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The Effect of the Arabic Syllabic Prosodic Features on the Production of English CV Sequences

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Abstract

The aim of this research is to investigate the effect of the Arabic minimal prosodic unit (the syllable) on the production of English L2 CV sequences. To study the influence of phonetic context upon a given segment and the overall effect the Arabic syntagmatic features on the Arab learner's ability to reorganize in terms of English patterns, samples of conversational exchanges of some native speakers of adult/child Jordanian Arabic were recorded over a two month period. The syllable patterns that regulate the phonological organization of the conversational exchanges were described.

To study the effect of the preceding and following consonants on the adjacent vowel sounds, two sets of consonantal contexts were examined: 'emphatic' vs. 'non-emphatic'.

The objectives of this study are the following:

(i) to identify prosodic features which span the internal structure of the Arabic word templates, e.g. the vocalic melody of frontness vs. backness

(ii) to explore the Arabic language-specific phonological constraints and to determine their effect on the production of English sound patterns

(iii) to study the Arabic templates which are similar in shape to English equivalents, because contrastive linguistics studies, to date, have so far focused on *phonological negative interlingual transfer* to the effective exclusion of *positive interlingual transfer*.

(vi) to demonstrate how English utterances are restructured so that the constituent syllables follow typical Arabic syllabication.

Keywords: effect, prosodic features, L2 sequences, conversational exchange

1. Introduction

For decades, studies in contrastive linguistics have focused on phonological difficulties discussed in a phonemically oriented way. (See, for example, Lehn, Walter & Slager: 1959; Stockwell, R.: 1965 and Lado, R.: 1957). To consider Arabic learners' difficulties in learning English from a phonemic perspective only would be inadequate, since the emphasis would be placed on paradigmatic aspects to the effective exclusion of syntagmatic considerations. A prosodic approach stresses features of phonetic form, simple or complex, which characterize or associated with more than one segment of a phonemic or quasi-phonemic kind. (See Robins, R. H.: 1957). It is the syllable that is the hub of the Arabic phonological organization. Prosodic features such as stress, quantity (length) and 'emphasis' can only be described in terms of the syllable.

The ways in which different types of syllables are relatively ordered in patterns and what prosodic features they are characterized by have a considerable effect on how L2 patterns are ordered. Contrastive linguistic studies have so far concentrated on **segmental *negative interlingual transfer*** to the effective exclusion of ***prosodic interlingual transfer***. The objective has been to find out differences between L1 systems so that learning difficulties related to individual segments could be identified and overcome.

The corpus of material chosen is generally artificial based on Classical Arabic or 'introspective judgments. When analysis is based on naturally occurring utterances, which are acquired rather than learned, a shift of attention becomes necessary.

2. Objectives

The aim of this research is to investigate the effects of the Arabic prosodic features on the production of L2 English CV(C)(C) –CV(C)(C) sequences.

The variables to be examined are:

(i) the effect of SL prosodic features (L1 accentual patterns, stress) on L2 C- to –V articulation.

(ii) the effect of preceding consonant ('emphatic'/'non-emphatic')

(iii) the effect of following consonant ('emphatic'/'non-emphatic')

3. Method

For the investigation of the effect of the minimal prosodic unit (the syllable) on L2 CV sequences, samples of three conversational exchanges, (see Appendix), for some native speakers of adult/child Jordanian Arabic were recorded over a two month period. In the treatment of prosodic features of' 'frontness', 'backness' (Cf. Mitchell , Ibid), consonant cluster and syllable types, reference is particularly made to the four year old exchanges. In order to determine which syllable of a given word is stressed, say the last syllable (ultimate), or the second syllable from the end (penultimate), or two syllables from the end (antepenultimate), the *syllable pattern* has to be determined. Arabic stress-placement is wholly dependent on the structure of a word in terms of its constituent syllable quantities:

Long, Short, or Medium. (Cf. Mitchell: 1961, p. 270). It is generally recognized that there are three types of syllables in the Arabic phonological system: (i) ***light*** or (short) syllables if they are of the form CV, ***(ii) intermediate*** or (medium) if they are of structure CVC and (iii) **heavy** or (long) syllables if they are of the form CVCC, CVV, CVVC (Mitchell 198 :21). The following sections deal with the most frequent accentual patterns, which occur in the conversational exchanges recorded. Cited examples are taken from naturally occurring Jordanian child to adult conversational exchange, (See Appendix) the structure of the word is represented in terms of the common sequences of CV elements (Cf. Allan, W.S.:1956).

4. Word Accentual Patterns

4.1 Accentual Pattern 1: Conversational Exchange 1

Disyllabic patterns with ultimate ***Long* syllable**: CVVC, CVCC, CVV: the ultimate syllable is the most prominent or stressed.

Table 1. Disyllabic patterns with ultimate long syllable.

Word	***Structure***	***Word***	***Structure***
/sua:l*l* ‘question’	CV-CVVC	*ba'šu:f ‘I’ll see'*	CV-CVVC
/kama:n/'more'	CV-CVVC	*/9i'ne:n/* 'eyes'	CV-CVVC
9a'ša:n 'so that'	CV-CVVC	*di'ne:n* 'ears'	CV-CVVC
mi'la:d 'birthday'	CV-CVVC	*bi'du:n* 'without'	CV-CVVC
bil'be:t 'at home'	CVC-CVVC	*zaHla?t'* 'I slipped'	CVC-CVCC
*?a9'ma:*l 'business'	CVC-CVVC	*fan'na:n* 'artist'	CVC-CVVC
bi'Si:r 'it can be'	CV-CVVC	f*him* 'I understood'	CCVCC
?ad'de:š 'how much	CVC-CVVC	d*a'rabt* 'I hit'	CV-CVCC
bi'3i:b 'he brings'	CV'CVVC	?*a-'kalt* 'I ate'	CV-CVCC

4.2 Accentual Pattern 2

Disyllabic patterns in which the penultimate is ***intermediate*,** i.e. CV, CVC: the *penultimate* is stressed.

Table 2. Disyllabic patterns in which the penultimate is intermediate.

Word	**Structure**	**Word**	**Structure**	**Word**	**Structure**
?iH'ki 'talk'	CVC-CV	*'halla?* 'now'	CVC-CVC	*'mama* 'mummy'	CVV-CV
'ruHtu 'go'	CVC-CV	*'?as?al* 'I ask'	CVC-CVC	*'ba:ba* 'Daddy'	CVV-CV
'ya9ni' I mean'	CVC-CV	*'Tayyib* 'O.K.'	CVC-CVC	*'9a:di* normal'	CVV-CV
				'ha:da 'this'	CVV-CV
				'si:di ' granny''	CVV-CV
				'Su:ra' picture'	CVV-CV
'šwayye '	CCVC-CV	*'biddak* 'you	CVC-CVC	*'sa:kin* 'living	CVV-CV

little'		want'			C
'ka9ke 'cake'	CVC-CV	'*9umrak*"ever'	CVC-CVC	*'wa:rid*' 'input'	CVV-CV C
				mba:riH "yesterday '	CCVV-C VC
				ša:Tir'good boy'	CVV-CV
				'd3a:riH 'hurting'	CVV-CV
				'xa:lid 'for ever'	CVV-CV C
'hassa.now.	CVC-CV	'*tinzal*'get down'	CVC-CVC	*Sa:di r* 'out'	CVV-CV C
''tsawwi 'do'	CCV-CV	*'biTla 9*'appears'	CVC-CVC	'*walad*' boy'	CV-CVC
'Hilwe 'sweet'	CVC-CV	*'tif?a9*	CVC-CVC	*'balad'* country'	CVCVC
'xamse 'five'	CVC-CV	*'tudrus* 'study'	CVC-CVC	'*qalam* 'pencil'	CV-CVC
'*biddi* 'I want'	CVC-CV	*'tisbaH* 'swim'	CVC-CVC		
'zayyo 'like it'	CVC-CV	'y*iTla9* 'go up'	CVC-CVC		
'S*afra* 'yellow'	CVC-CV	'*kulhum*'all of them'	CVC-CVC		
?inte 'you'	CVC-CV	*'bti9raf '* he knows	CVC-CVC		
'*halla* really'	CVC-CV	*'ba9raf* 'I know'	CVC-CVC		
'm*arra* 'once'	CVC-CV	*bitHib* 'you like'	CVC-CVC		
'*šuftu* ' I saw it'	CVC-CV	*b'tiHDar*' you come'	CVC-CVC		
'Hiffe 'edge'	CVC-CV	*'tištri*' you buy'	CVCC-CC VC		
'*D3alT*a 'stroke'	CVC-CV	'*?išta* 'winter'	CVC-CV		
'?illi 'which'	CVC-CV	*'marra* 'once'	CVC-CV		
'tiHki 'you talk'	CVC-CV	'*baHki*'I talk'	CVC-CV		
'*9amti* 'my aunt'	CVC-CV'	*'hayfa*'Hayfa'	CVC-CV		

4.3 Accentual Pattern 3

Trisyllabic patterns in which both ultimate and penultimate are *short*; stress falls on the antepenultimate**.**

Table 3. Trisyllabic patterns in which both ultimate and penultimate are short.

Word	**Structure**
'*madras* 'school'	CVC-CV-CV

4.4 Accentual Pattern 4

Monosyllabic patterns with long V-element, or with a final –CC sequence are made prominent.

Table 4. Monosyllabic patterns with long V-element, or with final –CC sequence.

Word	**Structure**	**Wd.**	**St.**	**Wd.**	**St.**	**Wd.**	**St.**	**Wd.**	**St.**
'we:n'where'	CVVC	šuft' I saw'	CVCC	yi:	CVV	kam 'how much'	CVC	u	V
'?e:š 'what'	CVVC	'nzilt 'stepped down'	CCVC	?e:	CVV	ma9	CVC	m	C
'he:k 'this	CVVC	'kunt	CVCC	'?a:	CVV	zay	CVC	?u	CV
'le:š 'why'	CVVC	'bass	CVCC	'la:	CVV	?aw	CVC	šu	CV
'ki:f 'how'	CVVC	'SaHH	CVCC	'mu:	CVV	bas	CVC	fi	CV
'Tabb ' but'	CVCC	šu:	CVV	hum' they'	CVC				
'zGi:r'small'	CCVVC	zift 'tar'	CVCC	'ya	CVV	la?'no'	CVC		
'be:t 'house'	CVVC	talt 'three'	CVCC	'fi: 'in'	CVV				
min 'from'	CVC								
'mi:n'who'	CVVC	'l9ibt	CCVCC	'hai	CVV	Tab	CVC		
'9i:d	CVVC	'9ind 'at'	CVCC						
'ke:f 'how'	CVVC	'smi9t	CCVCC						
'ka:n 'was'	CVVC								
'šlo:n 'how'	CCVVC								
'Ti:r 'fly'	CVVC								
'lo:n 'color'	CVVC								
'na:r 'fire'	CVVC								
'ma:t 'died'	CVVC								

5. Conversational Exchange (2)

5.1 Accentual Pattern 1

Disyllabic Patterns with ultimate *Long syllables* (i.e. CVVC, CVCC, CVV); stress placement on the ultimate syllable.

