.
- Adjective: al-'as'aaru murtafi'atun "الأسعار مرتفعة" The prices are high.
- Prepositional phrase: al-ḥamdu li-llahi "الحمد لله" Praise be to Allah.
- Locative adverb: an-nahru taḥta l-jisri "النهر تحت الجسر" The river is under the bridge.
- Temporal adverb: ali-jtimaa' u ghadan "الاجتماع غداً" The meeting is tomorrow.
- Nominal (equational) sentence jumlatun 'ismiyyatun "جملة اسمية".
Muhammadun 'abuuhu mariiḍun "محمد أبوه مريض" Mohammad, his father is sick.

In the above sentence, Muhammadun "محمد" is the first Topic and the equational sentence 'abuuhu mariiḍun "أبوه مريض" is the Comment.

This sentential comment itself consists of a Topic 'abuuhu "أبوه" and a Comment mariiḍun "مريض".

We notice that the second topic contains a pronominal suffix ---hu that is anaphoric with the first Topic muhammadun "محمد".

- Verbal sentence jumlatun fi'liyya-a "جملة فعلية" aṭ-ṭabiib-u ḥaḍara mubakiran "الطبيب حضر مبكراً" As for the doctor, he came early.
Al-bintu ḥaḍara 'abuuhaa "البنات حضر أبوها" As for the girl, her father came.

We notice that the agent of the sentential Comment 'abuuhaa "أبوها" contains a pronominal suffix that is anaphoric with the Topic al-bintu "البنات", also the pronoun in this sentence is an anaphoric pronoun "ضمير الشان". Haa' refers to "البنات".

CONTRAST

The following differences hold between sentence elements and patterns in English and Arabic:

First, in English, the syntactic functions of sentence elements are determined by word order, but in Arabic, these functions are marked by case endings that are retained by the elements regardless of their position

in the sentence. This explains why Arabic thematizes sentence elements more freely than English. An exception to this rule would be sentenced with indeclinable nouns "الاسماء الممنوعة من الصرف", as in

ḥaddatha muusaa 'iisaa "حدثت موسى عيسى"

Mousa talked to Issa.

ḥaddatha 'iisaa muusaa "حدثت عيسى موسى"

Issa talked to Mousa.

Second, unlike English, Arabic has two types of sentences, namely, verbal and nominal. The latter is further subdivided into nominal (+ verbal Predicate) and equational (verbless).

Third, unlike English, Arabic may have a complete (VSO) sentence realized by one word, e.g.

saa'adaahaa "ساعداها"

Both helped her.

Fourth, unlike Arabic, English allows an indefinite noun to occur initially in a copulative sentence

- English: A man is in the house.

- Arabic: fi d-daari rajulun "في الدار رجل"

We notice that the English sentence is rendered in Arabic by a verbless sentence with the prepositional phrase adverbial obligatorily occupying the initial position.

Fifth, English allows the compounding of nominal phrase modifiers, whereas Arabic generally doesn't.

English: I like the color and size of the toy.

Arabic: 'uḥibbu lawna d-dumyati wa ḥajmahaa "أحب لون الدمية و حجمها" I like the color of the toy and its size.

Sixth, some Arabic verbs are tritransitive, i.e. they are followed by three direct objects (VSOOO).

Finally, in English simple declarative sentences, the subject is an obligatorily realized element, whereas, in Arabic, it may be overt or covert:

English: Ali entered the house.

Arabic: dakhala 'aliyyun l-bayta "دخل علي البيت"

(The subject is overt.)

English: He entered the house.

Arabic: dakhala l-bayta

In some cases, grammatical is not correct but we do it in order to make such emphasizing purposes.

Fronting gives more immediate importance to these elements.

-It-clefts

It-clefts, which are a type of fronting, involve cleaving a sentence into two, with New information preceding Given information.

They enable the speaker/writer to give prominence to different elements, i.e., marking an element as New, focused, foregrounded information.

- It was A HORSE that the truck hit yesterday.

In this sentence, the writer/speaker focuses on the appropriate identification of the object. The addressee knows that the truck hit something, but does not know what it hit. The clefted element is the object.

Other possible variants are:

- It was A TRUCK that hit the horse.

The clefted element is the subject.

- It was YESTERDAY when the truck hit a horse.

The clefted element is the time adverbial.

- It is THE STUDENTS that I am worried about. (not the teachers)

The above sentence illustrates a second function for it-clefts, namely setting things right. The addressee is worried about the teachers. The writer/speaker holds a different view and tries to correct the addressee's mistaken view

- Wh-clefts (pseudo clefts)

Like it-clefts, wh-clefts cleave a sentence into two. However, the latter highlight New information by placing it at the end of the clause and achieving a contrastive effect.

- What John wants is MONEY. (not food)

-Passive

The passive creates thematic postponement, which involves moving a constituent to the right of its basic position. Among other discoursal functions, it allows the writer/speaker to give greater prominence to the agent farther than the verb.

- The letter was given to me by JOHN.

In this sentence JOHN, the focused agent is New information.

-There-constructions

One of the functions of existential there-constructions is to allow the writer/speaker to highlight New information

- **There was PLENTY OF FOOD on the table.**

- **Extraposition**

Extraposition, a postposing device, involves introducing preparatory "it" and pushing an element to the right to make it more salient.

- **It's good to see you. (infinitive subject)**

- **It doesn't matter what he says. (clause subject)**

We still have five more lectures.

Thank You

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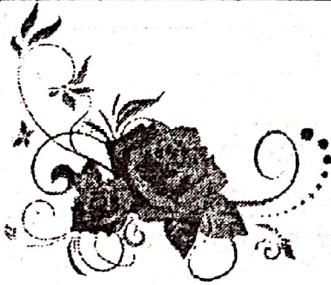


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