Table 5. Disyllabic patterns with ultimate long syllables.

Word	**Structure**	**Word**	**Structure**
ʔa'za:z 'glass'	CV-CVVC	*baT'fi:h 'turn off*	*C*VC-CVVC
mu'bail 'mobile'	CV-CVVC	*duzda:n* 'wallet'	CVC-CVVC
ʔa'šu:f 'I see'	CV-CVVC	*maz'bu:T* 'correct'	CVC-CVVC
fu'ʔi:h 'above it'	CV-CVVC	*maw'3u:d* 'present'	CVC-CVVC
*Ha'ra:m '*taboo'	CV-CVVC	*bit'3i:b* 'he brings'	CVC-CVVC
*ʔan'a:*m 'I sleep'	CV-CVVC	*ʔab'Ta:l '*heroes*'*	CVC-CVVC
ra'ni:m 'Raniim'	CV-CVVC	*saw'we:t* 'I did'	CVC-CVVC
'ta9a:l 'come on'	CV-CVVC	*mal'yo:n* 'full up'	CVC-CVVC
ʔa'šu:f 'I see'	CV-CVVC	*bil'be:t* 'at home'	CVC-CVVC
ha'do:l 'those'	CVC-CVVC	*banzi:n* 'oil'	CVC-CVVC
mila:d 'birthday'	CV- CVVC	*bi33i:b* 'it brings'	CVC-CVVC
bi'Si:r 'may be"	*CV-CVVC*	*Hilwa:t*	CVC-CVVC
*ša?lu:b'*upside down'	CVC-CVVC	*ad'de:š*	CVC-CVVC

5.2 Accentual Pattern 2

Disyllabic patterns in which the penultimate is ***intermediate***, i.e. CV, CVC, or stress falls on the penultimate.

Table 6. Disyllabic patterns in which the penultimate is intermediate.

Word	**Structure**	**Word**	**Structure**	**Word**	**Structure**
'buzbuT	CVC-CVC	'walla 'really'	CVC-CVC	'ma:ma'mum'	CVV-CV
'?ul-tlak	CVC-CVC	'hassa 'now'	CVC-CV	'ba:ba'Daddy'	CVV-CV
'?aHsan 'better'	CVC-CVC	‘biddu'wants	CVC-CV	"te:ta 'granny'	CVVCV
'bakzib 'I lie'	CVC-CVC	'xaltu'aunt'	CVC-CV	'ha:tu 'give' it'	CVV-CV
'til9ab'play'	CVC-CVC	ya9ni' that is'	CVC-CV	Ge:ru' another'	CVV-CV
'šuftak'saw	CVC-CVC	'lamma'when'	CVCCV	'ha:da 'this'	CVV-CV
'3ibltlak	CVC-CVC	'stanni'wait'	CCVCCV	'ra:su his head’	CVV-CV

				la:zim 'must'	CVV-CVC
				'da:nu' his ear'	CVV-CV
				'sa:9a 'watch'	CVV-CV
				xa:lu'his uncle'	CVV-CV
				'ra:su 'his head'	CVV-CV
				'xa:lid eternal"	CVVCVC
				ta:9it ' his'	CVVCVC
				'9a:mir 'Amir'	CVV-CVC

5.3 Accentual Pattern 3

(i) Trisyllabic patterns in which both ultimate and penultimate are *short*; stress falls on the antepenultimate and (ii) patterns in which the penult is *not short* receives stress on the penult.

Table 7. Trisyllabic patterns in which both ultimate and penultimate are short

Word	**Structure**	**Word**	**Structure**
'*9ašara* '*ten*'	CV-CV-CV	*'Ga-salu* 'they washed'	CVCVCV
9aša:nak 'for you'	CV-CVV-CVC		

Trisyllabic patterns in which both ultimate and penultimate are short

5.4 Accentual Pattern 4

Monosyllabic patterns with long V-element, or with a final –CC sequence are prominent:

Table 8. Monosyllabic patterns with long V-element, or with final- CC sequence

Word	**Structure**	**Word**	**Structure**	**Word**	**Structure**	**Word**	**Structure**
'?e:š	CVVC	la?	CVC				
'we:n	CVVC			'?a:	CV(V)	'kunt	CVCC
'Su:S	CVVC	Tab	CVC	hai	CVV	'šuft'	CVCC
'ki:f	CVVC	ma9	CVC	'fi:	CV(V)	'rudd	CVCC
'ho:n	CVVC	miš	CVC	'šai	CVV		
'bo:t	CVVC	bas	CVC	'?a:	CVV		
'Ge:r	CVVC						
'?a:l	CVVC						
'mi:n	CVVC						
'fo:?	CVVC						
'he:k	CVVC						
'zGi:r	CCVVC						
'Ga:d	CVVC						
'?u:m	CVVC						
'Su:S	CVVC						
'ho:n	CVVC						
'le:š	CVVC						

'zla:m	CCVVC						

6. Conversational Exchange (3): Accentual Patterns

6.1 Accentual Pattern (1)

(i) Disyllabic words with final ***Long*** (heavy) syllables: CVVC, CVCC, CVV; stress falls on the ultimate syllable:

Table 9. Disyllabic words with final long, heavy syllables

Word	**Word**	**Word**
(CV-CVVC)	**(CVC-CVVC)**	**(CV-CVCC)**
?a'ki:d 'sure'	*taq'di:r* 'appreciation'	*ba9'rafš " I know'*
ka'ma:n more'	*Tab'xi:n* 'we cook'	*bal'lašt* ' I started'
Ta'ba:t 'ba*lls'*	*saw'we:t* 'I did'	*?af'Tart* ' I had breakfast'
Ha'ke:t I spoke'	*xar'ba:n* 'out of order'	
Sa'r:9 'street'	*za9'la:n* 'cross'	
Ba'Ti:? 'slow'	*ta9'ba:n* 'tired'	
qi'Ta:r 'train'	*Sal'Ha:n* 'in good order'	
9a'ša:n' in order to'		
'xalaaS 'enough'		

6.2 Accentual Pattern (2)

(i) Patterns in which the penult is ***intermediate*** (i.e. CV, CVC) or *Long (i.e.*CVVC,CVV), stress falls on the penultimate:

Table 10. Patterns in which the penult is intermediate or long

Word	**Word**	**Word**	**Word**	**Word**	**Word**
CVV-CV	**CVV-CVC**	**CVC-CV**	**CV-CV**	**CVC-CVC**	**CV-CVC**
'xa:lu " uncle'	'xa:lid	'?ilha'hers'	'?ana	'bakzib"lie'	'walad' boy'
'sa:9a 'watch'	'ta:9it 'hers'			darsak 'your lesson'	
'te:ta 'granny'	'3a:mi9'mosque'	'minha from her'			

(ii) Trisyllabic words with final ***Long*** syllables CVVC, CVCC, CVV; stress falls on the ultimate *Long* syllable:

Table 11. Trisyllabic words with final long syllables CVVC, CVCC, CVV

Word	**Word**
xara'bi: š 'scribbles	CV-CV-CVVC
9ala'ša:n 'in order to'	CV-CV-CVVC

(iii) Trisyllabic patterns in which the final syllable is **Short** (CV or CVC), the penult is ***not short*** receives stress on the penultimate:

Table 12. Trisyllabic patterns in which the final syllable is short (CVor CVC)

Word	*Word*	*Word*	*Word*	*Word*	*Word*
CVV-CV	**CVV-CVC**	**CVC-CV**	**CV-CV**	**CVC-CVC**	**CV-CVC**
'xa:lu " uncle'	'xa:lid	‘?ilha'hers'	'?ana	'bakzib"lie'	'walad' boy'
'sa:9a 'watch'	'ta:9it 'hers'			darsak 'your lesson'	
'te:ta 'granny'	'3a:mi9'mosque'	'minha from her'			

6.3 Accentual Pattern 3

Disyllabic words with intermediate or(**not *short***) penult are stressed on *the penult:*

Table 13. Disyllabic patterns with intermediate or not short penult.

Word	**Structure**	**Word**	**Structure**
'Tab9an 'of course	CVC-CVC	'ba:lna 'our thought'	CVCCV
fikra 'idea'	CVCCV	?ursum 'draw'	CVC-CVC
'Tayyib'O.K.'	CVC-CVC	'ya9ni'that is'	CVCCV
'rakkiz ;focus'	CVC-CVC	?iHna 'we'	CVCCV
'buxTur 'it occurs'	CVC-CVC		
'ni9mal 'we do'	CVC-CVC		

7. Stress Placement Rules

The analysis of the conversational exchanges in terms of their constituent syllables reveals the following facts about stress placement:

1) Patterns with final –CVV,CVVC,CVCC are stressed on the *ultimate* syllable**,** e.g. *ba9'de:n* ' (CV-CVVC) 'later on', *maz'bu:T* (CVC-CVVC) 'correct',

baT'Talt (CV-CVCC) 'I gave up', *Daw'wi:* (CVC-CVV) 'switch it on',

Darabu: (CV-CV-CVV) 'they hit him', *ka'kau* (CV-CVV) 'cocoe'

2) Patterns with final CV or CVC i.e. *‘intermediate'* syllable -type or with CVVC penult are accented on the penultimate ,e.g. *'buzbuT* (CVC-CVC) 'It'll be all right' *'hassa* (CVC-CV) 'now' *, 'la:zim* (CVV-CVC)' we have to', '*sa:9a* (CVV-CV) ' a watch'

3) Trisyllabic patterns with sequences of three successive *short* syllables are accented on the antepenultimate ,e.g. '*9ašara* CV-CV-CV 'ten', *madrase* (CVC-CV-CV) 'school'.

4) Trisyllabic patterns in which the ultimate syllable is *short* and the penult is *Long* are stressed on the penultimate, e.g. *ma'sa:?il* (CV-CVV-CVC) 'questions', *ra'sa:?il* 'messages'.

5) Monosyllabic words with long vowel nucleus are made prominent, e.g.

'ho:n (CVVC) 'here', ***'le:š*** (CVVC) , *'ki:f* (CVVC) 'how'

6) The most unmarked syllable –type is the final *heavy* CVV, CVVC, CVCC

e.g.*?a9'Te:t ?iy'ya:h* 'I gave it to him', *lu'zu:m* 'need', *za'ma:n* 'time'

7.1 Stress Placement Constraints

Stress placement constraints may be stated as the following:

7.1.1 Monosyllabic Words

The majority of this class of words is 'grammatical' and may be divided into two subsets: (i) Long monosyllabic words of the type CVV, CVVC or CVCC, and (ii) Short monosyllabic words of the type CV, CVC. The constraint is:

(i) Short monosyllabic words are never stressed; if they do, they are only stressed in response utterances; the short vowel becomes fully long, cf.

šu *ma:lak?* What"s the matter with you? vs. ***šu****: ma:li* 'What's the matter with me?, only uttered in response .

(ii) ***Front half open/open low vowels are not allowed in "emphatic' consonantal framework.*** Possible combinations of long and short vowels + coronal consonant or sonorant are cited below.

7.1.2 Disyllabic Words

Disyllabic words are higher in frequency in conversational exchanges than trisyllabic words. Apart from stressing consistently the *ultimate* syllable of structure CVVC, CVV, CVCC, stress placement is regularly placed on the ***penult Long syllable***, e.g. *'sa:lim* . The constraint is: ***final CV or CVC syllables are not accented***. However; the principle of extrametricality which supports the view that "there is always some extra metrical materail at the right edge of the word and that "Word final C's are extrametrica" Ussishkin (2000:219) may not apply in all cases of disyllabic stress placement. Consider the following disyllabic words in which the final segments do not allow further extrametrical material: *ka'man* 'more',*hall*a? 'now', *la:zim* 'have to '*ya9ni* 'I mean', '*buzbuT* 'would be all right', '*te:ta* 'grandma', *ka'kau* 'cocoe'.

7.1.3 Trisyllabic Words

Where trisyllabic words contain no heavy syllables, stress falls by default on the first syllable. But otherwise stress falls on the right-most heavy syllable, cf:

Table 14. Trisyllabic with three short syllables, heavy penult and heavy syllable

Trisyllabic with 3 short CV(C) –CV-CV	***Trisyllabic with Heavy(long) Penult***	***Trisyllabic with Final Heavy Syllable***
'*?ar-ba-9a* 'four'	*?iH-'ki:-li*	*maw-d3u-'di:n*
'mas-?a-leh 'question'	*šaH-Ha:-Ta*	*?iš-ta-'re:t*

'xal-la-tak 'allowed'	*ma-'Sa:-ri*	*?a-Daw-'wi:*
'mak-ta-beh 'library'	*?iy-ya:-hum*	*da-na-'ni:r*
'mad-ra-she 'school'	*ta-'la:-te*	*ka-ra'te:*
'maz-ra-9a' farm	*?a-'Ga:-ni*	
'rat-ta-bat 'arranged'	*tam'hi:-di*	
	kum-bju:-ter	
	la-'Ha:-li	

7.2 Syllable Sequences

In English, but not in Arabic the onset of a mono-syllable may be a vowel/diphthong, e.g. *'odd', 'arm', 'eat' , 'owl', 'oven', 'act' , 'aunt', 'oh' ,' own', etc* Also English permits sequences of two or more consonants in syllable –initial and syllable final positions ,e.g.*'straw' ,'spray' , 'splints' ,' scrounged','strict', 'straw', 'twelfths'.* Jordanian Arabic words permit up to two consonants initially with C1 consisting of a stop and C2 an approximant, e .g [bla:d] 'country' , [brau]'bravo', [mrai]'mirror' , [dru:s] 'lessons'. In final positions, they permit two-consonant cluster, e.g. [bard] 'cold', [ward] 'flowers', [d3ild], 'skin'. [9ind] 'near' [zla:m] 'men'.

In the corpus of the conversational exchanges examined, the following canonical syllable types recur:

Table 15. The recurrence of canonical syllable types.

Type 1 : Short	*e.g.wa-la -?i-ši* / 'nothing at all'	CV-CV-CV-CV
Type 2: Intermediate	CVC , e.g. war-Ta	CVC-CV
Type 3: Long	CVVC, CVV, CVCC	

Most syllable types exhibit a three-tiered structure consisting of a *syllable node 'ό'* a *CV-tier* which dominates consonantal and vowel segments and a *segmental tier* consisting of bundles of features. The V element of the CV represents a syllable *nucleus* realized by one of the ten monophthongs (i:, i, e:, a, a:, ɑ:, ɑ, o:, u, u:) or one of the two diphthongs(ai, au); a C element is not a peak and represents a syllable onset or coda. The syllable is the basic functional unit in the phonological system of Arabic which not only regulates the ways in which vowels and consonants combine but it is also the unit in terms of which constraints on syllable structure are best stated. Thus, in Arabic but not in English the sequence [tl] is allowed as an onset, but in English the sequence [tl] is only allowed so long as /t / and /l/ belong to different syllables ; it is not allowed in the same syllable, cf:

Table 16. The sequence of [tl] in Arabic and English.

JA	**RP**
tla:9 'hills'	atlas

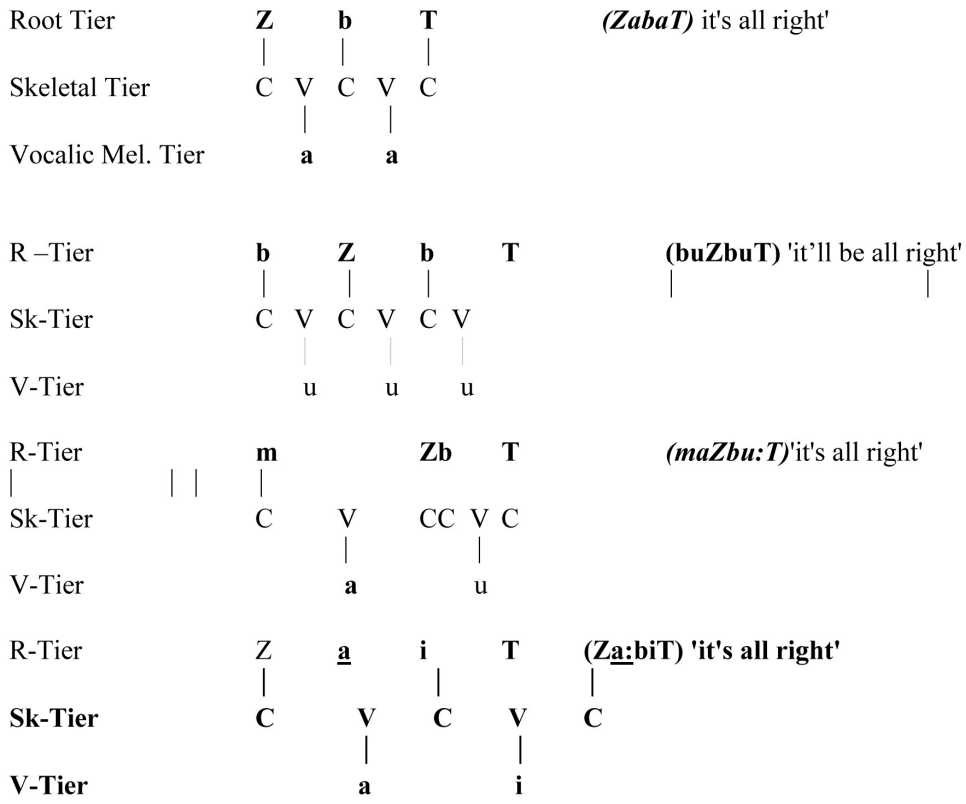
tliff 'roll'	butler

Also, Arabic does not allow vowel onsets. English syllables beginning with a vowel are initiated by a 'glottal' stop when produced by Arab learners of English. The following Arabic combinations of sounds are allowed at adjacent syllable boundaries

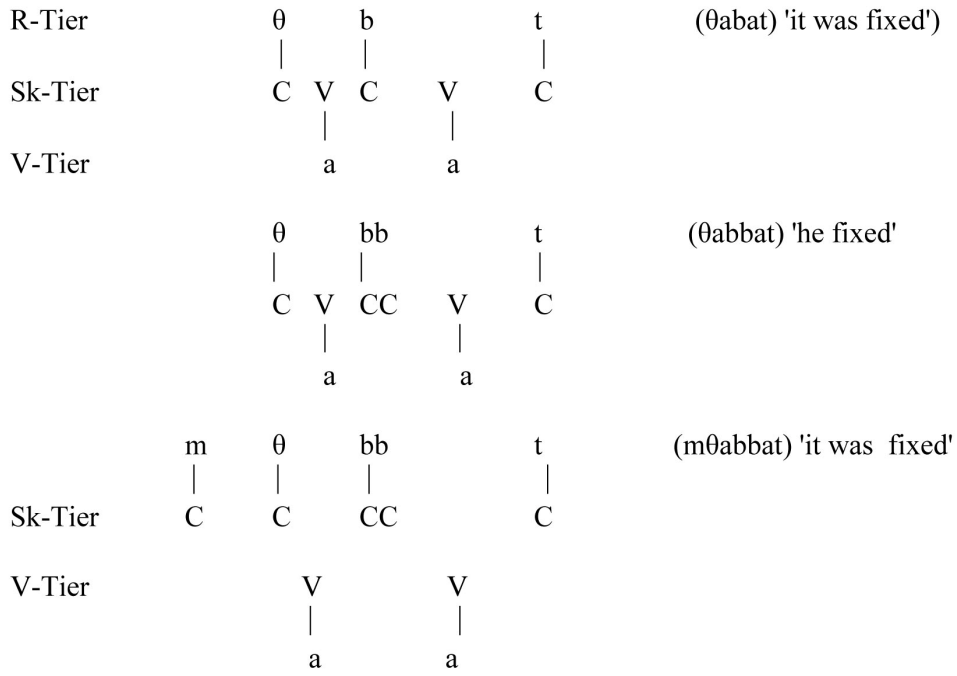
7.3 Prosodies of 'frontness' and 'backness'

The syllable also plays an important role in controlling features whose domain extend over more than one segment in length, e. g. articulatory gestures characteristic of 'emphatic' articulation are not started and completed within a single segment but extends over the whole syllable or word. The dark 'emphatic' features spread all over the utterance, e.g./lɑ**T**ɑ**m**/ 'slapped' beginning with 'dark' [l] followed by back open vowels and an 'emphatic' bilabial nasal. The darker 'emphatic' articulation of the neighboring sounds to /T/ 'the denti-alveolar stop' is due to anticipatory co-articulation which works in both directions.

Prosodic features such as 'frontness'/'backness' or 'clearness'/'darkness' are characteristic of the whole syllable or word. For example, the vocalic melody pattern in /**buZbuT**/ is characterized by the feature of 'backness' whose domain is the whole word. The 'dark' or 'emphatic' features are not localized in the 'emphatic' consonants /Z/ and /T/ but their effect involves the initial bilabial consonant which is articulated with greater muscular tension. Morphologically, other related words are derived by modifying the consonantal root – **Z-b-T** internally and not simply by concatenation of affixes and roots. The resulting vocalic pattern ' frontness' vs. backness' assign the word to a particular derivational class (McCarthy: 1993 B) cf.:



Features of 'emphasis' span the internal structure of all syllabic elements: the ***nucleus*** being realized as back open (low) /**a** /or /a:/, the ***onset*** which is realized phonetically by lateral expansion of the whole body of tongue during the articulation of /**Z**/ a dark denti-alveolar sulcal voiced fricative , /**T**/ a voiceless denti-alveolar 'emphatic' plosive and /**m**/ an 'emphatic' bilabial nasal. In contrast with 'backness', there are certain patterns, which are distinguished by vocalic melody of 'frontness', whereby the nucleus of the syllable is dominated by a front vowel:



In the domain of ***'clearness' or 'darkness'***, the constraints on consonant –vowel-consonant (C-V-C) are known intuitively, based on the Arab learner's knowledge of the permissible syllable internal structure of the Arabic language. The Arab learner of English tends ***to*** transfer features of the whole prosodic template of the Arabic '***bunyaan'*** during the production of English utterances**.** Once these patterns are acquired, they become as independent lexical items that have their specific prosodic features and their own entry in an Arab learner's mental dictionary. Consider the following sample morphological patterns:

(i) Infix(es):

Table 17. Infixes

Infix(es)	**Input Base (Root)**	**Output**	**Word –class**	**Semantic Info**
a-a	T-b-x	***Tabax***	verb	'he cooked'
a-a:-b	T-b-x	***Tabba:x***	noun	'a person who cooks'
a-u:	T-b-x	*maTbu:x*	verbal noun	'being cooked'
a-a	T-b-x	***Tabxa***	noun	'the meal'
a-i:	T-b-x	*Tabi:x*	noun	'cooking'

(ii) Suffix(es):

Table 18. Suffixes.

-a:t	T-b-x	***Tabxa:t***	noun/fem.pl.	'recipes'
-i:n	T-b-x	*Tabbaxi:*n	noun/masc.pl.	'cooks'

(iii) Prefixes:

Table 19. Prefixes.

-m	T-b-x	*maTbax*	noun	'kitchen'
-m+a:	T-b-x	mɑTɑ:bix	noun/pl.	'kitchens'

(iiii) All:

Table 20. Infixes, suffixes, and prefixes.

Infixes	**Input Base (root)**	**Output**	**word-class**	**Semantic Info**
a-a	H-s-d	*Hasa**d***	noun	'envy'
a-u:	H-s-d	*Hasu:d*	noun	'one who envies'
a-s-a:	H-s-d	***Hassa:d*** occupational	noun	'one who envies'
Suffix/es)				
i:n	H-s-d	*Hassadi:n*	noun(pl.asc.)	'those who envy'
a:t	H-s-d	***Hassada:t***	noun (pl.fem.)	
Prefixes				
bj	H-s-d	bjiHsid	verb (imperfect)	'he envies'

Table 21. Infixes, suffixes, and prefixes.

infixes	**Input Base(root)**	**Output**	**word class**	**Semantic info**
a-a	H-S-d	*HaSad*	verb(imperfect)	'he reaped'
a-S-a:d	H-S-d	HaSSa:d	noun	'one who reaps'
a-i:	H-S-d	HaSi:d(e)	noun	'harvest'
Suffixes				
i:n/-a:t	H-S-D	HaSSadi:n	noun.masc.pl/fem	
Prefixes				
Bj-	H-S-d	bjuHSud	verb	'he reaps'
at	H-S-d	HaSaat	Verb (imp.)	'she reapt'
u	H-S-d	HaSadu	verb (imp./pl)	'they reaped''

Morphologically, the lexical meaning of the dictionary entry form 'lexeme' is signaled by the association of the triconsonantal root H-s-d vs. H-S-d at the **root tier.** Depending on the affixes and vocalic elements introduced, different word-forms realize different grammatical words. The **skeletal tier,** which is also called **the prosodic template tier,** not only regulates

the association of consonant –vowel-consonant but also provides crucial information about the grammatical function of the canonical shape formed by such associations. Clearly, the association of the 'non-emphatic' voiceless fricative /s/ with the voiced 'non-emphatic'fricative /s/ and the restrictions imposed by the non-occurrence of a back open vowel as opposed to its occurrence in /HɑSɑd/ is characteristic of the imperfect tense in Arabic. The V slot in the CVCVC is phonologically determined in the sense that the quality of the vowel is subject to restrictions imposed by anticipatory consonantal gestures of the 'non-emphatic'/s/ or its 'emphatic' counterpart /S/. The vocalic melody is 'frontness' for the 'non-emphatic'CVCVC template and the melody is 'backness' for the 'emphatic' CVCCVC template.

The Arab learner compares the linguistic features in L2 input with his own mental

lexico-grammatical templates, registering to what extent he could reduce the 'gap' between the input and his own mental templates applying L1 rules of syllabification and morphological concatenation. At a later stage he integrates a representation of the new L2 linguistic pattern into his interlanguage. Consider, for example, the contrast between the front /a/ vocalic melody vs. the back/a̲/ vocalic melody which Arabic reduplicative exhibit:

Table 22. The contrast between the front/a/ vocalic melody vs. the black /a̲/ vocalic melody

Front /a/ vocalic melody	**Back /a̲/ vocalic melody**
damdam	*DamDam*
dabdab	*DabDab*
taftaf	*TafTaf*
taltal	*TaTal*
tamtam	*TamTam*
samsam	*SamSam*
9ad9ad	*9aD9aD*
9as9as	*9aS9aS*
wašwaš	*rašraš*
balbal	*barbar*
wakwa*l*	*warwar*
basbas	*baSbaS*
fasfas	*faSfaS*
ta?ta?	*Ta?Ta?*
salsa*l*	*SalSal*
*l*aflaf	*rafraf*
falfal	*farfar*

The skeletal tier template for reduplicative forms is CVCCVC in which the second syllable is a copy of the first; the vocalic melody is the front open centralized [a] *in* the environment of 'clear' consonants whereas the vocalic melody is open back */a/* in the environment of 'dark' consonants. A key point to note is the multiple linking of [a] or [*a*] with both V slots on the skeletal tier.

8. Prosodies of 'clearness and darkness'

Given the hypothesis of coarticulation, velarization and /or rhotazation is an articulatory process of two environments: the 'emphatic' or 'darkness' and the 'non-emphatic' or 'clearness'. The first process involves two gestures: tongue body retraction in anticipation of an upcoming 'emphatic' consonant and (ii) greater muscular tension in the articulating organs. Anticipatory lingual articulation involves the positioning of the tongue in 'emphatic'/'non-emphatic' articulation as a function of a preceding or following 'emphatic' consonant. The exponents of the prosody of 'clearness' are 'frontness': the front of the tongue is raised towards the hard palate; contact is made by the tip and blade of the tongue against both the dental and the alveolar zones of the palate. The whole body of tongue is laterally contracted in relation to the roof of the mouth. On the other hand, an 'emphatic' articulation gives rise to a reduction of the pharyngeal space as a result of flattening the tongue. Gestures are organized in co-coordinative structures. In CVCV, CVCCVC sequences constraints imposed by 'emphatic' consonants appear to control the tongue dorsum. Anticipation of an upcoming 'emphatic' consonant will alter articulation. That tongue retraction results in lowering formant values particularly those of F2 is evidenced by S1 higher formant values in sequences characterized by the prosody of 'clearness'.

The arrangement of syllables in the phonological organization of Arabic has a considerable effect on the Arab learner's ability to organize L2 syllables. In his early stages of learning English, he tends to reorganize L2 syllables and adapt them so that they conform to L1 syllabic structure. Consider, for example, the arrangement of the syllabic structure of the following conversation between two female Jordanian friends:

wen 't o:k-ing a 'baut 'taim, w: 'to:k a-'bout wat 'bi:-bul du: wiθ ðe:r

Taim wi: ðen ju:z ðə ve:rbz spent, pa:s and we:st. tu spend ðə **Taim** ?iz tu 'du: **Sam** - θing ju:z-ful wið ju:r **Taim**….wi: 'spend ðə 'de: kli:ning ðə 'haus

jes 'ju: 'du;, ju: du: bat ai 'don't, ai 'don't.

we:r ?iz ju:r mag.

- ai don't no: we:r it ?iz ,?it iz ?in ðə sink .?it needz tu bi: 'wo:šd. ðe:r ?it ?iz.
- wat du: ju: aink ov ?it?
- ?t ?iz va-ri gud. we:r did ju bai ?it.
- ?it wa:z a prezint from a frend hu: went ?on ?e: tu:r to ?is-ba:n-ja la:st ji:r.
- ki:p ?it ?a:z a su:-vi-ni:r.
- hau ?a:r ju: go:-ing tu spend ju:r taim tu-de:?
- I want tu kuk.
- wat ?a:r ju: kuk-ing?
- mansaf. ?o:l ?ov ðem lav ?it.

- bai ðe we:, hau wa:z ð ə pa:r-ti?
- ju: mi:n ð ə tšil-drin'z pa:r-ti?
- jes.
- hau long did ?it te:k?
- wan ?au-er ?and fo:r-t mi-nits.
- Wat did ju: we:r fo: ðə pa:r-ti?
- ?e: gre: su:t.
- 0is ?iz nju: , ?on mai be:ra-de:, ?e: prezent

Constraints on Arabic syllable structure are operative in the text above. They serve as a filter allowing only a limited number of vowels specific to Arabic to occur. English words are reconstructed so that only sound sequencesmodeled on the Arabic prosodic templates to occur. How deeply ingrained syllable structure rules in the minds of Arab learners can be evidenced from the conversational exchange cited above, cf.

Table 23. The arrangement of syllabic structure in Arabic and English

JA	Syllable Structure	RP
dont	CVCC	VVC 'don't don't['dəunt]
ju:r	CVVC	CVV' your your [jaə]
suvi'ni:r	CV-CV-CVVC	CVCVCVV souvenir [su və'niə]
we:r	CVVC	

Stress placement in Arabic is sensitive to the internal structure of the syllable that bears it. A balanced proportion of ***light***, ***intermediat***e or ***heav***y syllables is maintained throughout oral discourse. When producing English utterances, Arab learners tend to maintain this balance. Consequently; vowels in the English unstressed syllables have clear or full vowel quality. English polysyllabic words are restructured so that the constituent syllables follow typical Arabic syllabification. Consider the following utterances extracted form the conversational exchange cited above, wherein the English 'muffled' vowel quality like that of *schwa* is realized as a 'pure full' vowel:

Table 24. Stress placement in Arabic and English

JA	RP
	'can, /[kən/]
/don't/ CVCC	/'don' [dəunt/]'
/ji:r/ CVVC	'year' /[jiə/]

When considering stress placement in both languages, an algorithm which constructs two sets of prosodic templates in both languages is essential. The first set is assumed to highlight similarities of stress placement and the other will deal with differences. The pedagogical

implication is to facilitate and speed up the learning process. In both languages, one has to take into account the fact that stress is a ***relational concept***: a stressed\syllable is more salient than its adjacent unstressed counterparts. Stressed syllables are longer, louder and higher in pitch. The location of stress is determined by the internal structure of the word. In particular, the syllable weight plays an important role in stress placement. In both languages, all lexical words must have one syllable, which receives primary stress. Clearly; monosyllabic words which contain a long vowel like English *boy, toy, aunt, farm and Arabic/ he:k , hai , ho:n, le:š/* are stressed.

The location of stress in disyllabic words in both languages is *quantity sensitive*. Where disyllabic verbs contain no heavy syllables, stress falls by default on the first syllable, cf.

Table 25. Disyllabic verbs in both languages contain no heavy syllables.

JA	**RP**
'Haki	'carry [kæri]
'sawwi	'copy [kapi]
'ruHtu	'cover [kavə]
'ya9ni'	'singer' [siŋə]
'maši	'walking [wa:kiŋ]

If, on the other hand, the syllable is *heavy* i.e contains a long vowel or diphthong stress falls on that syllable, Cf.

Table 26. Disyllabic verbs contain heavy syllables.

JA	**RP**
?a-'ki:d	glori'fy
sa'ri:9	re'ceive [risiv]
ba'Ti:?	re-'cur [ri'kƏ:]
Qi'**a:**r	red'uce
?a'na:m	con'coct[
9an'3add	enlist
ma'ri:D	pre'fer [prifƏ:]
ra:'me:t	av'oid [Ə vɒ:d]
za9'la:n	re'fine
ba9'de:n	co'coon
la'we:n	bal'looon

In passing, however, one has to account for exceptional cases. Some words in both languages are stressed on the first syllable although the final syllable contains a long vowel or diphthong ,e.g. *follow, yellow,* (Arabic /'yad3ri(:)/, *'run'*).

Turning now to trisyllabic words, we find the similarities in the location of stress outweigh differences. Ignoring the final syllable which is extrametrical, we find that in both languages stress lands on the penultimate syllable if it is heavy, Cf.

Table 27. Trisyllabic words in both languages where stress lands on the penultimate syllable if it is heavy.

JA	**RP**
ma'sa:kin *'houses'*	tor'nado
ma'd3alis *'councils'*	bron-'chi-tis
tam'hi:di *'elementary'*	ban'nanas
fard3a:ni *'he showed me'*	to'matoes
la'Ha:li *'alone'*	po'tatoes

If, on the other hand, the penultimate syllable is *light,* stress falls on the ante-penultimate syllable, cf.

Table 28. Trisyllabic words in both languages where the penultimate syllable is light.

JA	**RP**
'marHaba	'ci-ne-ma
'muškila	'positive
'mas?ala	'Saterday
'taðkara	'hospital
'?alamak	'furinture
'madrasa	'generous
fugara	'visitor

9. The Effect of Adjacent Consonants on V-V

9.1 The Effect of the Preceding or Following Consonant

From the analysis of the L1 and L2 conversational exchanges, we find that the prosodic features of the Arabic morphological patterns have a considerable effect on L2 Arabic pronunciation. To facilitate the task of L2 pronunciation, English sounds are modified to make them similar to L1 sounds. The process is *bidirectional:* a sound becomes 'clear' or 'dark' according to whether the sound that precedes is 'clear or 'dark', or whether it is influenced by the sound that follows it. Here are some of the commonest coarticulatory processes found in L2: Arab learners of English are still learning English with spoken input that is modeled on spoken Arabic sound patterns.

9.2 The Effect of L1 Prosodic Template

Words may be perceived by L2 learners as much in terms of their ***orthographic*** shape as their ***phonological*** shape, whereby the learner makes a mental image that connects L2 words with L1 words that have some formal sound association with typical Arabic word templates. For example, if the target word is' ***photograph',*** the learner is highly likely to associate that with prosodic templates of*, say, maHallaat '* 'shop'/*maTabba:t*/' bumps' ,etc, in which the ultimate ,not the antepenultimate syllable, is stressed and during the production of which the Arabic canonical vowels are realized, viz **/'futugra:fs/** instead of. The general shape of the incoming word is crucial. The learner recognizes the first or the last syllable and takes note of

how many syllables it contains; the general constituent structure, where the stress falls in terms of L1 stress rules and what sort of vowels should be filled in the slots, so to speak. If the general shape of an L2 word has been matched with a stored Arabic template that is more or less equivalent to an L2 template, L2 output patterns are realized as L1 structural patterns, Cf.

Table 29. The effect of L1 prosodic template

RP	JA
re'mind	/ka'ma:n /'more'
re'form	/ jo'me:n/ 'a couple of days'
re'tain	/?ah'le:n, /sahle:n/ ,welcome/ ba9'de:n/'later'
recall	/ bi'du:n/' without', /bi'Si:r/ 'possible
reply	/wa'rai/ 'behind me',/ ma'9ai/ 'with me'

9.3 The Effect of L1 Syllabic Structure

Syllabic structure of most spoken Arabic words are ***mono, di- or trisyllabic***. When faced with an unfamiliar polysyllabic word of more complex phonological structure, certain L2 sound sequences are deleted

9.4 'Glottal' Stop Initiation

While any English vowel can begin a word, Arabic vowels do not begin words. When vowels initiate an utterance, Arab students use a 'glottal' stop in each word beginning with a vowel.

9.5 Phonatactic Restrictions

The rules regulating the positions in which various sounds may occur in a word and the combinations of sounds that are permissible are different in L1 and L2. For instance, there are phonatactic restrictions on the combination of 'dark'/'clear' l in various positions in a word in spoken Arabic. The occurrence of Arabic 'clear' l is subject to restrictions imposed by the non-occurrence of 'emphatic' or 'dark' consonants in the immediate neighborhood of the sound. The occurrence of 'dark' l, on the other hand is governed by the occurrence of another adjacent 'dark' or 'emphatic' consonant. The phonatactic restrictions which apply to English l sounds are different. English 'dark' l occurs in word-final or in pre-consonantal positions, e.g. *smell, bull, cuddle, fulfill.* The occurrence of 'dark' l is not conditioned by the presence of another adjacent 'dark' consonant as in Arabic. The articulatory gestures associated with English dark or valorized l in which the back of the tongue is simultaneously raised towards the soft palate as the blade of the tongue makes contact with the teeth-ridge (cf. Paula West, 1999) are not maintained by Arab L2 learners. English dark l is nearly always realized as 'clear' following the anticipatory co-occurrence of Arabic 'clear' l with 'non-dark' consonants. For example, 'dark' l is realized as clear in *little, bottle, huddle, cuddle, milk, table, tilt, etc.*

10. Results

The results of this research are the following:

(i) The constraints on C-V-C, in the domain of 'clearness'/'backness are known intuitively by the Arab learner of English. During the production of English utterances, the tendency is totransfer features characteristic of the Arabic prosodic templates.

(ii) In CVCV, CVCCVC constraints imposed by 'emphatic' consonants appear to control the tongue dorsum. Anticipation of an upcoming 'emphatic' consonant will alter the articulation; English words are reconstructed so that only sound sequences modeled on the Arabic prosodic templates are allowed to occur. English diphthongs are monophthongised and English 3-consonant clusters are reduced by the insertion of an anaptyctic vowel.

(iii) Words are perceived by Arab learners as much in terms of their orthographic shape as their phonological shape, whereby the learner makes a link between L2 words with L1 words that have similar sound associations with typical Arabic templates The phonatactic rules which apply to Arabic sounds are transferred to English.

(iv) The syllable is the hub of the Arabic phonological organization. It is the basic functional unit which not only regulates the ways in which vowels and consonants combine but it is also the unit in terms of which the effect of consonant on vowel can be determined or tested.

The syllable also plays an important role in controlling features whose domain extend over more than one segment in length, e. g. articulatory gestures characteristic of 'emphatic' articulation are not started and completed within a single segment but extends over the whole syllable or word. The dark 'emphatic' features spread all over the utterance ,e.g./l̪ ɑ **T** ɑ̪ **m**/ 'slapped' beginning with 'dark' [l] followed by back open vowels and an 'emphatic' bilabial nasal. The darker 'emphatic' articulation of the neighboring sounds to /T/ 'the denti-alveolar stop', is due to anticipatory co-articulation which works in both directions**.**

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Notes

The letters used in the transcription of recorded and the cited example have, in the main the phonetic values of the IPA symbols. However the following letters have been used throughout the text with the following phonetic labels:

/T/ voiceless 'emphatic' denti-alveolar plosive
/D/ voiced 'emphatic' denti-alveolar plosive
/ð/ voiced dental fricative
/ð̲/ voiced 'emphatic' dental fricative
/S/ voiceless 'emphatic' denti-alveolar fricative
/?/ glottal stop
/9/ voiced pharyngeal fricative
/H/ voiceless pharyngeal fricative
/G/ voiced velar fricative
/x/ voiceless velar fricative
/a/ an open front centralized vowel
/a̲/ back open vowel
/o:/ back mid rounded vowel

Appendix 1

Conversation Exchanges (1, 2, and 3)

CONVERSATIONAL EXCHANGE (1)

The following text is a transcript of a conversational exchange recorded between a 4 year old child and his 14 year old sister. In the syllabification process displayed under each utterance, consonants and vowels are indicated by the common C and V symbols; vowel length is indicated by VV and stressed syllables are shown by a little stroke place above the stressed syllable. The phonetic values given to consonant and vowel symbols are shown in Appendix ( ):

Ad(ult): '?aHmad , ?is'ma9 , 'biddi '?as?alak kam su'?a:l.
CVC-CVC, CVC-CVC CVC{C}I CVC-CV-CVC CV'CVVC
'zGi:r, 'Tayyib. ,?iH'ki:li, 'mba:riH
CCVVC, CVC{C}VC, CVC-CVV-CV CCVV-CVC
'we:n 'ruHtu ?
CVVC CVC-CV

Ch(ild): ?e;, ?e:…. ?im'ba:rIh 'ruHna
CVV, CVV CVC-CVV-riH CVC-CV

Ad.: 'we:n?
CVVC

Ch 'we:n?
CVVC

Ad: 'kunt bil'be:t 'mba:riH 'ya9ni?
CVCC CVC-CVVC CCVV-CVC CVC-CV

Ch: la? ka'ma:n 'swayye bit'3i:b 'ma:ma
CVC CV-CVVC CCVC-{C}V CVC-CVVC CVV-CV
'ka9ke 9a's:n ?e:s '?a9mal '9i:d mi'la:di
CVC-CV CV-CVVC CVVC CVC-CVC CVVC CV-CVV-CV

Ad: 'biddak 'tsawwi '9i:d mi'la:d?
CVC-CVC CCVC-{C}VCVVC CV-CVVC?
?ad'de:s '9umrak bi'Si:r ?
CVC-CVVC CVC-CVC CV-CVVC

Ch.: halla? halla?
CVC{C}VC, CVC{C}VC

Ad.: 'hassa 'biddak 'tsawwi '9i:d mi'l:ad?
CVC{C}V CVC{C}VC CCVC{C}V CVVC CV-CVVC?

Ch.: ?a:

Ad.: 'Tayyib ?ad'de:s '9umrak bi'Si:r?
CVC{C}VC CVC{CVVC CVC-CVC CV-CVVC?

Ch.: '?arba9a
CVC-CV-CV

Ad. '?arba9a
CVC-CV-CV

Ch. ?u 'humme '?arba9a
CV CVC{C}V CVC-CV-CV

Ad. ?u 'humme '?arba9a
CV CVC{C}V CVC-CV-CV
?iH'k:li ka'ma:n im'ba:riH 'suft i'sta?
CVVC-CV CV-CVVC CCVVC-CVC CVCC CCV

Ch: bi'3annin 'nzilt ma9 'ba:ba
CV-CVC-{C}VC CCVC CVC CVVC
tzaH'la?t bissaHHaaTa
CCVC-CVCC CVC-{C}VC-{C}VV-CV
Ad: war3:ni ki:f tzaHla?t?
CVC-CVVC-CV CVVC CCVC-CVCC
Ch. he:k
CVVC
Ad yi:, Tab 'Hilwe
CVV CVC CVC-CV
?e:s kama:n 'l9ibt 'bista?
CVVC CV-CVVC CCVCC CVC-CV
Ch. wala ?isi
CV-CV CVCV
Ad. Tab xallatak 'ma:ma 'tinzal
CVC CVC-{C}V-CVC CVVCV CVC-CVC
'9a:di ?
CVV-CV
Ch. bil'le:l 'ha:da 'lamma 'ka:n
CVC{C}e:C CVV-CV CVC{C}C CVVC
'ba:ba 'ya9ni 9a'sa:n 'ba:ba maw3u:d
CVV-CVCVC-CVCV-CVVC CVV-CV CVC-CVVC
Ad. '9a:di, 'btiTla9
CVV-CV CCVC-CVC
Ch mm
Ad ?ad'de:s 'ma9ak ma'Sa:ri? war'3i:ni
CVC-CVVC CV-CVC CV-CVV-CV CVC-CVV-CV
Ch. a: a: a:: xamse
VV VV VV CVC=CV
Ad. su: xamse ?adde:s
CVV CVC-CVCVC-{C}VVC
Ch. haa hal?add
CVV CVC-CVC{C}
Ad. war3i:ni ?iyyaahum
CVC-CVV-CV CVC{C}VVCVC
Ch. mm mm mm
CC CC CC
Ad. ?e:s biddak tistri fi:hum

CVVC CVCCVC CVC-CCV CVV-CVC
Ch. a: a: Talq
VV VV CVCC
Ad Talq?
Ch. mm
CC
Ad. btif?a9 ya9ni zay xa:lid
CCVC-CVC CVC-CVCVC CVV-CVC
Ch, mm
CC
Ad. Tayyib hado:la
CVC{C}VC CV-CVV-CV
Ch. tala:te
CV-CVV-CV
Ad. talt Šlu:n
CVCC CCVVC
Tayyib ?e:s btiHDar 9ala sbe:s tu:n
CVC-{C}VC CVVC CCVCCVC CV-CV CCVVC CVVC
Ch. ?e: ?abTa:l ?iddi3ital
CVV CVC-CVVC CVC-{C}V-CV-CVC
Ad. mi:n bitHibb bi?abTa:l iddi3ital?
CVVC CVC-CVC{C} CV-?CVC-CVVC CVC{C}V-CV
Ch. d3a:riH
CVV-CVC
Ad. d3a:riH? Tab Ti:r zayyu ?asu:f
CVV-CVC CVC CVC{C}V CVCCV CV-CVVC
Ch. he:k ?a: wibyiTlaq na:r
CVVC CVV CVC-CVC-CVC CVVC
Ad, ?e:s bitHibb ?inte filbe:t
CVVC CVCCVC{C} CVC-CV CVC-CVVC
Ch kura kura kura
CV-CV CV-CV CV-CV
Ad. kura? su lo: n kuratak?
CV-CV CV CVVC CV-CV-CVC
Ch Safra
CVCCV
min we:n ?istare:tha/
CVC-CVCVC CVVC CVC-CV-CVVC-CV
Ch. min 9ind ilmaktabeh
CVC CVCC vC-CVC-CV-CVC
Ad. bitHibb il?aGa:ni ?inte?
CVC-CVCC VC-CV-CVV-CV CVC-CV
Ch mmm

CC
Ad zay ?e:s?
CVC CVVC
Ch zay ?alla 9ale:k ya si:di.
CVC CVC-{C}V CV-CVVC CV CVV-CV
Ad ?aw zay?
CVC CVC
Ch. ?aw sin kunti ?u bas
CVC CVC CVC-CV CV CVC
Ad Tab Ganni:li 'waHade
CVC CVC-{C}V-CV CV-CV-CV
Ch halla?
CVC{C}VC
Ad. we:n smi9t hai il?uGniye?
CVVC CCVCC CVV VC-CVC-CV-CV
Ch hai fi be:tna
CVV CV CVVC-CV
Ad mi:n biHuTha fi be:tkum?
CVVC CV-CVC-CV CVCVVC-CVC
Ch ?e:h ….. lamma….
CVVC CVC{C}V
Ad lamma btudrus
CVC{C}V CCVC-CVC
lamma tudrus bitHuT
CVC{C}V CVC-CVC CVC-CVC
Ch. marra tistGil
CVC{C}V CVCC-CVC
Ad.. lamma tku:n btistGil filbe:t
CVC{C}V CCVVC CCVC-CCVC CVC-CVVC
btisbah ?e:s ?inta?
CCVC-CVC CVVC CVC-CV
Ch. m m m
C C C
Ad. zay mi:n btisbah
CVC CVVC CCVC-CVC
Ch. lamma
CVC{C}V
Ad. bitHibb itku:n btisbah lamma
CVC-CVCC CCVVC CCVC-CVC CVC{C{V
Ch. ?a:
CVV
Ad le:s?
CVVC

le:s biddak tisbah lamma
CVVC CVC-{C}VC CVC-VCC CVC-{C}V

Ch he:k
CVVC

Ad. mi:n kama:n bimu:t ? mi:n suft
CVVC CV-CVVC CV-CVVC
Hada bimu:u?
CV-CV CV-CVVC

Ch. si:di ma:t
CVV-CV CVVC

Ch suftu lamma ma:t
CVC-CV CVC{C}V CVVC

Ch. la?..... ya.. Hara:m min 9ind ilHiffe
CVC CV CV-CVVC CVC CVCC vc-CVC{C}V
biddu yiTla9 min ilHamma:m wi?i9
CVC{C}V CVC-CVC CVC cv-CVC{C}VVC CV-CVC
d3alta hai
CVC-CV CVV

Ad d3alTa

Ch. ?a: d3alaTu: hum kulhum
CVV CV-CV-CVV CVC CVC-CVC

Ad. mi:n hum, mi:n hum ?illi d3alaTu:?
CVVC CVC CVVC CVC CVC{C}V CV-CV-CVV
ma: biddak tiHk:li mi:n hum?
CVV CVC{C}VC CVC-CVV-CV CVVC CVC?

Ch. ?a: kulhum. 9amti
CVV CVC-CVC CVC-CV

hayfa kulhum xalaS ma: baHki
CVC-CV CVC-CVC CV-CVC CVV CVC-CV

Ad ?ahmad biddi ?awar3i:k Suwar.
CVC-CVC CVC{C}V CV-CVC-CVVC CV-CVC
biddiyya:k tiHki:li su ?asma:?hum
CVC-{C}V-CVVC CVC-CVV-CV CV CVC-CVVC-CVC

Ch. O.K.
CVV, CVV

Ad ?inte sa:Tir, Tab ta9a:l ?asu:f CVC-CV CVV-CVC
CVC CV-CVVC CV-CVVC
yalla, hai iSSura
CVC{C}V CVV CCVV-CV

Ch hai xya:r

Ad Tayyib ?u ?e:s hai kama:n? hai
CVC{C}VC CV CVVC CVV CV-CVVC

Ch ma: ba9rif
CVV CVC-CVC
Ad ?u hai
CV CVV
Ch ma: ba9rif
CVV CVC-CVC
Ad. ?u hai?
Ch Hake:tlik ?iyya:ha
CV-CVVC-CVC CVC-{C}VV-CV
Ad ?e:s hi:?
Ch 'filfil 'Hilu
CVC-CVC CV-CV
Ad. bti9raf ?iHna la?e:s binsawwi
CCVC-CVC CVC-CVCV-CVVC CVC-CVC{C}V
ilbando:ra wilixya:r wil3azar
vc-CVC-CVVC-CV CV-CVC-CVVC CVC-CV-CVC
bti9raf la?e:s binsawwi:hum?
CCVC-CVC CV-CVVC CVC-CVC{C}VV-CVC
Ch lazzift ?a: ?aSdi lal?akl
CVC-{C}VC CVV CVC-CVCVC-CVCC
we:n ?alami il?aswad?
CVVC CV-Cv-CV vc-CVC-CVC
Ad. ?alamak il?aswad ba9rafs
CV-CV-CVC vc-CVC-CVC CVC-CVCC
we:n la?e:to
CVVC CV-CVV-CV
Ch. 9aTTa:wle
CVC{C}VVC-CV
Ch. mi:n ?illi biSalli?
CVVC CVC{C}V CV-CVC-{C}V
Ad ma:ma
CVV-CV
Ch mi:n kama:n?
CVVC CV-CVVC
Ad ba:ba
CVV-CV
Ch. mi:n?
CVVC
Ad xa:lid
CVV-CVC
Ch ?u ?abu xa:lid
CV CV-CV CVV-CVC
Ad mi:n ?abu xa:lid

CVVC CV-CV CVV-CVC
Ch ?illi 9ind ilmaktabeh
CVC{C}V CVCC vc-CVC-CV-CVC
Ad ma: ba9raf ?iza biSalli willa l la?
CVV CVC-CVC CV-CV CV-CVC-{C}V CVC-CV CVC
Ch ?imbala biSalli ba9raf
CVC-CV-CV CV-CVC-CV CVC-CVC
Ad. ki:f 9rift
CVVC CCVCC
Ch. d3ibi:li kta:b ?arsum 9ale:h
CV-CVV-CV CCVVC CVC-CVC CV-CVV
Ad ?awwal ?isi ?iqra? hadi:k ilqiSSa
CVC-CVC CVC-CVC CV-CVVC VC-CVC-CV
Ch. ma: ba9rif
CVV CVC-CVC
Ad ?iTTalla9 9aSSuwar
CVC-CVC-CVC CVCCVCVC
Ch. ma: ba9rafhum
CVV CVC-CVC-CVC
Ad ma bti9raf bru:nu
CVV CCVC-CVC CCVV-CV
Tab ya9ni ?a3i:blak ma3alle?
CVC CVC-CVCV-CVV-CVC CV-CVC-CV
Ch mm ?arsum 9ale:ha
CC CVC-CVC CV-CVV-CV
Ad tursum
CVC-CVC
Ch kta:b kta:b yani fa:Di
CCVVC CCVVC CVC-CVCVV-C

Conversational Exchange (2)

This is an exchange between Mohammad, a four year-old boy and his parents. The corpus consists of spontaneous utterances recorded over a period of four weeks. All participants in the exchange are native speakers of Jordanian Arabic. The transcription contains instances of substitutions (i.e. replacement of normal sounds, which the child is unable to articulate by others which are deemed to be easier to articulated. Instances of substitution are *italicized* and the correct pronunciation is enclosed in brackets.

Ad. mi:n Darabak?
Ch. xa:lu mHammad
Ad. le:Š?
Ch. 9aša:n , 9aša:n, 9aša:nuh , ?ana, 9aša:n xa:lid ma: bidduya:ni ?ana:m maHalli… ?a:3i maHalli, ?alatlu ma:ma, ?alatlu ?u:m . Darabtu
Ad. Darbatu 9aša:nak

Ch: la? ?ilha ma:ma sa:9a *bida:di* (bitna:di) 9ale:h.
Ad. ?e:š bit?ullu?
Ch ?u bas bas
Ad šu bitsawwi?
Ch ?e:? baliffu
Ad le:h?
Ch. *he:t* (he:k)…. baliffu
xa:tu (xa:ltu), *?aHti:lit* (?aHki:lik) we:n iDDubbi:h?
Ad. we:n
Ch. fo:?,….fo:?.....fo:?.....Ga:d
Ho:n…HaTTu: fo:? Xaz:nit ta:9it ta:9it te:ta
La? bidna nxalli:h ho:n ?aHsan
. *?aHti:lt* (?aHti:lit) we:n tHuTTi:h.?
Ad. we:n?
Ch. HuTTi:, HuTTi: , ho:n, ho:n HuTTi:h
Ad šribt šai?
Ch la?
Ad ?adarsak?
Ch ?a:, xalaS, darsi:ni, darsi:ni, darsi:ni
Ad mi:n Darabak
Ch. 9a:mir
Ad we:n Darabak?
Ch. Darabni bilHad3ar, ilHad3ar *tbi:r* (kbi:r), miš zGi:r, *tbi:r* (kbi:r) , *he:t*(he:k).
Ad. le:š ma Darabtu?
Ch. ?u ?anabarmi Hd3a:r zGi:re 9ad3a:mi9
?a: fi: walad bi9ayyiT, rame:t fu?i:h, ma: bi9ayyit
ha:da walad izGi:r , walla Al9an ra:su, ?a:l Darabni bHad3ar zGi:r,
laTaxni, walla, walla ma bakzib, walla ma bakzib
Ad wle:h ya HammU:dih. Tab ilwalad ?illi wa??afak bišša:ri9
Ch ?e: š?
Ad walla šuftak bišša:ri9
Ch. ?*iHtI:lu* (?iHki:lu) ha:da ?axu:y xa:lid, fa:him BaTTaxak *taff*…(kaff)
Ad kunt laHa:lak ma: ši fišša:ri9?
Ch kunt u xa:lid
?a:, ?axattu (?axadtu) ma9i hassa.
Ad la: ?ana, baHki 9an il9aSir, lamma ?ana ?ultlak ru:H ištri, 9asire:n
Ch. duzda:n mi:n hada:k… duzda:n mi:n?
Ad duzda:n xa:lu mHammad
Ch zay duzda:n ba:ba, zayyu walla, zay duzda:n ba:ba
bas šara wa:Had d3di:d
Ad šara wa:Had ddi:d?
Ch. bas Ge:r ha:d, bas Ge:ru, ya9ni zayyu
la?, *?awa3i:ti* (?awa3i:ki) *te:f* (ke:f). 9aš:n til9abi, 9aš:n til9abi,

?ana *?abli:ti* (?abli:ki) xaltu, ?ana *?abli:ti* (?abli:ki) Tajjjib

Ad la:zim tit?akkad ?innu ha:d maHTu:T

Ch we:n?.. we:n ? we:n maHTu:T

Ad. kulhum maHtuTa:t xalaS, Tawwi:h, Tawwi:h

Ch. la?, la? , stannic
?awa33i:*ti* (ki), *te:f* {ke:f) yiDwi

Ad. xalaS basai:h, xalaS hassa, ?ikbis , stanna.

Ch. ha:da *ilmud3ad3il* (lmusad3d3il)

Ad. Hammu:dih ma: bisawwi ma9 ?ummu he:k

Ch bisawwi.. walla bisawwi

Ad šuft ma: buzbuT

Ch. buzbuT buzbuT walla buzbuT ?awad3d3i:*ti* (ki), bištGil walla bištGil ild3iha:z

Ad ba:ba raHal, b:ba raHal

Ch *he:t* (he:k) walla., ma: biddu yi:d3i, bi:d3 bille:l, bille:l'
?a:h. ?i:di šal9atni, ?axawwif*tu (ku)?*

Ad ?a:h, xarabi:š, xarabi:š, mi:n ?a:l xarabi:š, xarabi:š, , nu:r?

Ch mi š xarabi:š, ?i:d SaH ?:d. walla ?inni ?ašTar minni*t (ik),*

Ad. ?int 9ind mi:n bitruH t?uS ša9rak?

Ch. biwa??if, bwa??ifli ?iyya:h.. he:k

Ad. ?e:š bitHuTT 9ale:h?

Ch. 3ili u bimaššiTli ?iyya:h u biwa??ifli yya:h he:*t.*

Ad lamma tru:H 9al9urs?

Ch. la/.. bas.. la?, ?a:l hadi:*t (i:k)* ilmarra fi: 9ina filmazra9a *talb(kalb*), ?a:l rani:m HaTTat Su:S 9ara:si

Ad. Su:S?

Ch. Su:S zGi:R, zGi:r
?a:h ya Hara:m ?abu:hum *tbi:r* (kbi:r), *he:t* (e:k) ?abu:hum *he:t* (he:k).
?a:h 9ine:h *he:t* (he:k)., ho:n 9e:n u ho:n 9e:n

Ad. le: š hu: Hurr, bixawwif.

Ch fibo:ti….?ana šalaHtu, šalaHtu , bo:ti 9aša:n a: yudxul fi: ?aza:z,… fi: ?aza:z filbo:t , ma:ma Gaslatu

Ad ?inte Gasalt mobile ba:ba

Ch la? xa:lid Gasalu miš ?ana

Ad ma:ma ?a:lat ?nta

Ch. la?, la? miš ?ana

Ad šu bi9mal ha:d?

Ch. miš *he:t* (he:k)…zla:m he:t biSallu, ?allahu *?atbar* (?akbar). ?aSalli 9an d3add? Walla baSalli.

Ad ?a:, Salli

Ch wHya:t ?alla šuft ab:uha

Ad mi:n ?abuha

Ch ?iHna ra:yHi:n 9almazra9a….9almazra9a, ta:9itna
f:h d3amal 9ala ta:9itna, SaHH, d3amal 9ala ta:9itna,SaHH

la?e:t Has:n zGi:r, ya Hara:m Has:n zGi:r. ruHna 9almaT9am. ruHna 9almaT9am. Šufti:na w?iHna firriHle. ?a:l fi:h d3amal 9a:mil *he:t* {he:k)
btintiš fi da:nu, u 9ine:tu *he:t* (he:k). zayy il?ahbal *he:t* (he:k).

Ad rkibit alad3amal?
Ch *rkibit* ale:h. ma:ma *rattabat* (akkabat) 9ale:h xa:lid. Xa:lid 9ayyiT minnu
Ad le:š xa:f?
Ch walla xa:f
Ad kbi:r ild3amal?
Ch *tbi:r (kbi:r)*
Ad ?e:mta bitru:H 9almaddrase?
Ch ?issane ild3ai
Ch ?a:
Ad ?e:š bitHuTTak
Ch. filmadrase, tamhi:di
Ad ?awa:9i mis raGad Hilwa:t?
Ch. la? bas Hilwa:t, hai hado:l, ma9 hai bas Hile, Hilwe, Hilwe bas Hilwe, ya rani:m ha:da, talafo:ni, ha:da talafo:n ba:ba, biddi *?a3ad3il* So:Ti (?asad3d3il So:ti).
Ad. ?inte we:n ruHt , halla ?
Ch ho:n
Ad šu kunt tsawwi? rudd 9alayye?
?e: š ha:d?. btil9ab bilkumpju:ter ? mi:n li9ib fi:h?
Ch. xa:lid bil9ab fi:h, bille:l ,…?inti šufti:h?
Ad la?, ma: šuftu.
Ch. bitabbis , bi*ta*bbis (bikabbis), biDawwi:h, biTfi:h
xa:tu (xa:tu), biddi ?al9ab.
Ad we:n til9ab?
Ch fi *yu:ter* (yu:ter). ?a:, … ?a: xall:ni ?al9ab fi:h. nil9ab šadde.
Ad šu štare:t?
Ch šare:t *silte* (silke) ,silte ta:9 3ali, u šibs, u *basto:t* (basko:t) u 9aSi:r .. u bas
Ad miš ?a3a walad biddu juDurbak?
Ch la? ma: ?a3a:ni
Ad ?ana šuftu
Ch. la? *?iti* (?inti) *tunti* (kunti) na:ymih
Ad mba:riH ?ana šuftak
Ch la?
Ad walla ,?ana šuftak
Ch la?
Ad ?e: š sawwa:lak ilwalad
Ch ?a:l, ?a:l *?iti* (?inti) šufti:ni.
Ad hiyye šafatni? xa:tu ha:la šafatni? le:š ma Drabtu u harabt?
Ch la> ma: Drabtu u harabt
Ad Tab le: š ma: Darabtu?
Ch ?i3a walad biddu yuDurbu., ?a: winti naymeh.

Ad u ?e: š sawwe:t ?inte?
Ch u te:ta ?alatli ?ištari *silte* (silke), u ?axade:t ma9i xa:lid
Ad na:m 9inna ya xa:ltu bas ma: t9ayyiT.
Ch walla bana:m laHa:li. wiHya:t ?alla
Ad biDDallak t9ayyiT
Ch la?
ha:da šilin
Ad hai šilin?
Ch le:a, hayha.. hai xams danani:r. walla btištari labab wixya:r u *zazar* (3azar).

Ad ?e: š bti9mal ya xa:tu?
Ch btuDrub ilwalad fišša:ri9
Ad mi:n sakkar 9ala ?i:dak ilba:b?
Ch bas ?umit ?*asatru* (?asakru) *sattar* (sakkar) 9ala ?i:di
Ad ?inte ma: šuftu?
Ch xa:lid SaHH, ?ana SaHH xabaTit fil3arra:r
Ad le: š Darabt xa:lid?
Ch la? ma: Darabtu. ?axade:t minnu ? ššibis. Šibsi, šibsi
Ad ?e: š bti9rif tursum?
Ch ma: ba9rif ….. bas badrus . ?*aHti:ltu* (?aHki:lku) ?ana baswiil*tu*(ku) yya:hum.
Ad ?inte ma: bti9rif til9ab?
Ch ba9rif. ?ana bafttil*tu* (ku), 9ašara, xamse, la? … la? .. biddi ?a9idhum *tul*hum, (kulhum). ?arba9a… xamseh
Ad ?adde: š hadO:l?
Ch miyye… miyye… u 9ašara malyo:n, balyo:n… malyo:n
Ad ki:f ?al9ab ?iHki:li
Ch xudi iššaddeh min xa:lid
Ad ?e: š bidna nil9ab?
Ch xalaS nil9ab šaddeh
Hammu:dih ma: bi9rif yil9ab šadde
Ad yalla bidna nfutt
Ch biddi: š ?a9Ti:ti *itti:r* (i*kt*i:r}
Ad ?ayy sa:9a Shi:t?
Ch ?issa:9a u rubi9
Ad šu sawwe:t?
Ch. hayyu hassa bitšufi
Ad Hammu:dih ?e: š bitHibb ta:kul?
Ch laHme
Ad mi:n labbasak ilbanTalo:n?
Ch ša?lu:b , ma:ma
Xa:lu ?usa:ma , hayyu that 9inna. ?a9Ti:ni wara?a u ?alam.
?inte ma bti9rif tursum
Ad ?e: š biddak tursum?

Ch. ?apil, do:r
Ad ?inte ma: bti9rif tursum?
Ch walla ba9rif
Ad xalli ba:b y9almak karate:
Ch ?e: š marate:h? ?e: š ya9ni marate:h?
Ad 9aša:n tuDrub illi Darabak.

?e: š biddak tištaGil bas tikbar?
Ch. ?aštari:li ba:S u sayya:ra
Ad. ?e: š biddak ti9mal 9alba:S
Ch biddi ?aHammil fi:um, yazi:d u bašša:r u yazan, basu:? Fi:, u baHuTT fi: banzi:n zay ba:ba, r:H 9ala albanzi:n, biHuTT fi: banzi:n .. ba:ba .. biHuTT fi: banzi:n…… ?ilba:S ?ah….. ba:ba
Ad ?e: š biddatSi:r lamma tikbar?
Ch bawazzi9 be:D ?ilna. ?e:h bawazzi9 be:D . .. xa:fu minni ?il3a3a:t ?imba:riH. rni:m miš ho:n ma9na. ?a:h rani:m *ta:nat* (ka:nat) ma9na….SaH..SaH….ruHna 9a33a3a:t
Ad we:n kama:n
Ch bas ba:ba ma: ?axadna 9a33a3a:t., ma: wadda:na 9a3a:3a:t
Ad muš na:si, ?ana ma: ruHt. Rani:m ra:Hat
Ch Tab ?nta we:n ruHit
Bas ruht ma9 ba:ba 9almazra9a u basb,, ma: ruHtv9a33a3a:

Conversational Exchange (3)

Participants in the exchange are two adult female friends (A, B and the child Issa).

A. halla?, ?e:š Hanballiš ni9mal?
B. ?iHna bas hai ilmuqiddime tab9itna
A. la?,?iHna ?ayy ?i ši……?ana ma9 fikret ?innu ?ayy ?i ši buxTur fib a:lna ni9malu Tawwa:li
B. ?aki:d
A. ?e:h, ya9ni…..xalli:ni bas 9ala ša:n ?iHna nrakkiz niqra?ha , winšu:f ?e:s ?iHna 9milna
B. Tayyib
A. lazim kama:n nfakkir bi š šukr, hado:l la:zim kama:n nHuthum
B. halla ?iHna raH na9Ti šukirna u taqdI:rna laHada
A. ?aki:d…. ?ahli:na
B. ?ahli:na SaHH, ha , ha, ha, ?imba:riH ?i3u ?axadu:ni minil3a:mi9a bille:l
A. hiba, tGaddi:ni?
B. ?a:, Tab9an, Habibti
A. walla, 9an3add
B. u ruHit witGadde:t. Ta.bxi:n maTfiyye za:kye
A. Tabxi:n faSu:lya za:kye
B. La:, ?iHna Ta:bxi:n maTfiyye, bti9irfi ilmaTfiyye?
A. ?a:. hai Zahra blaban
B. bit3annin
?ana ?ayy ?i ši fi: zahra /uli:li, >u ?i9zmi:ni 9le:h,Tayyib

A. la? bas ?ana ma baHibb izzahra kti:r
B. le:h?
A. ai izzahra blaban…..?ana ?illi 9allamtha lakull idda:r
B. la:
C. mi š 9a:rfi
?ana yumi:tha 9milt Tabxa ?e:h….HaTTe:t 3a:3 m?aTTa9 bSiniyye
A. ?aho
B. ?u HaTTe:t 9ulbit zahra, ?u HaTTe:t 9ale:ha THi:n….THInyye ya rabb
A. 3a:3 ma9 iTTHiniyye
B. ?a: bas….. ?u ..>arnabi:t… HaTTe:t fo:?u..?ana baHibb il?arnabi:T kti:r, fardtha wa?ti:ha bSiniyye, wi9miltha bilfurn. Til9it bi33annin.
A. bitHuTTu 9ale:ha THi:ne
B ?a:h bi33annin btiTla9
A. la: ?iHNa binHuTT Zahra…bni?li:ha blaban bidu:n Thi:niyye.
B. 9a:di ?u mumkin bTan3ara mi š bSinyye
A. ?isma9i hai hai ya9ni raH ta:kli ?aSa:b9ik wara:ha
B. ?aki:d
A. la:, bamzaH š , hai we:n raH ta:kli ?aSa:b9ik wara:ha
B. ?aki:d
A. la:, 9an3add amzaH š , hai we:n…. ?e:h bitHutt zzahra blaban

A. we:n kunt ?inte?
Ch. 9ind mu:mu
A. šu 9milt?
Ch l9ibt
A. šu ha:da ?illi ma9ak?
Ch, ?inte ma9ak tinte:n
Ad we:n kta:bak?
Ch barra
Ad ru:H 3i:bu
Ch *biddi:s (biddi:* š *)*
Ad. ?inte ma: bti9raf tiqra?
Ch ?inbala
Ad ?iqra? ?a šu:f?
Ch malik yawm iddi:n, ?iyya:k nabudu wa ?iyyaka nasta9i:n
fi ?i ši ta:ni
Ad wala ?i ši xalaS
Ch ?ale:f ba:, ta:, la?
Ad Tayyib, ru:H 3i:b likta:b
Ch ma: biddi
Ma: biddi >a3i:b kta:bi
Ad le: š?
Ch he:k

Ad ?aSlan ?inte mu: ša:Tir
Ch ?inbala, hayni 3ibtu
Ad ha:t

Ch ya ma:ma xall:ni ?a:xdu
?ana ?aSlan ba:ba biddu ywaddi:n 9arrawDa
Ad la?, ?inte ma: fi:
Tab le: š HaTTe:t likta:b barra?
Ch ?ana Hurr
Ad ?e: š
Ch ma: daxlik
Ad we:n yu:sif
Ch 9ind mu:mu laHa:lu
Ad le: š laHalu
Ch *9asa:n* (9a ša:n) ba:ba w?ana
Ad le: š ma Dalle:tu ma9a:h
Ch li?annu *0Gi:r (* zGi:r)
Ad šu 9am ta:kul?
?ana biddi minha
Ch ?e: š
Ad za:ki , ?akalt za:za
Ch šu kama:n?
Ch ?akalt ruzz
Ad ?e: š ?aktar ?i ši bitHibbu
Ch bi:tsa
Ad šu ?afTart ilyo:m?
Ch labane u *(xub0)* xubz u be:D
fTu:r za:ki za:ki
Ad šu ya(ni xubz bil?ingli:zi
Ch bred
Ad be:D?
Ch eg
Ad ša:Tir
We:n ruHt imba:riH
Ch 9a lu:na pa:rk
?ana ilyo:m *ra:0a9t* (ra:3a9t) kti:r
Ad le: š? le: š?
Ch 9a ša:n ?ana mari:D. ma: bti9irfi?
Ad ma9 mi:n ruHt 9alaa lu:na pa:rk:?
Ch ma9 ba:ba
?aSlan ba:ba biHibni kti:r
Ad šu sawwe:u hna:k?
Ch *biddi:s* (biddi: š) ?aHki:lik. 9aša:n lu:na pa:rk mu: Hilwe.

Ad	laa, ?aHla minnak. L9ibtu biTTaba:t?
Ch	xalaS ma: biddi ?a?u:l ?iši.
Ad	le: š
Ch	za9la:n
Ad	ta9ba:n?
Ch	la? la? bas za9la:n
	mu:mu ?axad iTTa:be. u ?anabiddi ?aDurbu
Ad	ki:f biddak tuDurbu?
Ch	buk, buk, buks
Ad	le: š
Ch	?ana za9la:n
Ad	minnak u min mu:mu u minnik ?inte
	?ana ma: sawwe:t ?iši
Ch	?aSlan ba:ba biddu yištri:li Taba:t kti:r
Ad	?inte bti9rif t9idd lal9ašara?
Ch	wa:had tne:n xamse sitte sab9a *9asara* (9ašara)
	?ana ba9rif ?arsum
Ad	ru:H 3i:b il?alam
	šu ha:da ?illi rasamtu?
Ch	ha:da da:?ira
Ad	?ana ša:yif xarabi: š
Ch	?ana ma: baxar*bis* , ma: baxar*bis*, ma: baxar*bis* (biš)
Ad	šu ha:d kama:n?
Ad	?arsumlak si:du? Bti9rif
Ch	?a:h
Ad	SaHH, ?inte ma: 9indak masTara
Ch	?imbala 9indi
Ad	?inte ma: 9indak
Ch	la? 9indi, we:n *maθTartik (*masTartik)
Ad	mxabbaye
Ch	*le:s* (le: š}
Ad	9aša:n ma: Di:9. la?e: š hiyye ilmasTara?
Ch	*9aθa:n nmaθTir* (9aša:n nmasTir)
Ad.	bti9rif itGnni?
Ch	?aGanni:lik ?e: ya sna:ni
	Ma:ma ?axdatni u ra:Hat 9aTTabi:b, ma: wa33a9ni u ka:n laTi:f
Ad	?abadan ma: bninsa:h
	Mi:n 9allamak hal?uGniye ilHilwe?
Ch	9ammu *hisa:m* (hiša:m)
Ad	we:n ruHt imba:riH?
Ch	9ind mu:mu
	?inti biddik DDAlli ho:n?
Ad	šu lo:n hai issayya:ra?

Ch ?aSfar
Ad šu ha:da illo:n
Ch ?aswad
Ad u ha:da
Ch ?aHmar
Ad ha:da bti9irfu?
Ch ha:da ?abyaD
Ad ?abyaD. la? mu: ?abyaD
Ch ?imbala
Ad la?, ha:da ?ismu rama:di,
Ch ya9ni zay il?ayaD.ma:ma ?e:s ha:da
Ad h:DA BLU:
Ch ?e:s ya9ni blu:?
Ad ya9ni ?azra?
?e: š biddak?
Ch binna nSaliH ilkumpju:tar
min wein ho:na
Ad he:k xarrabtu:
Ch ?utrki:h halla biGuzzik
?ikibsi, Tu:T, ho:n
Ad ma: štaGal, šaklu xarba:n
Ch la: mu: xarba:n, huwwe SalHa:n
Ad ?a: xarba:n, bas. Biddi ?aSalHu
xalaS, ?inte ?il9ab bilqiTa:r. >ilqiTa:r sari:9
la? swaj bati:? ma: maša šu ma:lu?
Ch ?ana ?ultillik ?innu baTi:?
Ad til9ab bissayya:ra?
Ch ?ana *bamassi:ha* {bamašši:ha)
Ad mašši:ha 9ala il?arD
Ch ?ana lamma ?aru:H 9al madrase biddi ?arkab bilba:θ
Ad biddak tru:H 9almadrase?
Ch ?a:h
Ad le: š
Ch he:k.
Ad Hilwe hiyye ilmadrase?
Ch ?a:
Ad ?e: š fi:ha
Ch fi:ha ?awla:d u fi:ha miss u fi:ha *marazi:H* (mara3i:H).
Hadi:k ilmarra ruHna 9a Hadi:qit 9amra,?a:
Ad ?e: š 9miltu?
Ch ?akalna *sawirma* (šawerma, ilyo:m ,ilyo:m ilyo:m.
Ad ?iw ?e; š kama:n?
Ch ?ana Hake:t 9ammu biddi ?asaHsil

Ad	riDi?
Ch	?a:, šuft walad zGi:r. ka:n binaTniT u bi9ayyiT
Ad	le: š?
Ch	ka:n xa:yif
Ad	hiyye issuHse:le itxawwif?
Ch	la? ?ana ma: xift wala šwayy
Ad	willa le: š ilwalad ka:n i9ayyiT
Ch	huwwe zGi:r